

**GOLDSMITHS
University of London**

Progression: Collecting and Presenting Evidence

Background

1. We want to ensure that when we make judgments on staff progression we can do so from a solid evidence base. Whilst it is never possible completely to remove some subjectivity from assessments, especially in such interactive roles as those held by academic staff, it is really important that a tangible base of evidence is available.
2. We want all staff to ensure that they have the skills to collect evidence of their development, to reflect on continuous improvement and focus their development efforts on areas that will yield the greatest benefit to Goldsmiths, their department, their discipline, their colleagues, students and themselves.
3. This evidence collection will not only help individuals to keep track of their own progress for managing their own development, but will also help in performance development review, and when they are seeking or being encouraged to seek progression in Goldsmiths, or indeed seeking progress in a different institution.
4. It's very easy to focus only on the immediate recent past and not consider what has been achieved over a longer period. It's also important that there is evidence of both one off and sustained performance and development.

Seeking Progression

5. For the immediate purposes of seeking progression, applicants will need to provide a summary of evidence to support their description of achievement indicating that they meet criteria for the progression they are seeking. Those involved in assessing the case, especially Heads of Department, may wish to examine in more detail the evidence collected and it is important that staff have this available.
6. We will ask for a succinct summary of evidence that shows staff have met the criteria established in the role profile at a suitable level. We will also want sufficient evidence to show a balance of achievement in the areas of teaching and learning, research and in leadership and development.

7. We'll be looking for evidence that the achievement and description of the performance is:
- **Substantial** i.e. at a level we expect from peers in the role to which the applicant is seeking progression
 - **Sustained and sustainable** – ie. Not just about ticking a box, but is a solid and continuing part of the role eg in participation in management and leadership activities. The sub Committee does recognise the cyclical nature of contributions such as membership of committees, leadership of projects etc and they realise that some years are busier than others for staff in their contribution in leadership and management especially. But they will want to see evidence of recent contribution and evidence that the contribution will be picked up again in due course. It will not be sufficient, for instance, to indicate a role that was held three years in the past without any prospect of renewed contribution in the immediate future.
 - **Relevant** – not just filling in boxes for something to put in, but a point that illustrates how the specified criteria are met.
 - **Clear**: we will not want the evidence-based self-report in the process simply to say “see cv”. It will be important that the applicant themselves picks out and succinctly summarises the evidence under each heading, even where this may repeat what is already in the cv.
 - **Honest and complete**: Everyone will have areas they can still improve on, and targets that are not stretching but fully met are less impressive and helpful than substantial achievement against tough, stretching objectives that make a real difference to the college. For instance, if the applicant has been co-supervising one MA student, it will not help to say “100% pass rate on PG achieved”. Be succinct but put the achievement in the context that will help assessment to come to an informed conclusion.
8. Evidence should be **relevant and focussed**. Staff may find it helpful for instance to provide evidence of fulfilment of duties in line with the progression for which they are applying or showing evidence of readiness with specific examples.

For example:

- Someone seeking promotion to Lecturer B from within Lecturer A might give evidence that they are: contributing to the Development of Learning and Teaching within Goldsmiths, primarily within their own discipline; teaching on courses and supervising students up to and including PhD level; producing research of appropriate standing; undertaking duties in Leadership and Management in their specialist area and within their department, including at least one substantial role.
- Someone seeking promotion to Senior Lecturer might want to give evidence that they are contributing to the development Goldsmiths and their own academic discipline in teaching and learning, research, plus leadership and management; initiating, designing, leading and teaching on courses, and supervising at PhD and postdoctoral level; producing highly distinguished and regarded research of international standing, at least half of which is internationally excellent; undertaking a full range of duties in Leadership and Management and contributing as necessary to the leadership, management and development of Goldsmiths more broadly.

Essentially you need to consider carefully each area of assessment outlined in the role profile and give succinct evidence of how you meet the criteria in a sustained and sustainable way.

