



Manual for managerial staff



Assessing, recognising and developing educational performance

*Educational performance in the coming annual
performance appraisals*



1. Introduction

The implementation of the new BSc educational model (*Twents OnderwijsModel* ;TOM) requires additional investments of staff as regards teaching. This calls for choices to be made about the deployment of our staff. Prioritising TOM may have consequences for our ambitions and results in other important areas. The choices we make with regard to the deployment of staff should be in line with the needs and priorities the new design of our educational programme calls for.

Each staff member in a managerial position must fulfil his or her role in this. Therefore it is necessary, in the usual performance appraisal agreements you make with your staff, to talk explicitly about the efforts and commitment as regards teaching, and to make agreements about the contribution of each staff member to our educational programme. Not only do these agreements have to be clear in advance, but the successful contribution to teaching should also be recognised upon the evaluation of the realisation of these agreements. Naturally, in making the performance agreements, you also need to lay down the enabling conditions for the realisation of these performance agreements.

In the document below you can find relevant information that can help you in discussing the educational performance in the annual performance appraisal. Of course you can also consult the HR adviser of your faculty on how to prepare for the annual performance appraisal cycle.

2. The annual performance appraisal

In the annual performance appraisal, the educational tasks and performance are discussed in relation to the teaching quality delivered and joint agreements are made concerning the wishes and needs for further professionalisation.

The UT website provides a detailed explanation of our annual performance appraisal (http://www.utwente.nl/hr/info_voor/medewerkers/loopbaan/jaargesprek.doc/). Here, you will find an explanation of the purpose of the appraisal interview, several general points of attention and a checklist for managerial and other staff.

3. Guideline for discussing educational performance

The cycle of the annual performance appraisal is organised in such a way that effective (SMART) agreements are made about the educational performance to be delivered and the desired professionalisation. After one year, it will be examined which of the agreements made have been realised and why, or why not. New agreements are made for the next year in the area of results and developments. Below you will find a checklist for subjects that may be covered during the interview in order to conduct a fruitful discussion on the result and development of the educational performance.

Result

(review on past year and outlook for next year)

- Review agreements past year (these are automatically shown in the FJUT form).
- Summaries of subject/student evaluations (conclusions and reflection of lecturer on these), can be added to the FJUT.
- Teaching delivered and to be delivered (subjects and estimated number of working hours per week/year and how these are divided over the year).
- Thesis supervision (on behalf of students graduating; as first or second supervisor; estimated time investment per student).
- Other contributions to teaching (description, estimated number of working hours).
- Contributions to educational development (new subjects: content, result, estimated number of working hours).
- Which teaching roles will be taken on (e.g. (module) coordinator, programme director) and what is the estimated time investment.

Development

(review on past year and outlook for next year)

- Review of professionalisation agreements in the past year
- University Teaching Qualification (UTQ)
- English language skills (if teaching is provided in English)
- Professionalisation in relation to teaching activities of next year (e.g. TOM)
- Long-term professionalisation

4. Discussing the educational performance

What information is available that can give insight into educational performance and can help to discuss and assess performance?

Course/Student evaluations

All courses taught at the UT are evaluated. In most cases, this involves a student evaluation. Although the reliability of this information may possibly not be scientifically substantiated, it does offer relevant leads to discuss with the lecturer; both as positive points, and for discussing possible points for further development. If students give poor evaluation marks for several subjects and during several years, this is an important signal that needs to be acted on.

Self-evaluation lecturer

In addition to the student evaluations, the lecturer may also provide a self-evaluation. This offers the lecturer the opportunity to reflect on his or her educational activities and professional development. This input can be used in the annual performance appraisal as a basis for agreements on educational activities in the next year and on further professionalisation of the lectureship. Lecturers who follow the University Teaching Qualification (UTQ) trajectory, or have completed it recently, can present the self-reflection found in the *BKO* portfolio during the interview.

