

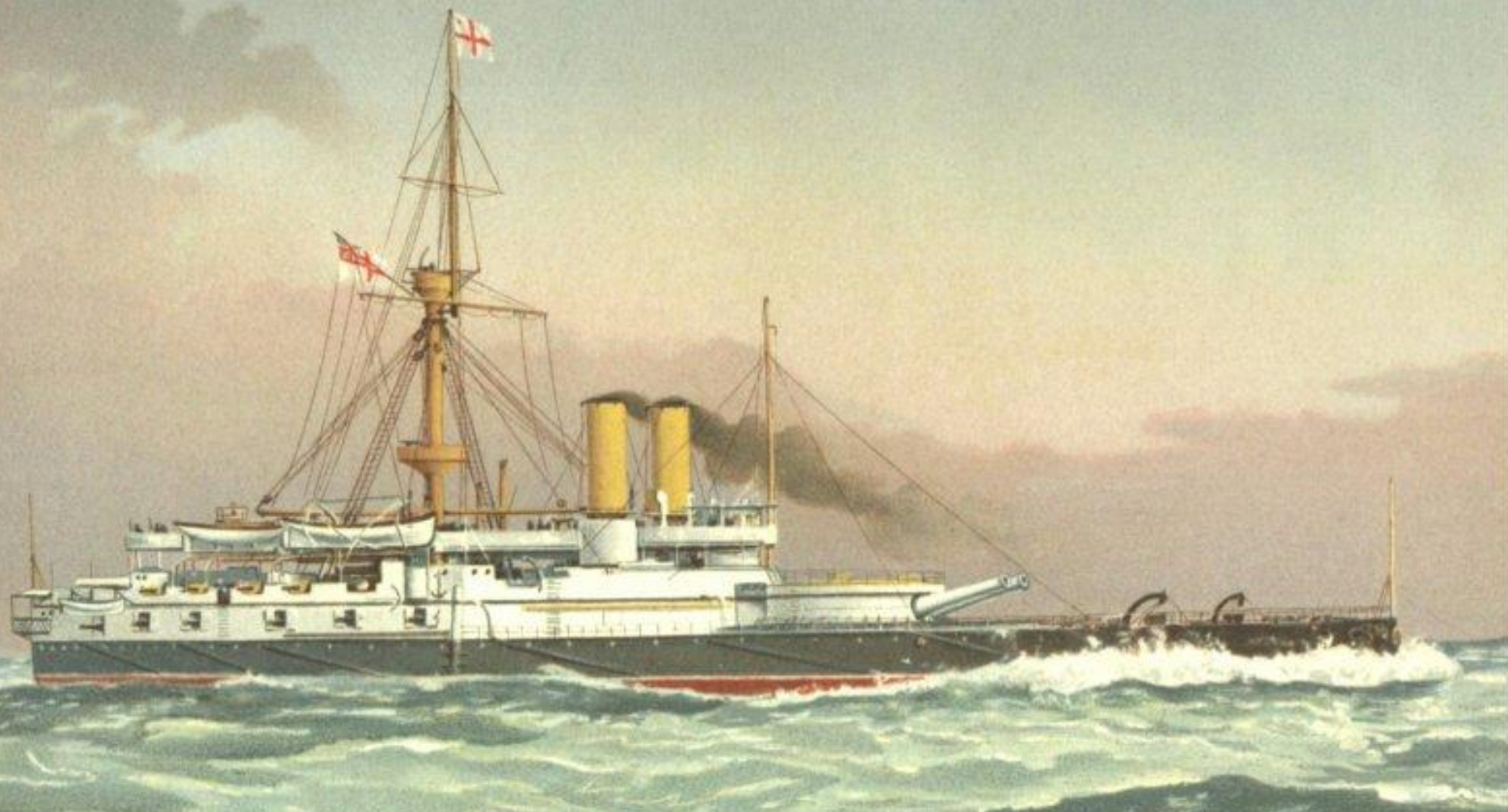
Agile working in a slow-moving world

...

