Moving from workload measurement to performance outcomes

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A case study

• Scenario

• Managing academic priorities;
  • Issues with our workload measurement approach
  • Moving to an outcome based approach

• Reflections on successes & challenges

Trying to avoid the tail wagging the dog
Some scene setting..

- Kingston University
  - Post-92 (ex Poly)
  - 20,000 students, 2,000 staff
  - Broad based; Arts, Health, Humanities, Science
  - 5 faculties, 16 schools, 48 departments

- Post-92 National Framework Agreement (NFA) & Contract
  - Locally implemented; KU adopted ‘as-is’
  - Workload limits; most frustration

- Teaching max; 18hr pw/ 550hr teaching year
  - 38w max (2w admin)/ max 14w consecutive

- Research & Scholarly; ‘self-managed’
  - Not quantified, typically 10% but KU = 20%
UK drivers for efficiency and productivity

- A competitive funding environment
- The move to graduate contributions
- Downward pressure on the value of tuition fees
- Cuts to public investment in capital funding
- International competition
- Workforce costs are 55.5% of overall HE expenditure

The UK Sector – a mixed bag

- Various systems in operation across English HE
- All involve the active management of individual workloads (some cover single departments, some whole HEIs)
- Some are linked to TRAC reporting
- Some are linked strategically to institutional objectives
- Some assist HEIs in understanding the costs and sustainability of different activities
- Trade unions are cautious about their use; can reduce over-working/stress but are perceived to reduce autonomy?
- ‘Helpful in allocating workloads equitably and transparently’ .....
Our experience of workload measurement

- Not great!
- Complex curriculum; not ‘one size fits all’
- Debate over detail
  - ‘Too busy – reduce workload’
  - ‘It’s wrong because of abc’
- Management frustration – time, energy & focus in wrong place

Most universities have some sort of MAW policy, but in many of these cases it does not really impact on practice within schools.

- LFHE Report; The Management of Academic Workloads: Improving Practice in the Sector
Doing something different..

What are we doing?
What are we achieving?

Workers or professionals; what’s your view?...
Moving to outcomes...

How do you operationalise the principle?..

• Systemic change
• Shaped around careers, pathways & expectations;
  • Keep; one contract, NFA workload parameters
  • Keep; clarity on organisational imperatives
  • **New role profiles; heart of the change**
  • Revised appraisal scheme
  • Revised progression & promotion

= A discussion around *individual aspirations and expectations* rather than *organisational measures & tariffs*
Our new role profiles

- **Roles**: Lecturer, Senior Lecturer, Associate Prof, Professor
- **Domains**: Teaching, Research, Enterprise, Professional Practice
- One major, one minor
- **Flexibility** to change as career progresses (and KU needs change)
## Summary Framework: Lecturer

### Academic Domains

<table>
<thead>
<tr>
<th>Teaching &amp; Learning*</th>
<th>Research</th>
<th>Enterprise &amp; Knowledge Transfer</th>
<th>Professional Practice</th>
<th>Leadership &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Representative Activities</strong> <em>(see role profile for full list)</em></td>
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<tr>
<td>• Plan, develop deliver and review a range of teaching and assessment activities.</td>
<td>• Develop, sustain and implement a personal research plan.</td>
<td>• Work with others to identify and pursue opportunities to develop external services, consultancy and other sources of profitable income.</td>
<td>• Engage in consultancy through the provision of professional advice and services.</td>
<td>• Provide effective leadership as required, particularly in relation to a diverse range of students’ needs and module organisation.</td>
</tr>
<tr>
<td>• Identify innovative approaches to teaching and learning.</td>
<td>• Active involvement in research supervision in your own specialist area.</td>
<td>• Contribute to text books and professional activity materials, to support effective teaching and learning.</td>
<td>• Participate in, and build, networks to develop your professional profile and enhance the University’s reputation / connections in the area of activity.</td>
<td>• Perform administrative duties within the remit of an academic member of staff</td>
</tr>
<tr>
<td>• Develop and supervise a diverse range of students.</td>
<td>• Develop research proposals.</td>
<td>• Contribute to the design and deliver external programmes for employee or public training.</td>
<td>• Advise, mentor and support a diverse range of students; be a resource available and to advise other members of staff as appropriate to their discipline.</td>
<td></td>
</tr>
<tr>
<td>• Contribute actively to course/programme review, design and improvement.</td>
<td>• Write up and submit research outputs of publishable quality.</td>
<td>• Contribute to dissemination of research findings.</td>
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<tr>
<td>• Provide first line support as a personal tutor, appreciating the needs of individual students and their circumstances.</td>
<td>• Contribute to dissemination of research findings.</td>
<td>• Engage in continuing professional development and sharing of ideas and information.</td>
<td></td>
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</tr>
</tbody>
</table>

*Teaching & Learning must be one of your domains

### Self Managed Time

To be used to enhance your development or contribution to your domains or leadership and management

All time would normally be spent on activities relating to academic domains and leadership & management, as agreed in Performance and Development Appraisal discussions. The way in which these activities are undertaken will be Self Managed for a proportion of your time in line with the following principles:

- In support of your role you are encouraged to engage in professional development and other relevant activities both inside and outside the University but which generally benefit the University.