An Example

In 2008-09, it was evident that a number of applicants who were employed on teaching and research contracts did not understand the importance of providing evidence in all areas of expected activity i.e. Teaching and Learning, Research, and Management and Leadership. A number of applicants did not present evidence of activity in management and leadership in particular. This was especially the case for a number of applicants seeking promotion to Senior Lecturer grading. Whilst it remains up to the individual to present evidence and to put forward their case for promotion, applicants may find the following additional guidance helpful to consider when completing their submissions.

Promotion to Senior Lecturer

The evidence provided by applicants for promotion to Senior Lecturer will be considered under the headings teaching, research (or research equivalent activity) and leadership and management. Candidates for promotion to Senior Lecturer should give evidence that they are active in each of these areas at a level significantly higher than that expected of a Lecturer B.

Research and research equivalent output

The Sub-Committee will be looking for a substantial record of publication, exhibition, performance or other research outputs. Senior lecturers should give evidence of significant research impact in their fields.

2.3 In the case of staff whose work involves research-equivalent activity in terms of professional practice, business development or consultancy (which may not be assessable in RAE terms) they must show output in terms of professional practice and/or consultancy at a level which exceeds significantly that expected of a Lecturer B.

2.4. Applicants might want to give evidence of activities in several, but not necessarily all, of the following:

- A significant level of research activity evidenced by research outputs including work of international significance
- Organisation of research groups at Goldsmiths or elsewhere
- Generating significant external funding for research or research-equivalent activity
- Evidence of successful PhD supervision
- Research collaboration with other institutions or other bodies such as NGOs, museums and galleries, and arts organisations
- Research collaboration with business and significant consultancy contracts
- Presentations at national and international conferences and similar events
- Marks of peer esteem, such as invitations to peer review or membership of editorial boards
- Contribution to public policy, e.g, through advice to government or membership of national working parties
- Significant impact on the development of the profession.

Teaching and Scholarship

Taking account of the variations that exist from one discipline to another, the expectation of a Senior Lecturer is that he or she will have a record of a high standard of teaching, evidenced, for instance, by:

- responsibility for particularly significant learning and teaching innovations or initiatives, including curriculum development, organisation of teaching programmes
- The ability to influence positively and to inspire students, enabling them to achieve specific learning outcomes as defined by the institution or subject area
- The ability to influence and inspire colleagues in their teaching, learning and assessment practice, by example or through the dissemination of good practice

Supporting evidence demonstrating teaching performance, innovation, development and management is required. Evidence could be drawn from the following:

- successful teaching and learning approaches adopted
- innovations made in support of student learning and its assessment
- leading curriculum development and innovation
- evidence from peer observation of learning and teaching
- quotations from examiners' reports concerning the performance of the candidate's students
- evidence of collaboration with external bodies (e.g. employers, community etc.)
- involvement in national and institutional teaching and learning initiatives, including through professional bodies or learned societies.
- evidence of own continuing professional development (CPD)
- involvement in initiating staff development institutionally or nationally
- editorial responsibilities in relation to teaching text

Contextual information might include:

- Subjects and level of courses taught and examined
- involvement in continuing education not leading to a university qualification
- student numbers
- details of research students supervised together with their progress.

- provision of or involvement in courses, seminars and general guidance of research students.

Leadership and management

You should give evidence that you are making a significant contribution in relation to the leadership and management of the department and/or college and/or your academic discipline either within or outside the college, but in such a way that adds to the college's reputation. Evidence might be drawn from examples of:

- Departmental, College, University, external offices held, e.g. Senior Tutor or Examinations Officer
- The impact made through membership of departmental, College and University committees
- Promoting or leading change processes in the department or the College
- External activities appropriate to the duties of a College lecturer and which enhance the reputation of the College, e.g. membership of a national committee or comparable public service
- Establishing new networks of contacts around the interests of the department or Goldsmiths, locally, nationally or internationally
- The establishment of relationships with client organisations, collaborating partners, e.g. business, other universities or government departments
- Management of colleagues and/or facilitation of their academic and personal development

Obtaining external funding in areas other than research, for example through fundraising or similar activities