Chris Marsh

~~Digital Platforms and Developments Manager~~

I make web stuff

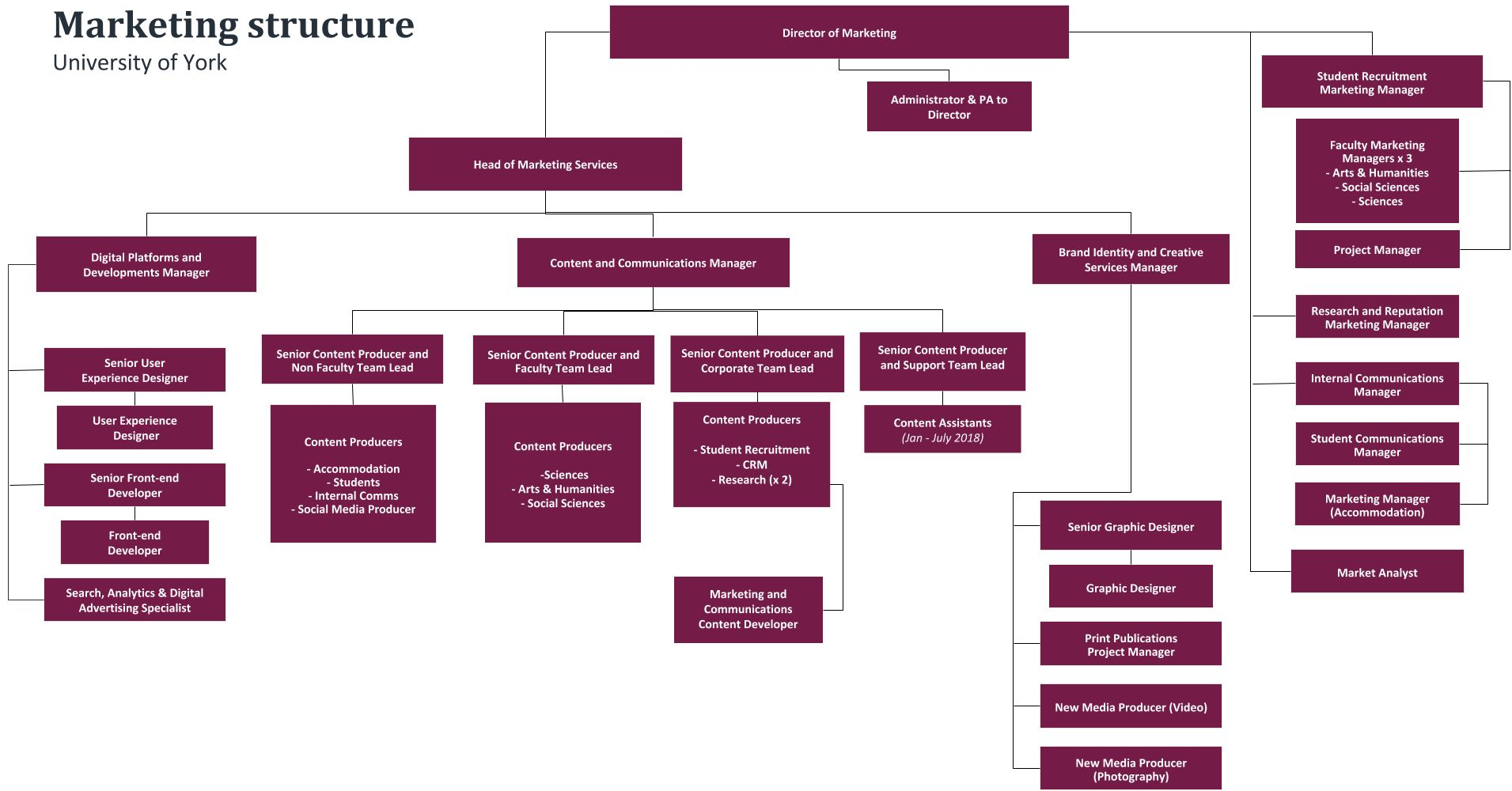


A list of things that are hard

- Seafaring/Admiralling
- Speaking truth to power
- Turning a big ship

Marketing structure

University of York



Your structure

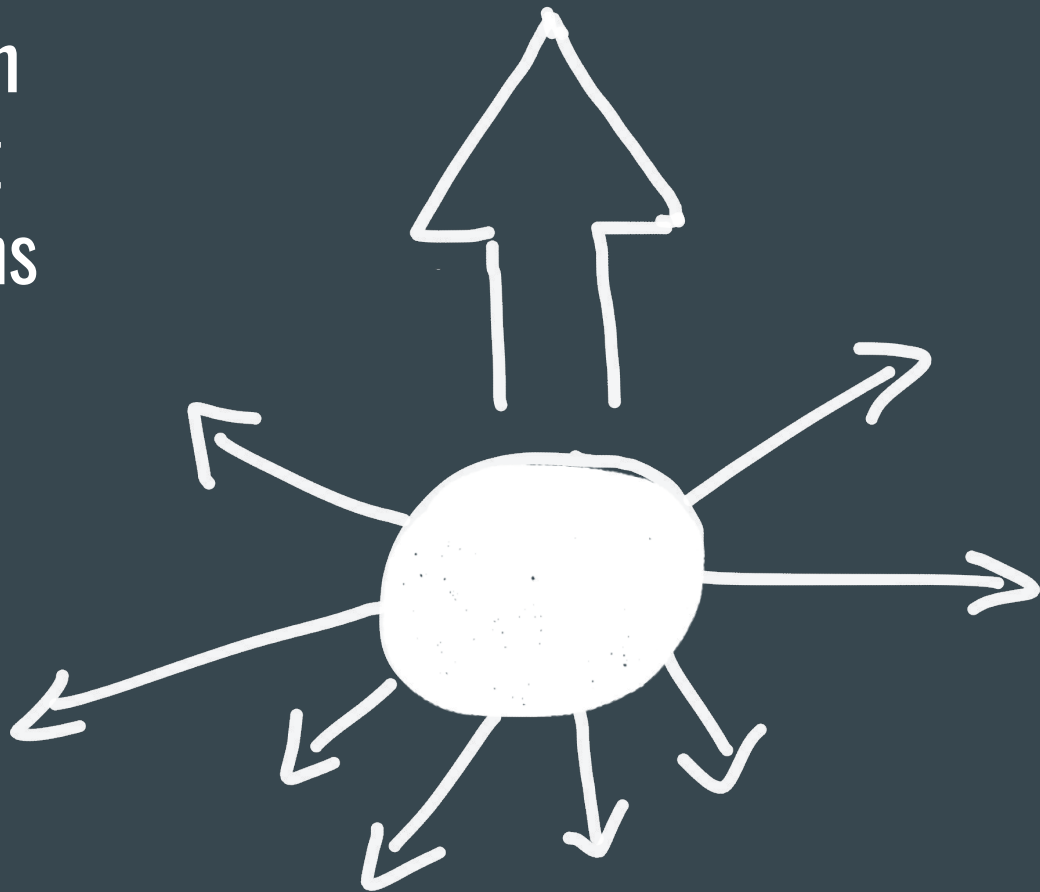
Freelancer Inc.

Director of Everything
Your name here

We ♥ acronyms

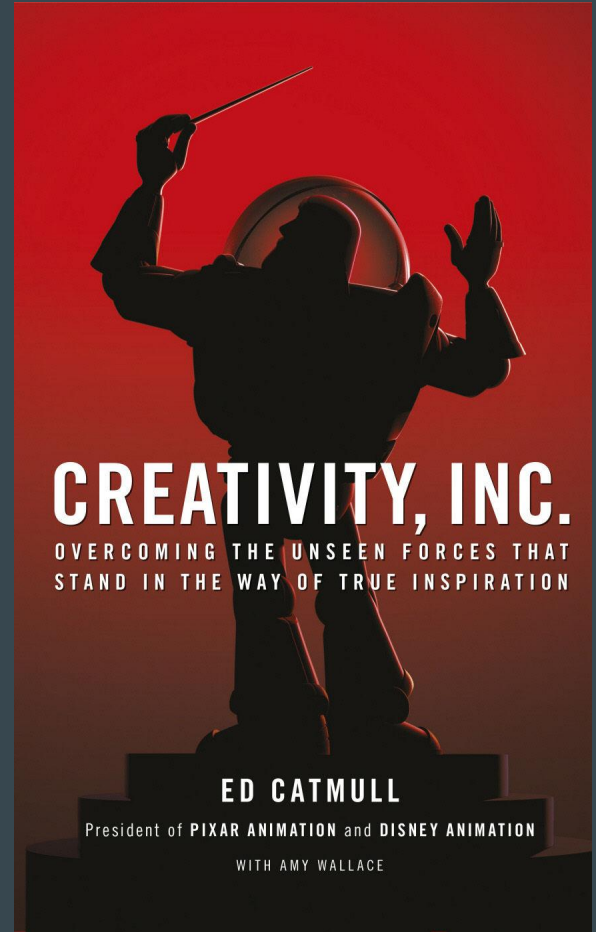
- UEB
- ESG
- HEFCE
- SRA
- OPPA
- PUG/POG
- ICMHSR
- CAHR
- DACs
- CELT
- CMS (not to be confused with CMS)
- OMG
- WTF

Pulling in
different
directions



"In an unhealthy culture, each group believes that if their objectives trump the goals of the other groups, the company will be better off. In a healthy culture, all constituencies recognize the importance of balancing competing desires—they want to be heard, but they don't have to win."

— Ed Catmull, *Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration*



University Strategy 2014-2020

Introduction

York is a University with strong values. At all our activities, we are unconditionally committed to excellence, as measured by the highest internal and international standards. We are members as operating in a global environment, with important local and national responsibilities and aim to be among the best universities in the world. We encourage creativity, independence, enterprise and initiative. We respect academic freedom and autonomy and we promote open academic debate and discussion. We will be inclusive and provide equal opportunities for all. We apply the highest ethical standards to all our activities and want to make a positive contribution to the development of a fairer and sustainable world.

