School of History, Classics and Archaeology

Minutes of the Meeting of PG and PT Tutor Liaison Committee

9th December 2015 at 10am, Room 1M.19, William Robertson Wing, Old Medical School

Present:	Dr Adam Fox, (Chair), Director of Undergraduate Studies
	Dr Thomas Ahnert, Head of History Subject Area
	Mr Sebastiano Bertolini, Classics Tutor
	Dr Lucinda Byatt, History Tutor
	Dr Stephen Bowd, Director of Graduate Studies
	Professor James Crow, Head of Archaeology Subject Area
	Dr Marc di Tommasi, History Tutor
	Ms Roseanna Doughty, History Tutor
	Ms Anna Feintuck, History Tutor
	Miss Louise Fleming, School Resources Manager (minutes)
	Professor Niels Gaul, Head of Classics (Interim)
	Dr Emma Hunter, Deputy Director of Graduate Studies
	Mr Paul Jarvis, Classics Tutor
	Mr Richard Kane, School Head of Student Administrator
	Mr Neil McGillivray, Director of Professional Services
	Mrs Cindy Nelson-Viljoen, Archaeology Tutor

Apologies:	Ms Catherine Shupe, Archaeology Tutor

	Action
<u>1. Welcome, Introductions and Apologies</u> AF welcomed all colleagues to the meeting. It was agreed that the composition of the Committee was appropriate, and all areas of the School were well-represented. It was agreed to change the name of the Committee (previously referred to as PG Tutor Liaison Committee) to ensure it reflected the HCA Tutor community members who do not study in the University, to PG and PT (Part Time) Tutor Liaison Committee.	
2. Remit of Committee: relationship to School governance structures, frequency of meetings AF highlighted the important role and excellent contribution that HCA's tutor community plays within the School, and outlined the remit of the Committee: to formally recognise and provide a forum in which any issues or concerns relating to tutors can be raised with academic and professional services staff.	

AF confirmed that while the Committee is unable to make significant decisions which impact upon School resources, recommendations could be made from Committee to HCA's School Management Committee, which meets on a fortnightly basis. The frequency of meetings was discussed. It was agreed that these should be scheduled in early September (prior to Semester One teaching), late November (towards the end of Semester One teaching), and in April (towards the end of Semester Two teaching). **Action: School Resources Team to arrange and confirm date of next meeting in April 2016.**	**Resources Team**
3. Communications between School and Tutor Groups It was widely acknowledged that there had been a number of difficulties experienced over the summer of 2015 which had unfortunately caused considerable delays to tutor contracts being raised. It was noted that communications between all staff and tutors must be improved, and that work was underway to address a number of issues: - Timelines have now been agreed across CHSS for the annual refresh process for the 2016/17 session. These will shortly be published on the HCA Teaching Support webpages. - Work is underway to improve the HCA Teaching Support webpages for 16/17 in areas such as completing eTime claims, and support for tutors in their career development, and information on the annual refresh process. It was agreed by all that key points of contact must be confirmed to ensure all colleagues know who to approach with their queries and issues. **Action: School Resources Team to draft a crib sheet on key points of contact for further discussion and agreement**	**Resources Team**
4. Preparation time for tutorials, lectures and marking A number of colleagues raised concerns regarding the payment for lecture preparation time. It was felt that 5/6 hours of work was required to properly prepare a lecture, for which colleagues were paid 1 hour of work. It was noted that work was ongoing by the HCA School Management Committee to simply and standardise the School's Workload Allocation	

Model, which would result in an easier eTime claim process for all colleagues. It was noted that there was currently a lack of clarity across tutors about office hours and feedback, and felt that there were inconsistent approaches taken to payments made for feedback and marking across the School. NM clarified that 3 hours of feedback time had been allocated per tutorial group at Sub-Honours level, and that the formula used to calculate marking allocations had been agreed and applied at Subject Area level. It was noted that marking, office hours and feedback hours would be revisited as part of the Schools Workload Allocation Model exercise. **Action: SMC colleagues to report back following outcomes of WAM exercise** It was noted that a number of tutors had compiled a draft questionnaire, and would like to request this be sent to all HCA tutors. It was agreed that this would be a useful exercise to undertake for all colleagues. **Action: A Feintuck to send draft questionnaire to LF, and for information to SMC**	**SMC colleagues** **AFeintuck/LF**
5. Submission of claims via eTime LF reported on behalf of the Resources Team that new guidance was available on the HCA Teaching Support webpages as to how to submit claims through the eTime system. It was noted that these would be expanded upon and developed in coming months. LF also emphasised the importance of submitting claims by the last calendar day of each month, otherwise unfortunately payment could not be guaranteed by the end of the following month. This is due to the various checks and queries which have to be made by Resources Team colleagues once a claim is submitted before it can be approved for payment, often by 5th or 6th of each month. LF also requested that tutors categorise their claims per course, using only one line for each activity to report all of the hours undertaken each month, e.g. 5 hours of marking in total for Course X for the month, rather than indicate that 2 hours of marking for Course X were undertaken on XX date, and 3 hours on a separate date.	

6. Feedback sessions Several tutors also commented on the lack of available space in the building for tutors to hold feedback sessions. It was felt that while the newly-installed pods were an improvement, and useful to some extent, these did not offer any privacy, particularly when having to hold difficult conversations with students. It was also reported that there was uncertainty around how to book the pods, and also whether or not they had been booked or could be made use of on an ad-hoc basis if seen to be available. **Action: Resources Team to liaise with IT Team to circulate communication on the pod booking process, and investigate how bookings could be made visible for each pod.**	**Resources Team/IT Team**
7. Intellectual support for tutors It was noted that peer observation processes were currently being put into place which would allow a less experienced member of staff to receive feedback on teaching activities from a more senior colleague. It was suggested that this should be accompanied by short written feedback which could then be used by tutors to further develop their careers, e.g. when applying for other academic posts, or for use on C.V.'s. It was also noted that Classics tutors currently make use of crib sheets to develop lectures, which were found to be a useful resource. It was felt that this would also be a useful process and resource to develop for History and Archaeology tutors.	
8. Annual reviews It was noted that annual reviews would be undertaken for all tutors for each course by the end of academic year 16/17. These are currently embedded well in Classics, but the Committee agreed that consistent support must be made available for colleagues in all Subject Areas for next year. **Action: To be reported to SMC for further discussion**	**SMC colleagues**
9. Process for offering hours for 16/17 As discussed earlier in the meeting, it was again noted that planning had already begun for the process of offering hours for 16/17. A timeline is also being developed, which will be agreed for all Schools in CHSS in	

order to better manage the process for 16/17, which would be made available via the internet to tutors in due course. It was queried as to whether teaching would be made available and offered to students moving into their fourth year (writing-up) phase of study. NM reported that those tutors currently studying PhD's at the University would have a contract end date which coincided with the end of their third year of study for their teaching activities, and that no guarantee was made of any availability of teaching work during their writing up year. It was felt that this wasn't widely known to the current third-year student population, and requested that a communication be sent to all current third year students to raise awareness of this. **Action: Communication to current third year students with 2016 contract end date to be sent as above.**	**Resources Team**
10. AOB No other business was raised. Meeting closed at 11.30am	