Prizes and awards

Annually the teaching award is presented at the UT. This starts with an election of the best lecturer at each faculty, followed by a contest at UT level for the teaching award. A nomination for the faculty and/or UT award is a (positive) indication for how much students appreciate teaching.

From 1 February 2013 it is possible to upload the relevant educational information in the FJUT application. The educational appendix in FJUT allows you to attach a pdf- file. The content of the file can differ per faculty in order to link up with the existing diversity in content, form and process of the information supplied.

5. Roles within TOM

The new design of the bachelor's programmes calls for a huge commitment from staff. In the transition phase to TOM, possibly more than before staff will be deployed in education by actively cooperating in the new design of the programmes.

The implementation of TOM calls for priority and, in addition to the efforts and commitment of staff, requires managerial staff to formulate the enabling conditions to realise this commitment.

Agreements on concrete results, time investment, consequences for other obligations are topics for discussion explicitly covered in the FJUT.

In the annual performance appraisal, agreements are made on the educational roles in TOM that require specific attention, such as:

- Cluster -coordinator during the transition phase (core team Educational Reform)
- Programme Director(BSc/MSc)
- Module coordinator

Also the efforts and commitment in the new design of the lecturer's 'own' degree programme are discussed, as well as, for example, the contribution that somebody makes/is able to make to the TOM carousel (making available their own expertise to colleagues).

6. Development

In addition to discussing the educational performance and results of the past year and making (SMART) agreements about the efforts, commitment and results in education for the next year, the development of educational competences and skills should also be an important topic of discussion. In this respect professionalisation can be seen both in the context of stimulating, improving, remedying and maintaining skills, and in the context of deepening and broadening.

UTQ& English language skills

As regards professionalisation of lecturers, the UT policy is aimed at the *UTQ* and English language skills, among other things. These two subjects therefore should be important topics of discussion. As far as the *UTQ* is concerned the ambition is for each new lecturer to obtain his or her *UTQ* certificate within 3 years. Staff already in office are required to obtain their *UTQ* certificate (via a special procedure for experienced lecturers) unless the lecturer has more than 20 years of relevant work experience.

For the English language skills, undergoing a class assessment is a standard element for lecturers teaching in English, unless the lecturer is eligible for an exemption based on the exemption requirements set.

From 1 April 2013 staff members in managerial positions can view the *UTQ* status or the status of English language skills of their own staff members in My HR. This information can serve as input for the interview (e.g. the progress and/or expected end date). The HR adviser of the faculty will be able to inform managers about the use and functioning of My HR.

TOM

In addition, the educational reform (TOM) asks much from our lecturers. What professionalisation is necessary/desired to make TOM into a success? Talk about what the lecturer needs, make proper agreements about this and record these agreements.

Long term

In addition to the desired short-term development, it is also a good idea to look together at the desired development in the area of education in the longer term.

Input for making agreements on development

At each faculty an educational expert has been seconded. You can contact them for questions about possibilities for development in the area of education. Below you will find the names of the educational experts at each faculty:

CTW: E.M. Gommer

EWI: K.M.J. Slotman

GW: M.E. Hahnen / W.J.D. Vlas

ITC: M.J. Verkroost

MB: F.M.J.W. van den Berg

TNW: G.C. Vreman

For current courses and training programmes you can refer to the website of Educational Services:
<http://www.utwente.nl/so/od/Cursusaanbod/>

For courses in English language skills, go to the website of the TCP:
<http://www.utwente.nl/so/tcp/>

7. Remuneration

The UT's current remuneration policy allows room to award an extra financial remuneration in case of exceptional educational commitments and performances, e.g. a once-only bonus. For more information about the possibilities, contact your HR adviser or go to:

http://www.utwente.nl/hr/info_voor/medewerkers/Beloning/

The decision-making power for (extra) remuneration lies with the dean/director. A manager may not make any commitments towards staff members without consulting with the dean/director.