

## Draft guidance on how to evidence T&S promotion

### Criterion 3: Collegiality and Citizenship

**Please note that each guidance document begins with the specific promotion criterion, before providing guidance below. It is proposed that, after consultation, a more efficient way of displaying the guidance (likely in one document) will be found.**

#### 3) Collegiality and Citizenship

For staff to be promoted to any level they must demonstrate that they make a difference by supporting colleagues and students to create, sustain or enhance a positive and inclusive working environment. This includes ensuring that work with PS and academic colleagues is timely, conducted professionally, and demonstrates effective planning and organisation. For more senior roles this also includes formal and informal support for colleagues at various levels, including establishing processes and systems of team working that facilitate efficient and effective working to ensure that the whole team delivers on high quality work on time.

#### Criteria

Lecturer	Senior Lecturer	Reader	Professor
<i>A normal level of achievement for Lecturer (Grade 7):</i>  A record of working collegiately with colleagues within your assigned roles.  A record of working in partnership with students	<i>A normal level of achievement for Senior Lecturer (Grade 8):</i>  A record of working collegiately with colleagues and leading by example within your assigned roles.	<i>Exceptional performance with respect to the following criteria:</i>  An established record of working collegiately with colleagues and leading by example and creating positive and inclusive cultures of working within your assigned roles.	<i>Exceptional performance with respect to the following criteria:</i>  A sustained record of working collegiately with colleagues, leading by example and creating positive and inclusive cultures of working within your assigned roles.  A sustained record of working collegiately with colleagues across programmes.

to embed student voices at a course unit level.	<p>A record of working collegiately with colleagues across programmes.</p> <p>A record of working in partnership with students to embed student voices across programmes.</p> <p>A record of successful mentoring and support for the development of junior colleagues locally.</p>	<p>An established record of working collegiately with colleagues across programmes.</p> <p>An established record of working in partnership with students to embed student voices across a wider area (e.g. School or Faculty).</p> <p>An established record of successful mentoring and support for colleagues across a wider area (e.g. School or Faculty).</p> <p>A record of the successful delivery of staff development at Faculty level e.g. Teaching Academy, NAP.</p>	<p>A sustained record of working in partnership with students to embed student voices across the Faculty, University and/or externally e.g. in the discipline area.</p> <p>A sustained record of successful mentoring and support for the development of colleagues across the University and/or externally.</p> <p>A sustained record of the successful delivery of staff development internally across the University (e.g. through Faculty Teaching Academies, ITL, Learning and OD) or externally with AdvanceHE or subject area professional bodies</p>
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### How to evidence this criterion

#### Colleagues should consider the reach, value and impact of their work which are defined as:

- **Reach:** The scale of influence (i.e. who has your collegiality and citizenship benefitted? How many students/staff are impacted? How broad is the group? A cohort? A specific group of students e.g. students from marginalised groups? Staff who will then use your work to support others?).
- **Value:** The benefit derived for staff and students.
- **Impact:** The difference made to policy, practice and/ or student outcomes as a result of an activity. How do you impact the team? What would not have happened if you weren't there?

**This criterion is designed to make the invisible visible, highlighting activities that may take place beyond those assigned in workload models e.g.:**

- Supporting and mentoring new colleagues, contributing to accreditation events and paperwork, co-creating materials, undertaking teaching and assessment, running student events, careers events, admissions/conversion events, participating in LEAP mentoring and assessing, playing a role in curriculum review, bringing in guest speakers, participating in staff networks, undertaking Chartermark activity, being a champion in areas such as social responsibility and EDI, professional development programmes e.g. Aurora, 100 Black Women Professors, Inclusive Advocacy. It could also include support for student societies, the Student's Union, and other mechanisms for raising the student voice.

**This criterion can be evidenced through:**

- Detail of relevant roles / positions of responsibility (internal and external) and how these benefitted the team.
- Examples of the support given. At what level, for how long, to how many, what was the impact on the staff you supported. This could also include EDI, social responsibility examples, staff networks, mentoring,
- Collegiality can also be demonstrated through evidence of open collaborative working.