We aim to provide an environment that attracts the very best staff and students from all over the world, encourage and facilitate academic excellence, and provides a supportive atmosphere for the development and sharing of knowledge. We want to be a University in which every member of staff and every student feels valued as an individual. From us we give, we want to receive a genuine sense of belonging and community in our departments, colleges, halls and societies. We particularly value our 'colleges' support for the cultural, social, academic and personal development of our students. We will play an active role in the City of York, which is

- We will ensure that working practices promote research time and are flexible enough to support exceptional outcomes with international impact, while respecting different approaches to research.
- We will provide research facilities and infrastructure of the highest quality, embedding this priority in the University's capital planning process.
- We will establish a prestigious report where our productive leaders that encourage outstanding work with senior researchers and leading research institutions are appropriate and effective.
- We will provide research facilities and infrastructure of the highest quality, embedding this priority in the University's capital planning process.
- We will provide guidance, training, mentoring and support to ensure we recruit all the best talent to the University, while ensuring that research which adheres to the highest standards of integrity.
- We will ensure that all research support and leading technical and operational efforts are fully trained and integrated into the research culture of Departments.
- We will continue to ensure equal career opportunities for all, as demonstrated in our work with Athena Rising, Inspire and other initiatives.

2. We will give our major interdisciplinary research strengths focus, identity and presence to encourage interdepartmental and international research activity

- We will support excellent research within the core academic disciplines across the University.

4. We will deploy University resources to support research excellence

- We will make resources available to support the development of large applications for leading in areas of particular research strength.
- We will ensure that incentives offered to researchers who are particularly successful in achieving research income and producing world leading research outcomes are appropriate and effective.
- We will ensure that research excellence is embedded in the University's research and the development of long-term sustainable research excellence.
- We will proactively engage with major centres of research and external partners in order to understand their priorities, highlight York's capabilities and expertise, and inform their policies.
- We will diversify the portfolio of research income, particularly from European and other overseas programmes, industry and other public and private sources where appropriate.

5. We will support our postgraduate research students and their supervisors

- We will establish the York Graduate Research School, led by a senior academic, to provide institution-wide oversight of all matters relating to postgraduate research

How will we achieve this?

1. We will articulate a University of York pedagogy and apply it to all our programmes

- We will apply the best evidence in effective teaching and learning to define our educational framework for all our programmes.
- We will put programme design and student work at the heart of our pedagogy.
- We will ensure that all our programmes, and all our students, and all our staff, study will be designed to offer progress towards their programme objectives, and will be designed to be delivered by staff with suitable expertise and experience. Students will understand the work they are expected to do and how that work will contribute to the achievement of the programme objectives.
- Interactions between students and staff will be designed to encourage, inform and feedback they need to make progress, and they will understand what they can expect from the University in support of their learning.
- The design of programmes and student work will support the student's development as autonomous learners.
- All new programmes will be designed in accordance with our pedagogy. By 2017-18, the pedagogy will be operational for all programme design, review and review, with current programmes confirmed or confirmed revised where an extension of six to a year

4. We will encourage and support innovation in teaching

- We will make available funding to support projects and initiatives aimed at development and innovation in teaching.
- We will use technology to support teaching and learning where appropriate.
- We will continue to deploy robust processes for quality assurance and use these processes to evaluate innovation and enhancement. All programmes will be reviewed regularly to ensure they remain relevant and up-to-date. We will respond quickly and flexibly to student feedback about our programmes.

5. We will give our students opportunities to gain experience that will prepare them better for employment or further study

- We will encourage all our students to enhance their employability throughout their time at York, by engaging with development opportunities offered by departments, colleges and central services (particularly the Careers Service).
- We will build upon our existing internship and placement programmes to offer more mutually beneficial experiences for our students and for leading employers, nationally and internationally.
- We will support students' volunteering and other forms of work-based learning.
- We will encourage students to undertake research placements.

How will we achieve this?

- We will recruit and retain the best researchers at all career stages and support and mentor existing staff to offer them an attractive environment in which their research can flourish.

- We will encourage competitive funding proposals.
- We will recognise the role of staff in their research purpose and employ research across all academic levels and workload adjustment to enable research grant acquisition.
- We will secure clear research responsibilities for Departments and Centres in terms

critical, independent thinking. Our students will be challenged to reach the highest level of outcomes and social behaviour, age appropriate, personal characteristics or circumstances.

- We will maintain our commitment to recruiting such students, regardless of their outcomes and social behaviour, age appropriate, personal characteristics or circumstances.
- We will continue to invest in activities that raise aspirations to higher education among potential students, promote access to the University, and support successful completion.

- We will encourage academic departments to involve students in public events.
- We will aim to design our curriculum such that there is room for collecting participation in sport and other extra-curricular activities.

1. We will grow by recruiting more academics and admitting more students

- We will increase student numbers in programmes that are strong and have the potential to reach world-class standards. We will continue carefully how we can achieve an optimal balance between undergraduate and postgraduate students, and between

processes in close conjunction with academic planning. We will develop and secure the current charters. The facilities will play a role in decision making, in supporting the implementation of University and Departmental strategy, in co-ordinating activities across departments and in acting as intermediaries between departments and the central university administration.

Identified

3. We will improve our operational effectiveness

- We will review the balance between central and departmental support for our core

- We will ensure that all partnerships add value by being purposeful, proportionate, productive and durable. They must contribute to the institutional mission.
- We will increase our investment of effort and resources in the most effective and productive partnerships, and disinvest or withdraw from partnerships that are not productive.

departments, colleges and support departments to ensure that student-facing services at all levels are well organised and well delivered.

3. We will listen to our students

- We will ensure that they are as efficient and 'user friendly' as possible.
- We will continue to improve our teaching spaces so that we can offer a consistently excellent and top-to-bottom learning experience.
- We will continue to provide outstanding library and IT facilities.
- We will continue to invest in our sports facilities and aim to be a leader in the development of sport.

Enabling Objective 1: To be sufficiently large to be excellent, resilient and financially sustainable

Vision

an environment in which research excellence universities that increasing global competition for students, staff and resources. York must remain a small institution. To remain competitive at a broad-based University, with the ability to invest in new initiatives and the capacity to innovate, York must continue to grow. However, this must not be at the cost of quality. In the future, growth should be in a sustainable academic environment, in which students overall and make the University more resilient. It follows that the scale and pace of growth will be informed by the academic enhancement it can deliver.

- We will encourage departments to establish new distance-learning programmes.
- We will establish a York Distance Learning School, which will oversee all our distance-learning provision, give it a strong identity, and provide a focus for sharing of good practice. The Distance Learning School will support departments and centres in the development of new programmes.

4. We will increase our income from sources other than regular student fee to give us additional capacity for investment

- We will grow research income (see Enabling Objective 3).
- We will grow income from our commercial activities.
- We will maximise our income from external development funds and related sources.
- We will encourage departments to grow income from academic-related activities, such as CPD courses, summer schools, and other short-term activities.

5. We will ensure that we have the physical infrastructure to support growth

- We will continue to develop the Heslington East campus to support expansion of the University through a mix of academic, residential, economic and amenity buildings.
- We will build a dedicated teaching building on the Heslington West campus.

- We will establish three faculties (of Arts & Humanities, Sciences, and Social Sciences) to replace the current charters. The faculties will play a role in decision making, in supporting the implementation of University and Departmental strategy, in co-ordinating activities across departments and in acting as intermediaries between departments and the central university administration.
- Each faculty will be led by a Dean. The role of Dean of Faculty will replace the role of Academic Co-ordinator. Each faculty will have a broad with broad membership (including student representation and representation from other faculty heads).
- Faculty boards will have well-defined powers and terms of reference. They will report to the Senate.
- Departments will remain the primary academic units and budget centres. Where appropriate, the role of the Dean of Faculty will be to support specific inter-departmental and inter-faculty activities.

