1. Job Description of an Academic.
   - Establish a generic academic job description which stipulates that, unless explicitly specified to the contrary, every academic is expected to do teaching.
   - The nature and amount of teaching is decided, after consultation, by the academic line manager (typically the Head of School) on an annual basis, as part of the workload allocation for the academic unit in question.
   - “Teaching” includes contact time with students other than formal lecturing.
   - Any deviation from the allocated teaching arrangements (for example to take time out to attend an academic conference) must be negotiated with and agreed by the academic line manager, on the understanding that suitable alternative arrangements have been made.
   - An academic may expect to have time made available for his/her research activities, but such time will be allocated (after consultation) by the academic line manager within the context of the workload allocation.
   - The academic line manager is expected to take individual preferences into account where possible. However, it is not the prerogative of an individual academic to stipulate when s/he is or is not available for teaching.

2. Job Description of a Head of School. Establish a clear job description for the position of Head of School, stipulating that the Head is empowered and has a duty to lead and manage the School, inter alia by carrying out the following duties:
   - Lead on the design of a strategic plan for the School, within the context of the strategic planning of the Faculty.
   - Design and implement suitable management portfolios for the School.
   - Do the annual workload allocation, distributing all teaching, administrative and portfolio management duties in an equitable manner, taking into account where possible the wishes and agreed career development plans of individual staff members within the context of the strategic plan for the School.
   - Monitor the performance of allocated duties.
   - Oversee the Performance Development Reviews of all staff in the School.
   - Do an annual report for the School.

3. Academic Ranks and Promotions.
   - Eliminate the asymmetry in the promotional process between Senior Lectureships and Readerships.
   - Establish the evidence base required for promotion to any academic rank on the basis of excellence in teaching, distinguishing as necessary between
excellence in the delivery of teaching, excellence in the scholarly aspects of teaching, and leadership and impact in the development of teaching.

4. Reward and Recognition.
   - Establish a “Distinguished Teacher” award(s).
   - Establish the principle of study leave devoted to the improvement of teaching.

5. Teaching Code of Practice.
   - Establish a Teaching Code of Practice which spells out the obligations and expectations of teaching staff and students regarding the delivery of taught modules, contact time outside of formal lectures, and in the support of degree programmes.
   - Put in place processes whereby the Code of Practice is implemented as appropriate by every teacher at the beginning of a taught module with that particular cohort of students.

6. Teaching Profiles.
   - Design a template for a Teaching Profile: the modules taught, the number and nature of hours spent teaching per module, whether any curriculum design was done, whether the module was taught for the first time or as a repeat, the student evaluations per module, any other available evaluations (by peers, the line manager, or outside agencies, as appropriate), any other evidence of the quality of teaching.
   - Encourage all academic staff to keep an up-to-date Teaching Profile as part of their Curriculum Vitae.
   - Require the submission of a Teaching Profile as a compulsory part of any application for academic promotion or a teaching award.

7. Other. On a broader front, and in the longer term, but for attention as soon as possible:
   - Establish a management information system to facilitate programme management within schools, and to accumulate teaching data.
   - Reduce the lead time for establishing new programmes.
   - Reconsider the efficiency and efficacy of the timetable in the light of its impact on the student experience.

Implementation of the action items listed above will require work by the HR Department, the UTLC, QuiLT and the Faculties, for eventual approval by Senate and reporting to Council. The member of Executive Board responsible for implementation is the Pro-Vice-Chancellor (Teaching and Learning), Professor Ella Ritchie. The target date for completion of items 1-6 is 31 December 2008.

Prof Chris Brink
Vice-Chancellor
05 March 2008
(After consultation with Heads of School and Senate)