ual: central saint martins

Appointment of Associate Dean of Academic Development and Enhancement

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A Message From the Head of College

Thank you for your interest in the role of Associate Dean of Academic Development and Enhancement at Central Saint Martins, UAL. Now is a crucial and exciting time for CSM. We have been in our extraordinary new building at King's Cross for five years, and have plans for the next five. The restructuring of the college into one FE programme and eight HE programmes, the latter defined by discipline, has created a strong base from which to build the next iteration of CSM. Not ones to rest on our laurels (gilded though they often are), we are thinking about where we need to in the years to come, informed by both the fluidity of the external landscape and also by the natural restlessness of the CSM community.

The Associate Dean of Academic Development and Enhancement will play a leading role in the development of Central Saint Martins. We need to develop new ways of delivering courses and new forms of content, and to do this need someone who is alert to the external context and committed to innovation in course design.

CSM is an endlessly stimulating place to work and to study; we aim to engage with and lead the global debate about the arts and design, and their role in societal transformation. I hope you will consider joining our creative community and will find what you need to know in this application pack. If not, please contact me or Jonathan Barratt.

Professor Jeremy Till
Head of Central Saint Martins
Pro Vice-Chancellor for Research, UAL

The University

UAL is a world-leading University for teaching and research in the fields of arts, design, fashion and communication, offering a learning environment in which originality is recognised, difference is respected and excellence is pursued, and a unique range of courses which nurture creative potential from across the world.

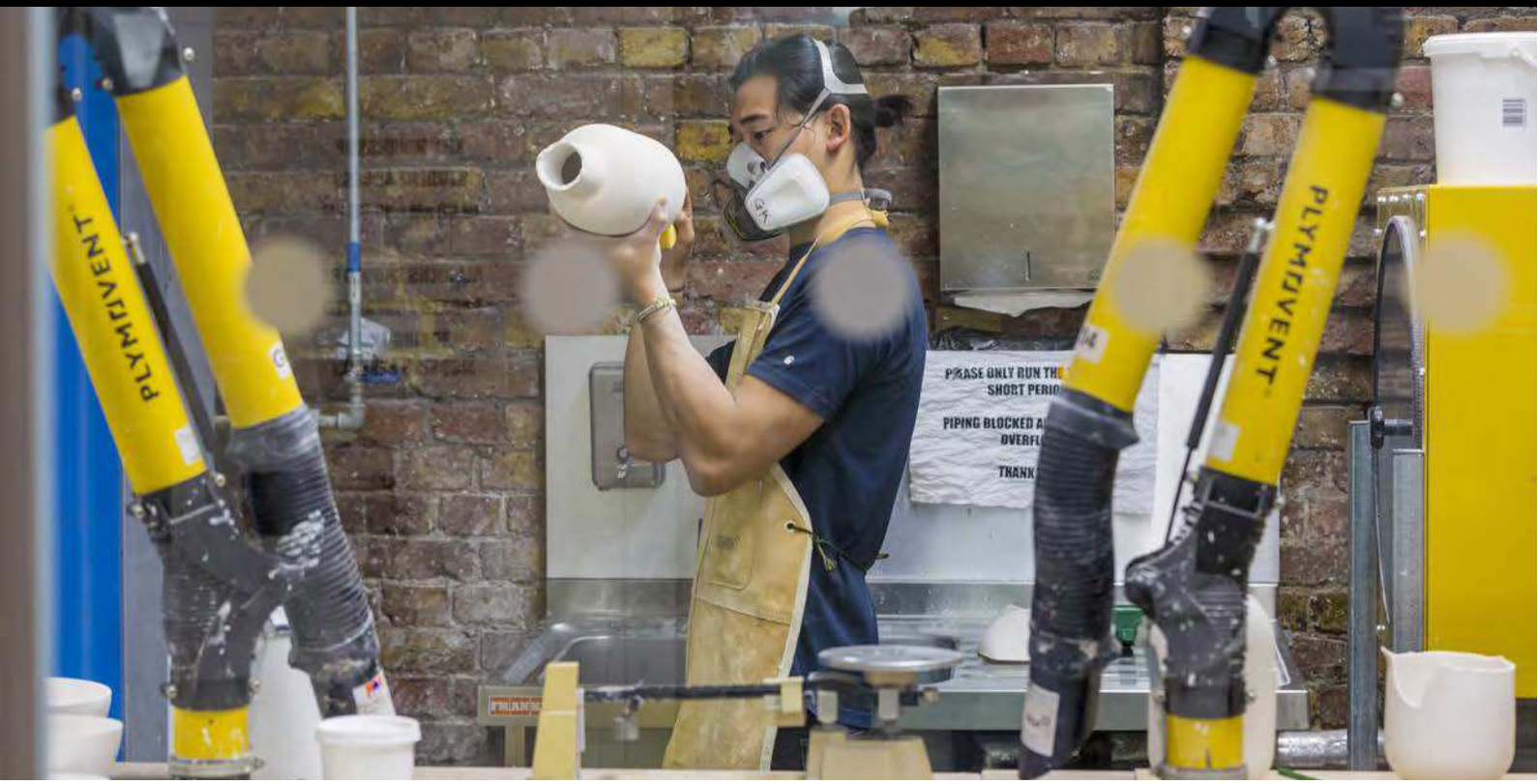
Our values centre on social justice and environmental stewardship and we strive to actualise them through our teaching and research; even more profoundly, we embody the values that define us in how we conduct our operations and how we organise our living and working space.

