

**COLLEGE OF ART, SCIENCE AND ENGINEERING**  
**ACADEMIC CONFIRMATION OF APPOINTMENT**

**Introduction**

Criteria for assessing achievements towards the end of an academic's probationary period should be objective and capable of clear measurement in deciding whether their appointment will be confirmed.

However, it is acknowledged that the qualitative factors which are not capable of hard measures and are equally important, require to be evaluated in considering whether an academic's performance during probation has met the standard sought by the University.

The following framework for considering confirmation of appointment in CASE seeks to outline the aim of probation; the outcomes expected; generic and discipline-specific criteria and a process of assessment which supports transparency, fair treatment and includes externality.

A probationer is expected to achieve all the relevant criteria listed for their discipline by the point at which their confirmation of appointment is being considered (i.e. at the Annual Review Committee) and is able to demonstrate or evidence the components of assessment detailed in this document. Failure to satisfy the criteria may result in termination of employment.

Probation will require high quality mentoring, training and staff development and this mentoring, training and development will continue throughout the period of probation and beyond.

At the start of each year of probation, objectives will be reviewed and a plan agreed for that period. The objectives will be well defined and approved and signed off by the Dean of School and Head of College to ensure high quality and consistency within two months of the start of employment. The probationer will have regular review and mentoring meetings during the year to provide them with ongoing support and measure progress towards these agreed objectives.

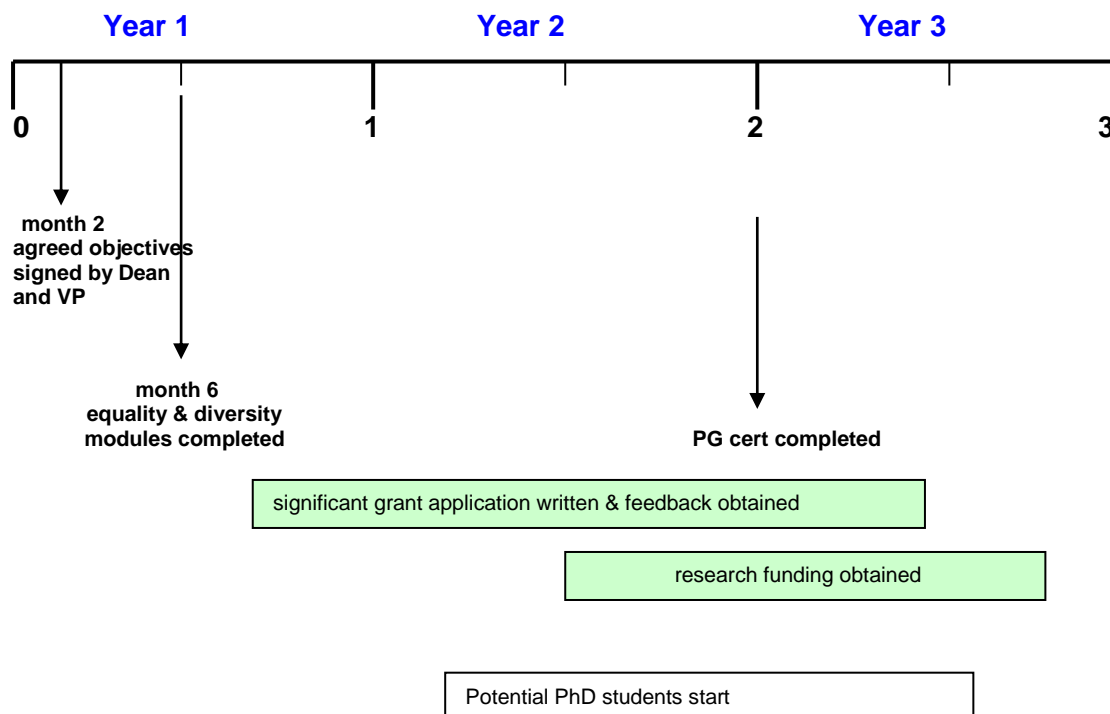
**Aim**

The 3 year academic probationary period aims to ensure probationary objectives are tailored to individual needs and disciplinary norms, around the overarching expectation of excellence in teaching and research. Newly appointed academic staff will be equipped with the knowledge, understanding, skills and attributes necessary to be a fully functioning and contributing academic on confirmation of appointment.

## Objective setting

To ensure that all probationers are supported throughout the process the mentor, Dean and Head of College will work together to approve objectives and development plans.

- Mentor will work with the probationer to agree and propose appropriate objectives and staff development.
- Dean of School will review the proposals and if in agreement will sign and forward to the Head of College.
- If the Dean of School does not agree with proposed objectives and staff development plan the paperwork will be returned to the mentor and probationer for amendment.
- The Head of College will only approve the objectives once they have been approved by the Dean.
- If the Head of College receives the objectives which have been signed off by the Dean and he/she does not agree with the proposals the paperwork will be returned to the Dean for further consideration and amendment.
- Objectives and development plans will only be signed off when all parties are happy with the content.
- In the event of agreement not being reached on objectives and staff development the VP will, in consultation with the Dean and HR, set objectives and staff development plans which are appropriate for the probationary lecturer's stage of development within the probationary process.



