

SCHOOL OF MATHEMATICAL SCIENCES
Framework for Assessment of Contribution of Academic Staff
10 December 2012

This document provides subject specific examples of context activities and evidence for assessment of contribution of academic staff in SMS and should be read in conjunction with the College Framework for the Assessment of Contribution of Academic Staff. The latter sets out Queen Mary's expectations of staff at the different academic grades across the three categories for assessment: Knowledge Creation, Knowledge Dissemination, and Enabling activities.

For each of the three categories, the present document recalls the College criterion for good performance at each level and then lists some typical examples that are intended to help interpret this in the case of SMS. Each list is not exhaustive and nor is it expected that staff should present all the types of evidence listed, but good performance would typically involve a number of items of evidence of the type listed or comparable. The applicable SMS probation targets are also listed for reference.

The actual expectations of individuals across the different categories of activity will be determined annually in discussion with their line manager according to the relative balance of their load. In order to meet the minimum level of contribution at each level staff must be able to demonstrate a satisfactory achievement in the direction of the College criterion, proportionate to the balance of his/her load across all three categories. By contrast, good performance including that necessary for promotion is typically expressed in one or two of the categories with satisfactory achievement in the remainder.

Knowledge Creation

SMS probation targets at Lecturer level:

- To be proactive in applying for research funding. At least one significant and substantial grant application as PI and in excess of £100k during the probation period. Small grants for travel or visitors, though encouraged, will not normally qualify as sufficiently significant.
- To be active in disseminating research findings. On average at least one publication per year in a respectable journal in the field, with at least one "internationally excellent" publication during the probation period.
- To play an active and positive role in the research community within the School of Mathematical Sciences. Attendance at research seminars and discussion groups as appropriate, and a willingness to discuss and collaborate on research projects and grant applications with other members of staff as appropriate.
- To be active in the external research community. At least one international conference presentation or research collaboration visit in either direction during the probation period.

College criterion of the expected level of performance for Lecturers:

Has engaged effectively and independently in the creation of knowledge, showing initiative and skill and is continuing to develop as a researcher

Discipline specific examples of indicative evidence of good performance:

- Conducting independent research, including participating in collaborative research projects if appropriate, which is demonstrably recognised by peers nationally and internationally
- Ongoing publications in top peer reviewed journals
- Helping to sustain a strong research culture in the department by engaging with its research life (e.g., attending and/or running seminars and study/discussion groups, being proactive in applying for external funding for visitors, etc)
- Being proactive in applying for available research funding

College criterion of the expected level of performance for Senior Lecturers:

Proven ability and substantial achievement in research, with evidence of continuing excellence as a higher education researcher.

Discipline specific examples of indicative evidence of good performance:

- A substantial body of current research which is demonstrably recognised by peers internationally as original and significant
- An established record of publications in top peer reviewed journals
- Talks at international conferences
- Securing external funding for visitors and seminar speakers
- Establishing productive collaborations with others across QM, in other HEIs and with industry

College Criterion of the expected level of performance for Readers: Important contribution to the advancement of his or her subject by means of knowledge creation and can demonstrate personal research distinction and a strong trajectory in the development of their international reputation

Discipline specific examples of indicative evidence of good performance:

- A substantial body of current research which is demonstrably recognised by peers as internationally excellent in terms of originality and significance
- An established record of publications in top peer reviewed journals
- Actively engaging with securing substantial research income or industry collaboration (e.g., one substantial grant application every three years)
- National (and international) conference organisation
- Invited talks at international conferences
- Attracting externally funded postdoctoral fellows
- Attracting externally/self funded PhD students
- Successful supervision of research students

College Criterion of the expected level of performance for Professors: High level research distinction, including major strategic research leadership, and an established international reputation based on the advancement of their subject

Discipline specific examples of indicative evidence of good performance:

- A substantial body of research work which is demonstrably recognised by peers as world leading in terms of originality and significance
- An established and sustained record of publications in top peer reviewed journals
- Leading on and securing substantial external research funding or industrial collaboration
- Helping to grow the volume of research activity at School level, e.g. by bringing externally funded research fellows and/or PhD
- Evidence of international reputation as demonstrated, for example, by a strong citation record appropriate for the discipline, or invitations to give talks at significant international conferences
- Publications in prestigious journals
- Authorship of a definitive monograph or textbook
- Recognised journal editor/member of editorial board
- A track record of successful supervision of research students
- Organisation of international conferences

Knowledge Dissemination

SMS probation targets at Lecturer level:

- Awareness of and compliance with School teaching and examination guidelines and policies
- Appropriate contribution to the teaching load of the School
- Discharge teaching and advising duties in a professional and effective manner
- Evidence of good teaching through positive peer review, student evaluation reports where appropriate, support from external or internal reviews of teaching (not in the probation targets letter but perhaps should be added)

College criterion of the expected level of performance for Lecturers:

Has engaged effectively and independently in dissemination of knowledge, showing initiative and skill, and is continuing to develop as a higher education teacher and scholar.