2. We will invest in our staff and in the career and academic success

- We will support individuals in developing their skills and expertise in order to maintain excellence in the University, and to contribute to regional and national economic and progression.
- We will provide a range of leadership and management training opportunities.

Enabling Objective 2: To be sufficiently large to be excellent, resilient and financially sustainable

Enabling Objectives

Vision

University cannot succeed in isolation. Many of our activities are best carried out in partnership with others. Our vision for engagement is one in which we work with other organisations and external stakeholders in the most effective and productive way.

Collaboration with business and industry and with public, cultural and charitable organisations is important to give our research more impact and relevance, to create more opportunities for our students, to increase our income, and to contribute to regional and national economic development.

We want to have a meaningful relationship with all our alumni and friends, so that we can benefit from their goodwill and support.

The University's relations with the City of York and the wider region are very important. We aim to be responsible neighbours and partners, and are committed to contributing to the educational, social, cultural and economic development of York and Yorkshire.

3. We will continue to improve engagement with our alumni and friends

- We will communicate regularly with our alumni and friends to keep them informed about our strategic objectives, the development of the University, and opportunities for engagement.
- We will invest in lifelong services for our alumni and friends that have the potential to enhance their sense of belonging to the University and that support and encourage their ongoing engagement with current students and staff.
- We will enhance our capacity for development and fundraising, to increase philanthropic giving to the University.

"[Culture is] the philosophy, practices, and attitudes of an institution, business, or other organisation."

— OED

"It ain't what you do, it's the way that you do it, and that's what gets results."

— Bananarama

Improving team culture

- Do something meaningful
- Trust people to make their own decisions
- Listen to what they're saying

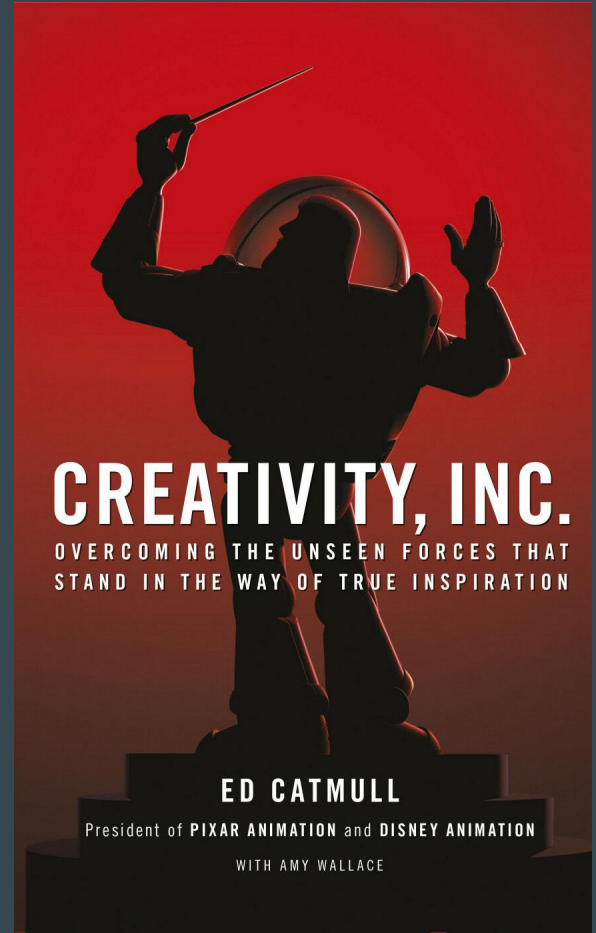


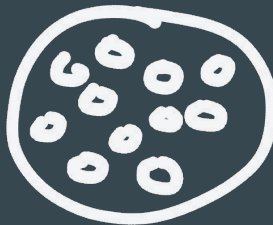
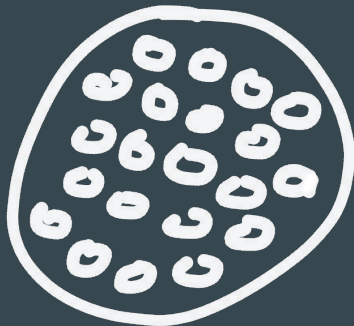
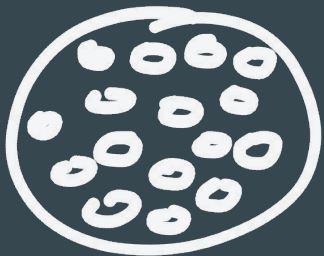
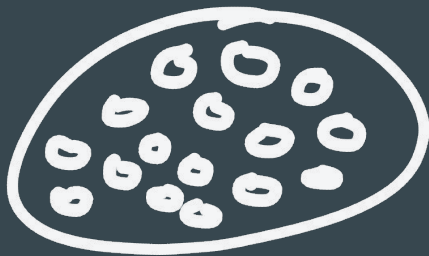
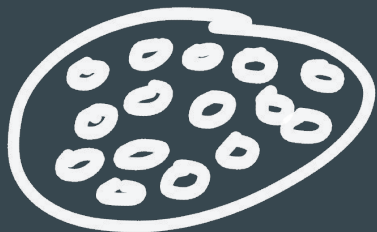




"In a fear-based, failure-averse culture , people will consciously or unconsciously avoid risk. They will seek instead to repeat something safe that's been good enough in the past. Their work will be derivative, not innovative."