- You must keep your Dean / appraiser informed of the work in which you are engaged and agree with your Dean the disbursement of this time throughout the year.
This form outlines illustrative examples which could be used to indicate expertise at Associate Professor level under each domain as well as Leadership and Management. This is not an exhaustive list of examples and individuals are not expected to meet every point on the list; candidates may add further areas of relevance in each domain to the form in support of their application if they wish.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Evidence &amp; key dates</th>
</tr>
</thead>
</table>
| 1. Learning and Teaching (please note Learning and Teaching must be one of your domains) | Evidence of your application of leading research informed teaching and learning for the benefit of a diverse range of students, faculty and University (1.1, 1.2, 1.4, 1.5) e.g.  
  Developing events, exhibitions and research publications (possibly in partnership with students) in relation to teaching and learning.  
  Developing curriculum based on research outputs and findings.  
  Introduction of novel and innovative concepts to undergraduate / postgraduate programmes that reflect your research or new thinking within the discipline, including how you have critically evaluated changes and impact.  
  Evidence of maintaining currency within the discipline and applying this for the benefit of students, faculty and university.  
  Evidence of developing your academic practice in relation to Learning and Teaching.  
  Provide an example of leading a School, Faculty or University wide project with a Learning and Teaching brief and describe the way you have sought to disseminate this across the University. (1.1)  
  Evidence your contribution to the RAF with particular reference to reframing and rethinking of the curriculum and pedagogy of one or more courses. (1.1)  
  Evidence of your contribution to embedding equality and diversity in the curriculum and pedagogy. (1.1, 1.4)  
  Evidence of your achievements and role as a member / leader of a school, faculty or University Learning and Teaching committee. (1.1)  
  Provide evidence of your active membership and specific contributions to faculty and University committee and working groups related to the enhancement of Learning and Teaching. (1.2)  
  Give evidence of your engagement with the pedagogy of your discipline or HE pedagogy in general e.g. through participation in conferences, seminars and national events. (1.2) |
| 1.1 A substantial role in the enhancement of Learning and Teaching at the University; |                                                                                                                                                                                                                         |
| 1.2 Contribution to the development of knowledge, understanding and practice in a field of Learning and Teaching. This contribution would be recognised at University/national level (e.g. through substantive roles in relevant University or national bodies); |                                                                                                                                                                                                                         |
| 1.3 Inspiring, stimulating and influencing the professional activity of others in relation to Learning and Teaching of your discipline or pedagogy (e.g. through membership of relevant national committees, authorship of peer-reviewed publications, contribution to conferences, adoption of teaching or assessment methods by others in the UK HE community); |                                                                                                                                                                                                                         |
| 1.4 A substantive contribution to the learning experiences of a diverse student body through |                                                                                                                                                                                                                         |
Positive change? - different views...

“EXTREMELY SUPPORTIVE “. Julius Weinberg VC

“LOSE BEST LECTURERS”
River news

“REDUNDANCY AND DEMOTION” UCU notes to members

“AP CRITERIA ARE POSITIVE “
staff consultation

“WELCOME THE ENCOURAGEMENT ”Staff consultation

“STAFF DEMORALISED”
Staff briefing sessions

“5 YEARS PAY PROTECTION”
River news

CAREER PATHWAY FOR THE FUTURE Julius Weinberg VC

“PLEASED”
Feedback from staff briefing

“GAMBLING WITH THE UNIVERSITIES FUTURE” River news

“PAY FREEZE”
River news

“TAKEN ADVANTAGE “
UCU note to project team

“FORCE STAFF TO LEAVE”
River news

“REMOVING CONTRACTUAL PROTECTIONS“
UCU note to project team

OUTSTANDING CONTRIBUTION TO CULTURE CHANGE
Faculty Dean

“A VERY POSITIVE MOVE”
Staff briefing sessions

“A GREAT OPPORTUNITY“
Julius Weinberg VC

“ATTEMPT TO DOWN GRADE”
staff consultation

“STAFF MAY NEVER APPLY”
Staff briefing sessions

“DOWNGRADE “
UCU note to project team
Reflections #1

• Helped shift focus
  • Input → outcome
  • Admin → academic
• Strategic alignment
• Flexibility; individual & KU
• Consistency of language & expectations
• Clearer contribution
• TEF – qualified 77% (Sector 50%)
• REF 2014 – 60% ‘world leading/internationally excellent’ (+100% v 2008)
Reflections #2

- Theory into practice
- Resistance to change; be clear on ‘red lines’
- Appraisal skills – objectives & feedback
- Faculty level planning
- Impact on some
- REF 2020

Questions for you to consider..

• What are the long(er) term implications of workload models; is it where our focus should/needs to be?

• Are ‘better’ workload models the right/best answer in helping achieve organisational imperatives? (e.g. clear performance standards, performance management, succession planning)

• Whatever the answer, how do we help make it happen; is there a greater role for objective setting & appraisals?
Thank you!

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