

The crest of the University of Lincoln is centered in the background. It features a shield with a book and a sunburst, supported by two griffins. Above the shield is a helmet with a crest of a bird on a tower. A banner at the bottom of the crest contains the Latin motto 'LIBERTAS SAPIENTIA'.

# Career Progression

Taking your place

Professor Hugh Byrd

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My intention is to give you ideas of how you can best prepare yourself for improving your position.

There is no optimum method of doing this. It depends on what you want and where you want to go.

A position will not be given to you; you must **take** your place

What I will show you are the basic rules of the game for improving your CV, staff profile and responses at interviews.

Useful tips on a Cv can be found here:

<http://blogs.nature.com/naturejobs/2011/09/27/38-tips-on-writing-academic-cv>



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Career progression is not about doing your job well. Doing your job well is the minimum base-line of your expected performance.

Its all about value-added contributions and how you can present them. What do you do beyond what you are expected to do and what evidence you have for this.

If you are applying for a job or for promotion, the interviewers/assessors want evidence, and the best evidence is from independent sources: reviews, awards, peer-reviewed publications, citations and self-evident achievements.

A useful career Development Plan and template can found here:

<http://www.hr.ubc.ca/career-navigation/career-development-plan/>



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Depending on the grade applied for , there is an expectation that aspects of your performance should achieve merit or excellence in the 3 prime areas of:

1. Teaching
  2. Research
  3. Service to the University
4. Almost all international universities use the 40:40:20 rule. (teaching: research: service). This is something that needs to be discussed and negotiated with managers.
5. A very useful web site for workload profiles is :  
[http://w3.unisa.edu.au/hrm/industrial/academic\\_workload\\_guidelines\\_FINAL.pdf](http://w3.unisa.edu.au/hrm/industrial/academic_workload_guidelines_FINAL.pdf)



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# Key Areas of an Academic's Profile

## Prime areas of performance:

1. Teaching
  2. Research
  3. Service
- Leadership
  - Peer esteem/review
  - Community involvement
  - International
  - Professional
  - Awards
  - Income generation

An extremely useful analysis of HE leadership can be found here:

[http://www.lfhe.ac.uk/en/research-resources/publications/index.cfm  
RP%20-%2001](http://www.lfhe.ac.uk/en/research-resources/publications/index.cfm?RP%20-%2001)



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# Teaching

1. Basic information: What do you teach and how much teaching do you do? Courses, contribution, committees: course titles

2. More important: How good is your teaching?

What feedback do you get? Formal student assessment

Have you had a mentor to review your teaching methods? Useful background information:

<http://oregonstate.edu/senate/committees/other/set/Eval%20HiEd%20Tchng.pdf>

Contribution to improving NSS

Curriculum development

New courses started

3. Have you compared your teaching with other comparator institutions?

Have you visited other Universities to see what they do?

Have you been to international Universities? Run joint projects.



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# Teaching

## 4. What is your approach to teaching (Pedagogy)?

In an interview, how would you answer the question, 'what is your teaching philosophy?'

Useful web site

<http://www.gradschool.cornell.edu/career-development/put-your-qualifications-writing/teaching-philosophy-statement>

What new technologies have you tried? E-learning, blended learning, distance learning?

Have you published/promoted/exhibited your student's work?

## 5. Do you have peer-reviewed evidence of this?

Have you written about your teaching methods, cool projects, student achievements? Have these been published, reviewed or exhibited?



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# Research

Do you have a 'research profile' statement? (20 words or less)

A useful web site for building a research profile is:

<http://help.library.ubc.ca/publishing-research/building-your-academic-profile/>

## 1. Text based evidence of research: (in ascending order depending on quality)

Book review

Conference papers

Chapter in book

Article in Journal (depends on journal)

Book (depends on publisher)

2. **Creative practice:** *curated*<sup>1</sup> work (e.g. exhibition) with independent reviews has highest value . Self-promoted creative practice has little value

## 3. Research supervision

Masters students supervised

PhD students supervised

1. *Somebody else has selected the theme and the work*



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# Service

**1. Committees and working groups** at different levels: School, College, University

**2. Extra curricula leadership**

Public seminars, representing the University at events, expert to public institution, CPD, Summer Schools

**3. Recruitment**

Presentations to schools or colleges. Open days

International links

Some good examples of 'Service':

<http://teachingcommons.cdl.edu/cdip/facultyservice/>



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# Leadership

## 1. Leadership courses

## 2. Leadership in academia (empowering others)

- Initiating
- Mentoring
- Supporting

## 3. Leadership by management

Conference, seminar, colloquium organisation

## 4. Autonomous leadership

Leadership by research (peer esteem)

External examiner

Expertise technical or evidential

Useful article on leadership in HE:

<http://www.theguardian.com/higher-education-network/blog/2013/feb/18/inspiring-leaders-higher-education-research>



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# Peer esteem

## Recognition

Awards

Media coverage

Student success

Citations

## e-platform

Researchgate, academia.edu, google scholar

## By invitation

Conference reviewer

Keynote speaker

Journal reviewer

Journal editor

A useful link to developing peer esteem:

<http://www.jobs.ac.uk/careers-advice/working-in-higher-education/1928/esteem-indicators-and-how-to-develop-them-for-the-ref/>



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# Community involvement

Local teaching projects with media coverage

Local professional bodies

Consultancy

Practice

Feeder school involvement

Articles for local media (newspaper, radio, blog)

Collaboration (local authority, community group)

Local Competition/exhibition organiser, juror, curator

A useful guide is the American system of connecting communities with campuses :

[http://www.compact.org/wp-content/uploads/media/americas\\_promise\\_EU04.pdf](http://www.compact.org/wp-content/uploads/media/americas_promise_EU04.pdf)



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# International

- Recruitment
- Research collaboration
- Teaching collaboration
- Study tours
- Conference involvement
- Summer schools
- International competitions
- Consultancy



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# Professional

**1. Institution membership** (architects, designers, façade engineers, sustainable development, design society,

**2. Quasi professional membership**

humanitarian; architects without borders, architecture for humanity, European association for architectural education

**3. Active roles**

Local board activities

External examiner

Jury member for local awards

CPD event delivery

RIBA Part 3 examiner



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# Awards

- Design awards
- Scholarly awards
- University awards
- Awards achieved by students
- Competition recognition
- Media recognition



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# Income generation

University grants

Research grants

Obtaining sponsorship for events



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