## Outcomes of Probation

By the Annual Review Committee preceding the end of probation, the probationer will be able to:

1. Demonstrate skills and competence in the full range of teaching activities required of a lecturer at the University of Dundee.
2. Evidence knowledge and understanding of scholarship activities and the impact it has had on the probationer's teaching throughout the probationary period.
3. Demonstrate an understanding of the importance of research outputs and grant-getting required of a lecturer at the University of Dundee. Research quality should be at the level of 3\* or 4\* research (according to REF definitions), and research grants should be at least of the value associated with disciplinary norms.
4. Demonstrate an understanding of the importance of collaboration in undertaking research.
5. Evidence contribution to the discipline at an international level.
6. Evidence public engagement activities.
7. Evidence contribution made to the School's cultural and administrative/management activities.
8. Evidence the personal and professional development undertaken and the learning benefits.

## Criteria

### Teaching

- a. Deliver or enhance a module by:
  - Demonstrating experience of teaching normally at various levels in a variety of formats appropriate to the discipline (e.g. 1:1 tuition, lecturing to large groups, distance learning, studio based teaching, assessment, where appropriate).
  - Develop or refocus sub-specialism in a taught programme; obtain approval of the academic standards committee and School Board; implement and teach at least one module in discipline.
  - Evidence excellent feedback of teaching by peer review of colleagues, external examiners and by students by evaluation questionnaires
  - Perform module administration, including adhering to quality assurance standards; deal timeously with students' questions that arise out of the probationer's teaching.
  - Demonstrate the impact self-reflection has had on improving pedagogy over the probationary period.
- b. Evidence positive review by Director of Studies, or equivalent, of examination/assessment conduct.

### Scholarship

- a. Evidence leading-edge thinking in the discipline and how it has complemented the probationer's design and delivery of teaching.
- b. Evidence the impact of scholarship on employability and/or new business development opportunities.
- c. Describe the programme of scholarship activity undertaken.

### Research (applicable only to staff on Teaching and Research contracts)

- a. Evidence of outputs for publication/peer-review which are:
  - Some research outputs rated at least at 3\* by peer review (with that review overseen by the School or College Director of Research)
  - The quality of the outputs is considered to take precedence over the quantity a probationer is expected to achieve; however these outputs should appear during probation with further research carried out during probation that leads or should lead to 3\* outputs at least.
  - Research outputs to be in high quality international fora. ie publications, conferences, venues – as appropriate to the REF criteria of the discipline.
  - Supervision of a PhD student (though not to completion given the timescales)
  - As part of the probationary objective-setting process, the probationer and their line manager, in consultation with the Dean, will agree the probationer's research output strategy and the publication sources or other means of peer-review in the case of atypical outputs.
  - As an indication, normally a probationer will be expected to publish (or equivalent) 3 – 5 peer-reviewed outputs in high quality international fora – as appropriate to REF criteria of the discipline.
- b. Write and submit a significant research grant application to a research council or the EU (eg. FP7, Horizon, 2020, ERC) or other funding body with relevance to the discipline) eg. Leverhulme or Wellcome trust) and gain positive feedback from all the referees prior to the end of probation. If the grant is not successful in being funded it should only be because of a lack of available funding rather than because the application falls short on quality.
- c. Obtain some research funding (at least for example obtain successfully a small grant for the funding of travel associated with research)
- d. Refer to citation indices where available and if appropriate to the discipline.

### Build Reputation

- a. Evidence of presenting papers at a minimum of 2 exhibitions/workshops/conferences/seminars of international standing, where possible funded by a conference grant (e.g. Royal Society).
- b. Evidence of contribution to external activity in discipline (e.g. refereeing papers, invitation to join a professional educational committee, engagement in a research network).

### Impact

- a. Demonstrate engagement in public outreach or business industry collaboration either by outlining achievements to date in disseminating work outside the Academy (e.g. contributions to adult education; radio; television; adoption of an idea or contesting accepted thinking) or by successfully collaborating with industry or business.

### Contribution to School

- a. Contribute to School activities and committees (e.g. health and safety, involvement on School Board or School Research Committee) and become involved in building external links for the school as evidence of collegiality and engagement with School matters.

### Personal and Professional Development

- a. Undertake such training and development as discussed and agreed with the line manager and approved by the Dean of School and Head of College.
- b. Actively engage with their line manager, mentor, colleagues and other resources available to the probationer to acquire the skills and knowledge necessary contribute to the School as an established academic.
- c. Complete LTA module successfully.
- d. Undertake professional CPD in discipline, where relevant.
- e. Progress towards membership of a relevant professional institution where applicable.