— Ed Catmull, Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration







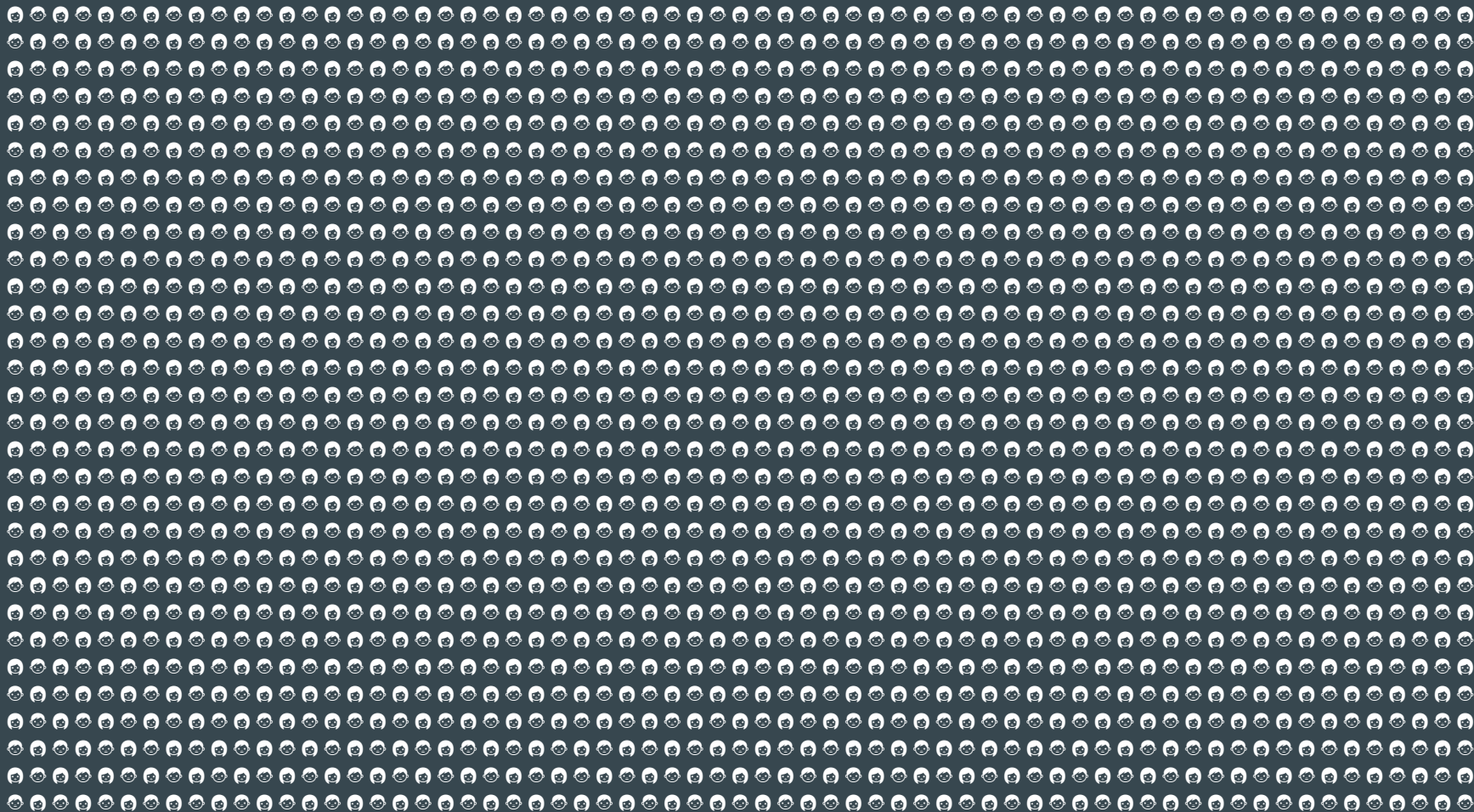


Work with what you've got









s y n e r g y





Student voices

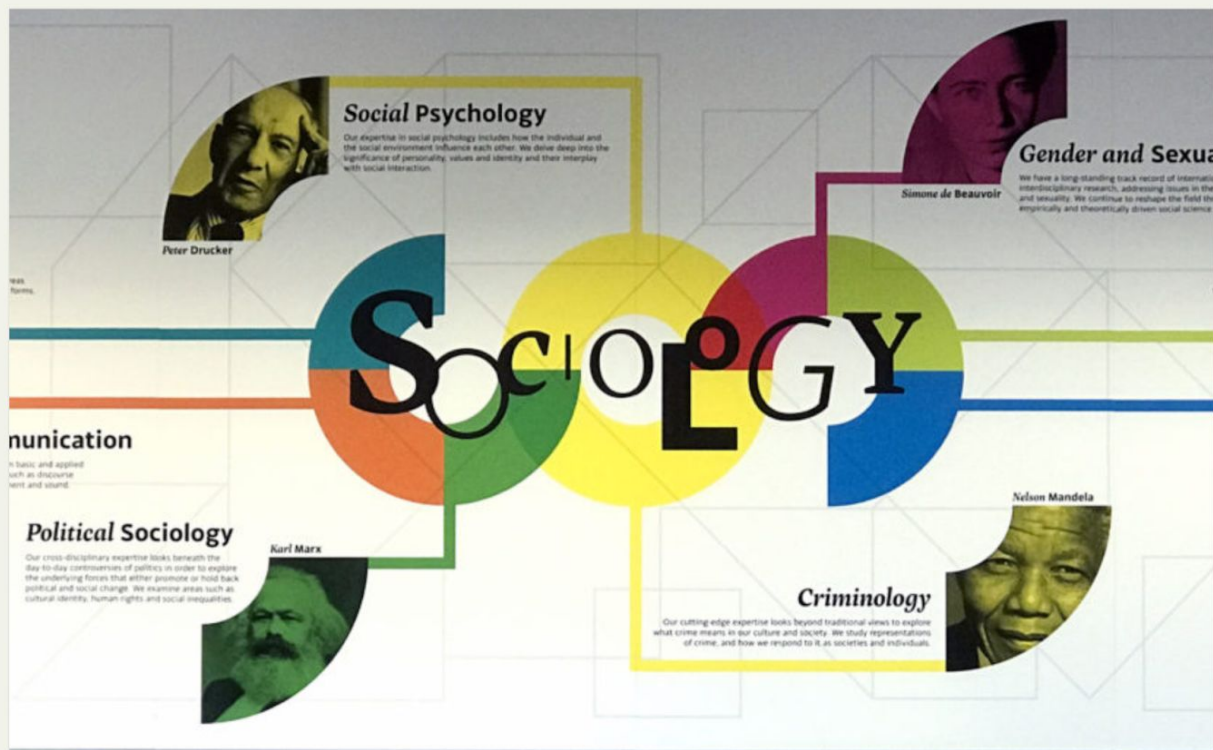
Get the student perspective on life at York

Get the inside student view on life at York – the fun stuff and the challenges! Our students will tell you about why they love York and about how they're adapting to university and academic life.

Learn more about studying at York

Meet our bloggers

These blogs represent students' views and reflections, at the time of publish. For course details and