Discipline specific examples of indicative evidence of good performance:

- Evidence of good teaching through positive peer review, student evaluation reports where appropriate, support from external or internal reviews of teaching
- Student nominations for Draper's awards
- Helping to design new modules; producing definite set of lecture notes
- Successful supervision of student projects at undergraduate and postgraduate taught levels
- Evidence of positive contribution to the student experience in a supportive and intellectually challenging environment
- Encouraging student entrepreneurship and supporting extra-curricula activities

College criterion of the expected level of performance for Senior Lecturers:

Evidence of innovation and continuing excellence as a higher education teacher and scholar, in light of the College's Indicators of Teaching Excellence, together with proven ability and substantial achievement in teaching, education and associated duties.

Discipline specific examples of indicative evidence of good performance:

- Leading on the design of new modules and/or programmes
- Production of teaching resources e.g. a definite set of lecture notes, textbooks, software
- Commendations in internal reviews of teaching, and prizes or awards for teaching
- Securing internal and external funding for enhancements of teaching and learning
- Evidence of innovation in teaching and learning and assessment methods drawing on available technologies
- Sustained record of successful supervision of student projects at undergraduate and postgraduate taught levels
- Leading on professional accreditation and professional examination exemptions

College Criterion of the expected level of performance for Readers:

Important contribution to the advancement of learning and teaching and pedagogy through research, scholarship, knowledge transfer or published professional practice which is national in its scope

Discipline specific examples of indicative evidence of good performance:

- Leading on the design of new modules and programmes
- Production of teaching resources e.g. a definite set of lecture notes, textbooks, software
- Commendations in internal reviews of teaching, and prizes or awards for teaching
- Sustained record of successful supervision of student projects at undergraduate and postgraduate taught levels
- Leading on professional accreditation and professional examination exemptions

College Criterion of the expected level of performance for Professors:

Playing a major role in, and academic leadership of, teaching and education, and an established national reputation as a teacher and educator.

Discipline specific examples of indicative evidence of good performance:

- Leading on a review of a taught programme or significant part of curriculum
- Leading on the design of new modules and programmes
- Securing internal and external funding for enhancements of teaching and learning
- Acting as external examiner of a taught programme

Enabling Activities

SMS probation targets at Lecturer level:

- Allocated administrative duties should be carried out conscientiously alongside teaching and research activity

College criterion of the expected level of performance for Lecturers:

Has contributed to the management/administration of activities and the support of the College's Enabling strategies (as indicated in the Institutional plan), showing initiative and skill, and is continuing to develop in this area.

Discipline specific examples of indicative evidence of good performance:

- Undertaking administrative duties in areas such as marketing, recruitment, admissions, examinations, programme management
- Actively engaging with the School's outreach activities
- Involvement in public engagement activities
- Taking a share in volunteering for necessary one-off duties
- Contribution to the School's committees and working groups

College criterion of the expected level of performance for Senior Lecturers:

Has made substantial managerial/administrative contributions to Queen Mary's functioning and development, at School/Institute, faculty or College level with evidence of continuing support for the College's Enabling strategies (as indicated in the Institutional plan).

Discipline specific examples of indicative evidence of good performance:

- Successfully undertaking key administrative duties such as taking responsibility for examinations, admissions, senior tutor
- Significant contribution to the School's committees and working groups
- Contribution to Faculty and College committees and working groups, representing the School on College bodies
- Actively engaging with the School or Faculty outreach activities
- Leading on public engagement activities

College Criterion of the expected level of performance for Readers:

High level managerial/administrative contributions to Queen Mary's functioning and development, at School/Institute, faculty or College level with evidence of continuing support for the College's Enabling strategies (as indicated in the Institutional plan).

Discipline specific examples of indicative evidence of good performance:

- Successfully undertaking significant administrative duties such as taking responsibility for the overall direction of a taught programme or the School's outreach programme
- Significant contribution to the School's committees and working groups
- Actively engaging with the School or Faculty outreach or public engagement activities

College Criterion of the expected level of performance for Professors:

Extensive, high-level contributions to Queen Mary's functioning and development, including major strategic leadership in support of the College's Enabling strategies (as indicated in the Institutional Plan).

Discipline specific examples of indicative evidence of good performance:

- Substantial contribution to School, Faculty or College management by taking on positions of responsibility within the School/Faculty/College
- Chairing School's committees and working groups
- Development of a new areas of activity for the School/Faculty/College
- Representing the School on Faculty and College committees and working groups
- Academic leadership in the discipline outside the School
- Taking on positions of responsibility in professional bodies and academic associations
- Assessor for major grant awarding bodies at national and international level
- Significant contribution to School/Faculty/College public engagement or outreach initiatives