The Department of Sociology

Posted by Lauren Price on 16 January 2018



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to secure funds 6
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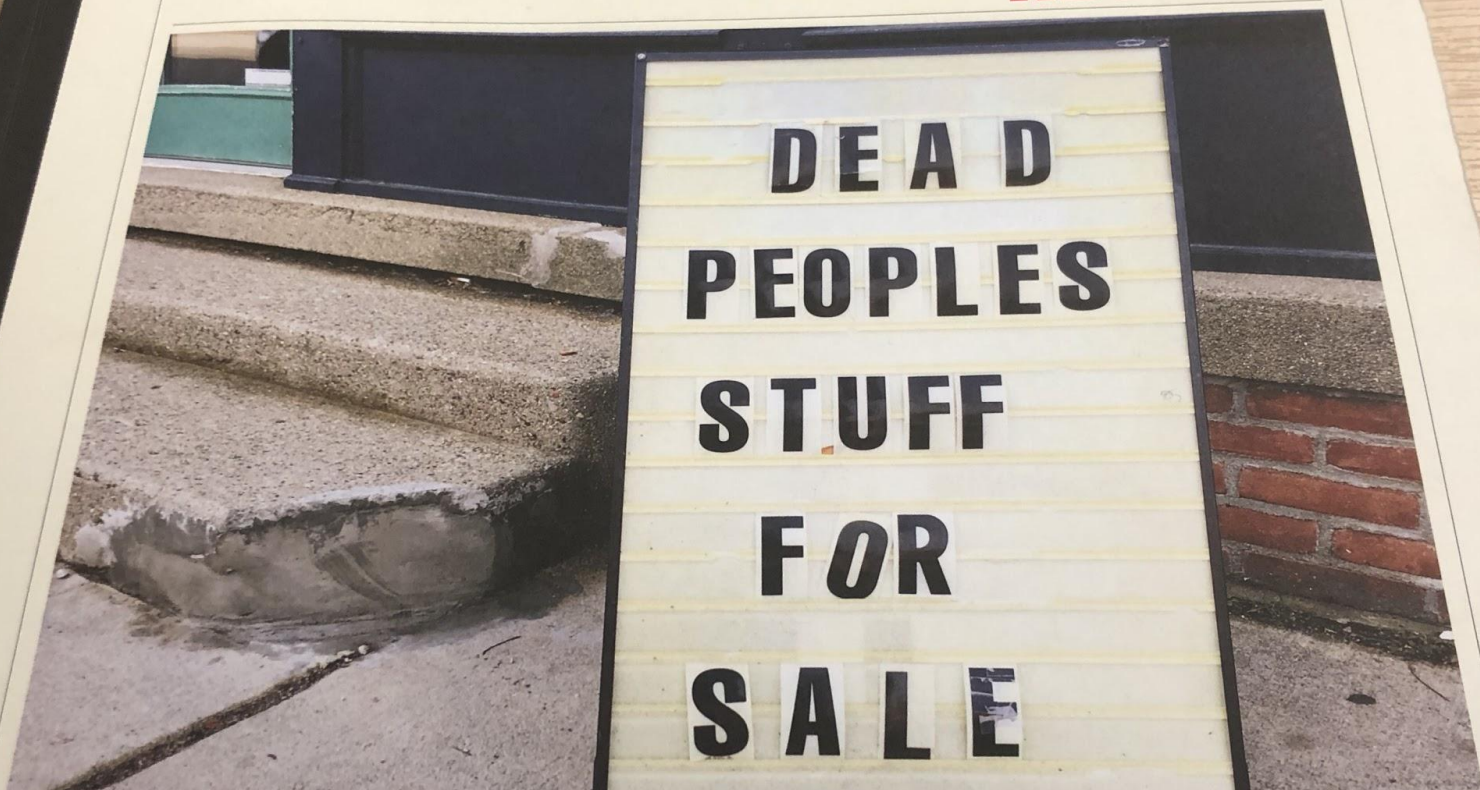
YORK

October/November 2017 £12

WHAT'S THE STORY?

We invited writers to respond to our cover image this month: read their stories inside.
PLUS: Tom Gauld, Oliver Jeffers, Giphy and S-Town in our storytelling special issue

CREATIVE REVIEW



CREATIVE REVIEW

October/November 2017 £2

HELLO!

FESTIVE DOUBLE ISSUE

NUMBER 1513 • 1 JANUARY 2018 • £2.00

ROYAL
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WOMAN OF 2017

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INSIDE HER
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EXCLUSIVE

Please tick if /
you read this
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- Why are we here?
- What is this for?
- When will it end?
- Why aren't there any biscuits?



The Six Most Common Types of Meetings

Identify your meeting type to plan for success

The first step towards planning a meeting is defining what type of meeting it is. While every meeting is unique, being familiar with the six most common types of meetings will help you better identify the goals, structure, and activities best suited for your meetings.

The six general types of meetings:

- Status Update Meetings
- Information Sharing Meetings
- Decision Making Meetings
- Problem Solving Meetings
- Innovation Meetings
- Team Building Meetings

Meetings represent a huge value to both companies and employees.

[tweet this](#) 

Here is a break-down of the six general types of meetings with examples of the main activities involve in each type. Knowing what type of meeting you are planning will increase the success of your meeting.

Meeting Type 1: Status Update Meetings



Status update meetings is one of the most common meeting types. This

More Meeting Resources

[Meeting Basics](#)

[Meeting How Tos](#)

[Meeting Leader Tips](#)

[Innovation](#)

[Decisions Making](#)

[Team Building](#)

[Communications](#)

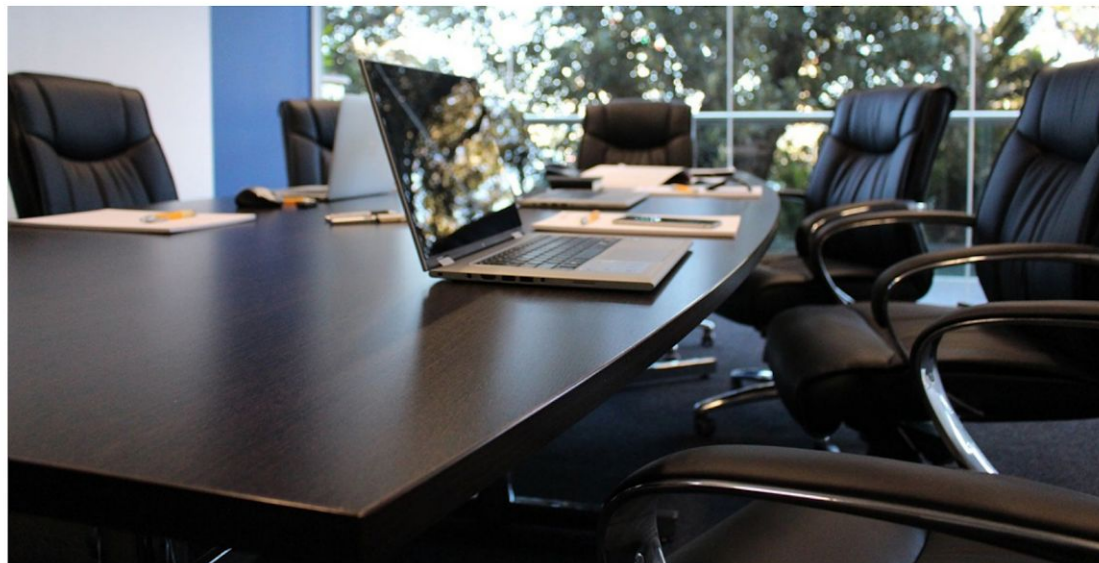
[Group Dynamics](#)

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Better host any type of meeting

With MeetingSift you can easily plan and run any type of meeting.

- Use our best practice [meeting agenda](#) template library to get started quickly



5 Types of Meetings: All You Need to Know for Successful Meetings



Let me guess:

More or less every week, you attend at least a few meetings.

In that case, you probably sit through different types of meetings. There are meetings where you share information, meetings where you make decisions, and meetings where you brainstorm.

Search ...



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6 Habits That Are Killing Your Productivity and Focus (and What to Do Instead)
November 8th, 2017



5 Ways to Use Storytelling in Your Meetings - And Make

The 4 Major Types of Meetings

Most meetings fall into one of four categories:

1. Report- and information-oriented.
2. Decision-making and problem-solving.
3. Creative and brainstorming.
4. Training and skill-building.

You need to decide which type your meeting will be at the outset. If you can choose the format, consider what you want your audience to achieve.

1. *Report- and Information-oriented.* This kind of meeting requires the most advance preparation. Leadership is very important. Review the other presentations beforehand, to see if they can be pared down. This preplanning will reflect well on you.

The most formally structured of the four types, report- and information-oriented meetings give you plenty of opportunity to make a strong conclusion. What you say and how you say it can leave people thinking they just attended a very well-constructed meeting.

If you are giving a report at one of these meetings rather than leading it, all the rules of persuasive presentations apply.

2. *Decision-making and Problem-solving.* These meetings are tricky because all their aspects demand a display of leadership. Keep track of progress during the meeting. Don't let people get off track, and watch the time carefully.

Stick to the agenda, which should be clear-cut so people can do valuable thinking beforehand. But don't make the mistake I experimented with my training sessions; when I ask people to make individual decisions before a meeting, they take too long.

The three different types of meeting

- Information sharing
- Decision making
- Brainstorming



Explain & listen




The rebound

The "blame and fix"

The buck passer



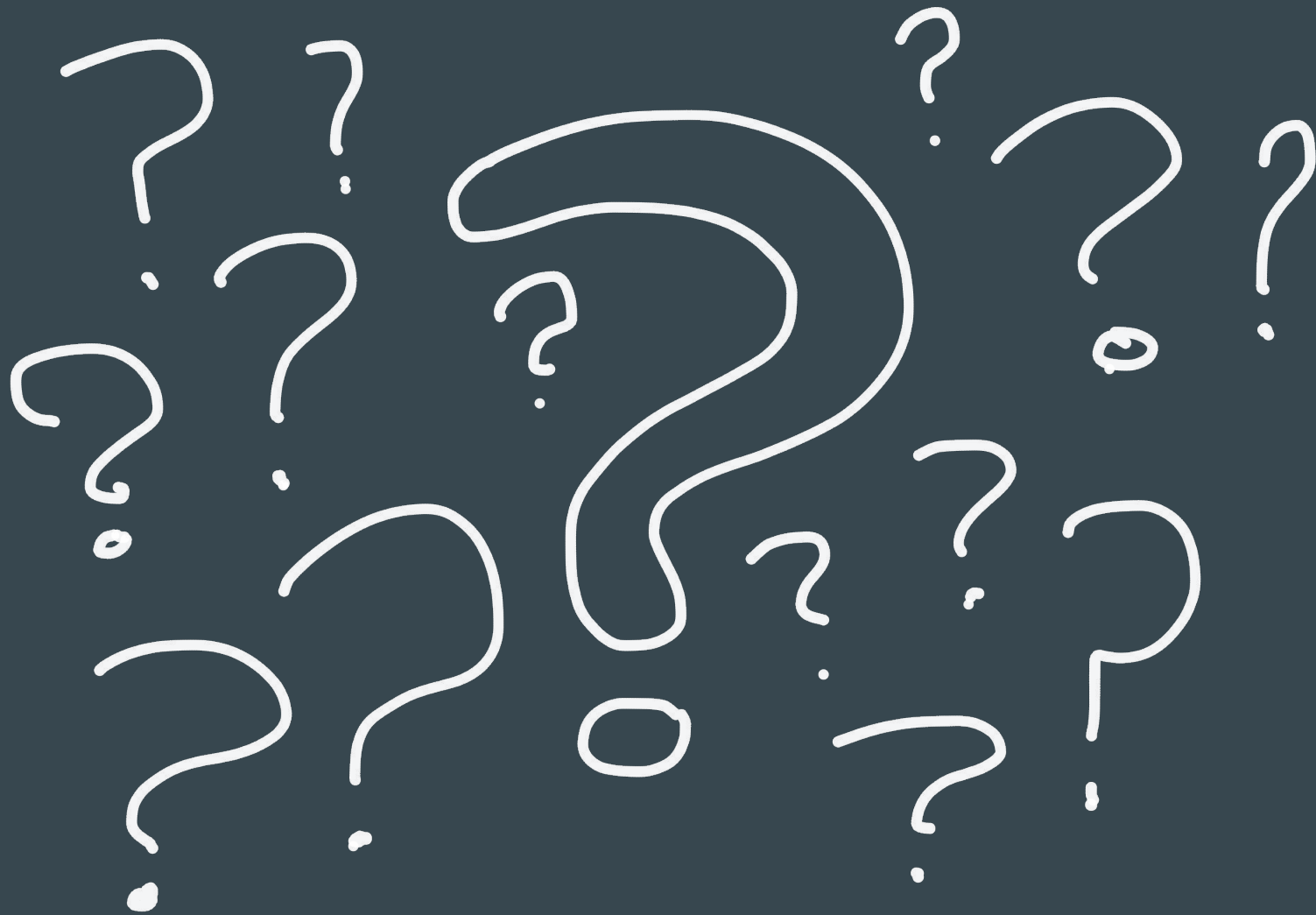
Feb 10, 2017 - GitLab 

Postmortem of database outage of January 31

Postmortem on the database outage of January 31 2017 with the lessons we learned.

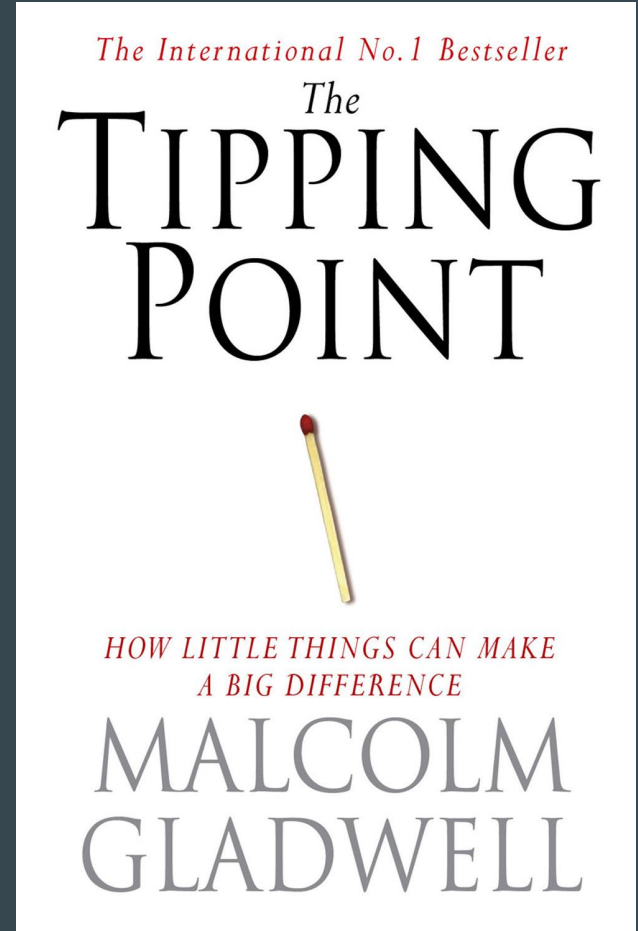
<https://about.gitlab.com/2017/02/01/gitlab-dot-com-database-incident/>

This incident caused the GitLab.com service to be unavailable for many hours. We also lost some production data.

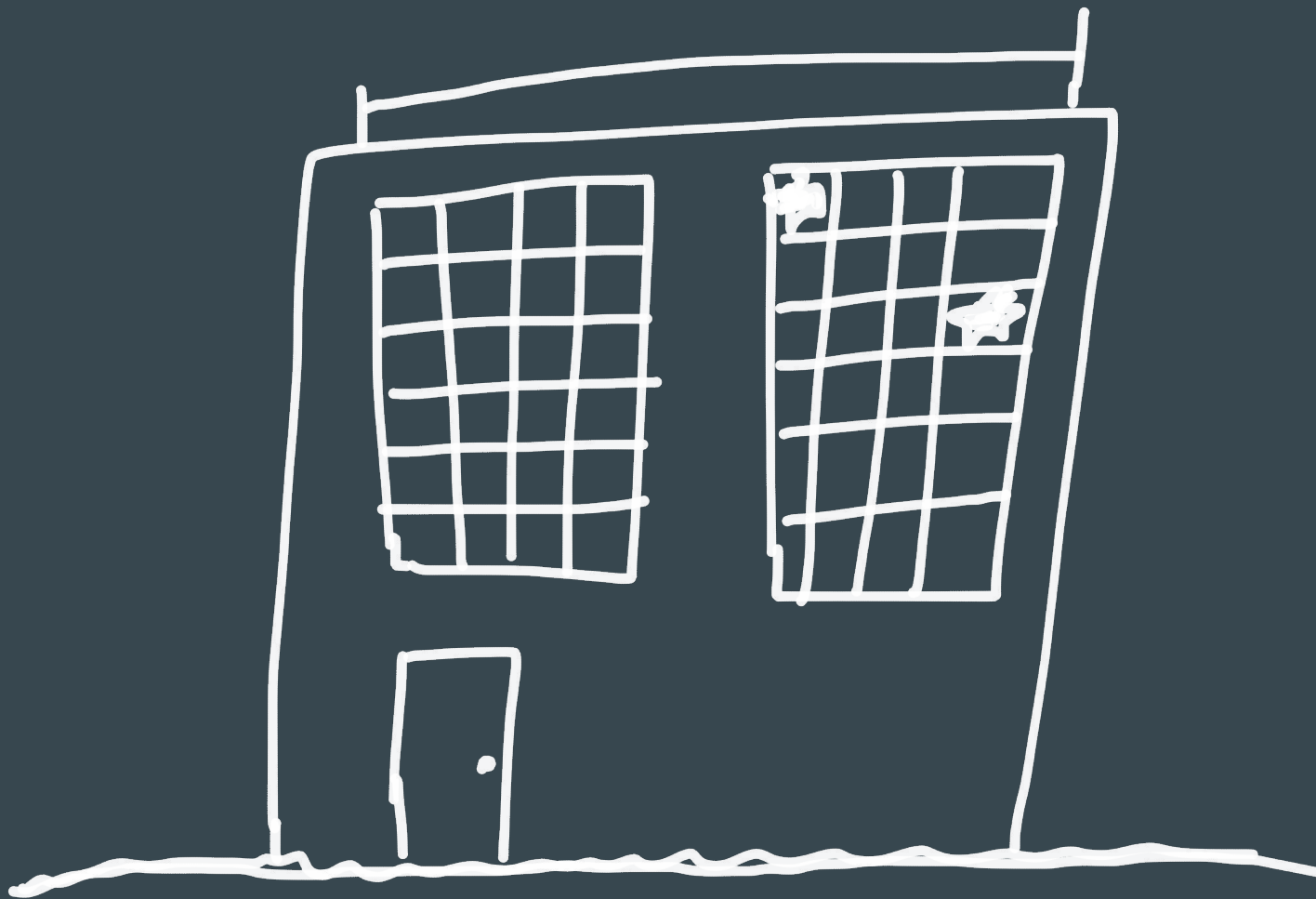


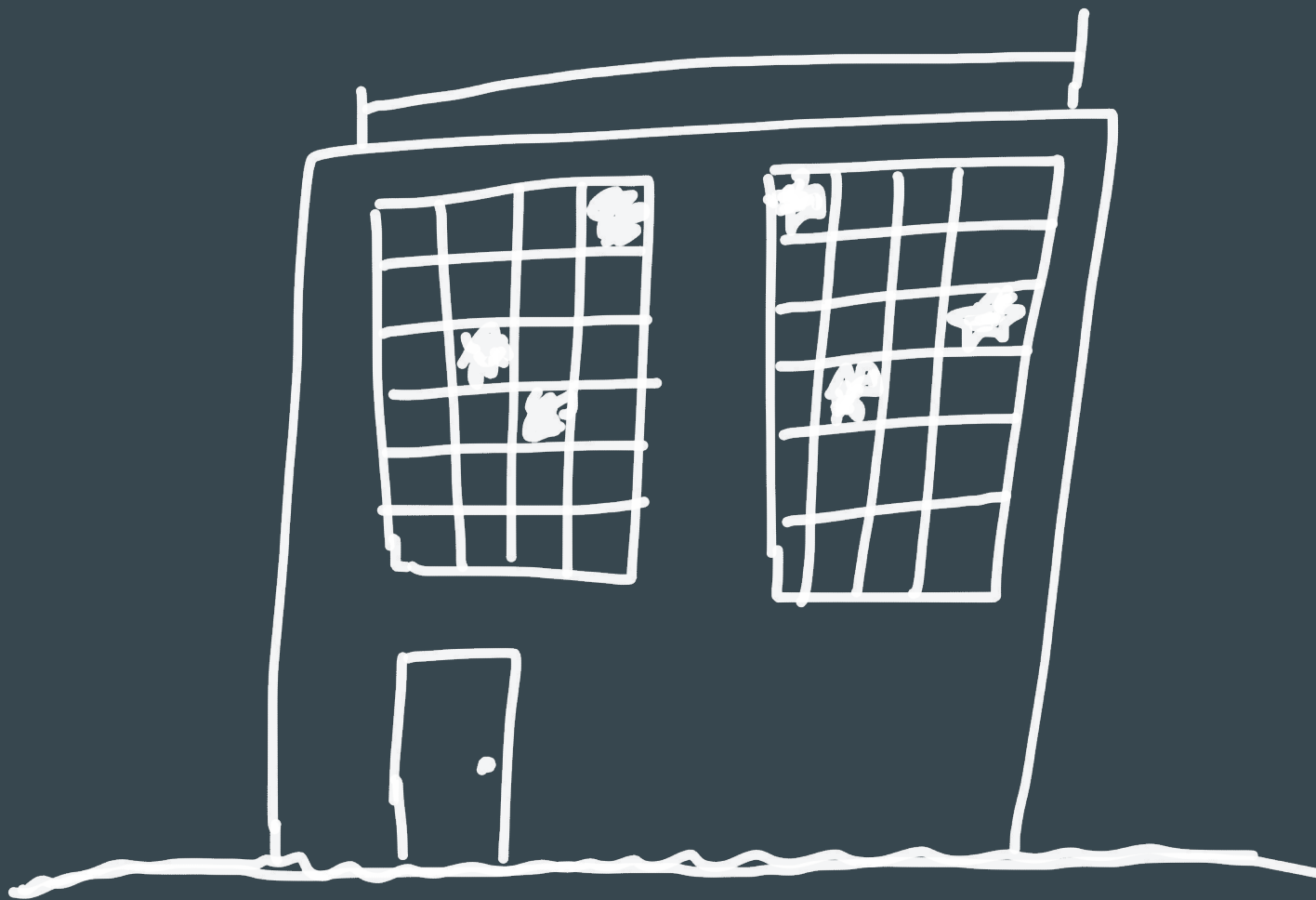
"That is the paradox of the epidemic: that in order to create one contagious movement, you often have to create many small movements first."

— Malcolm Gladwell, *The Tipping Point*













@chris5marsh
bit.ly/york-developer



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