UAL's intellectual and creative community is enriched by the imagination, energy and skills of our staff, students, alumni and of the many academics from other institutions who work closely with us each year. We respect and encourage the academic freedom of our staff and the natural curiosity of our students: through that close partnership we foster an innovative, enterprise culture through which our values and commitments can be advanced.

UAL is a special Collegiate University: each College has a particular academic ethos within a practice-led tradition, informed by its own distinctive history and relationships. The University's Colleges work together to enrich the student and staff experience and to increase their impact on the creative and cultural sectors, not only in London and the UK but also globally. Our students graduate with work that breaks boundaries, engages with our changing world and challenges our preconceptions. From wherever in the world they come, they will go on to influence the way we all think and live.

The University's Colleges are:

- **Camberwell College of Arts**
- **Central Saint Martins**
- **Chelsea College of Arts**
- **London College of Communication**
- **London College of Fashion**
- **Wimbledon College of Arts**



The University

With more than 19,000 students from over 119 countries (49 per cent of whom are from outside the UK, with an average of 30 per cent outside the UK and EU), 4,500 staff, and an annual budget of circa £260 million, the University of the Arts London is Europe's largest specialist arts and design university. Our University not only awards more than 7,500 undergraduate and postgraduate degrees each year but also delivers short creative courses and executive education to over 20,000 students. The University works to provide a bridge between the educational world and professional practice, and to serve the creative industries. It combines a pursuit of academic excellence with close engagement with its business, creative and cultural partners.
The University has a vibrant research culture across its six Colleges, with eight University Research Centres and the University Innovation Insights Hub, which lead innovative research and disseminate this through exhibitions, publications, conferences, festivals and workshops.

UAL performed well in the 2014 Research Excellence Framework, with 83 per cent of the research submitted graded as "world-leading" and "internationally excellent". This places UAL in the overall top 30 UK research institutions in the UK for the quality of research submitted. Occupying multiple sites across London, students and staff benefit from and contribute to the enormous range of stimuli provided by what is widely considered to be the creative capital of the world. The University's impact and engagement extends to the global stage through its international student body, affiliations and partnerships with other universities and creative organisations that share a passion for arts.

The University is led by a nine-person Executive Board, chaired by the Vice-Chancellor Nigel Carrington, and governed by a 24-person Court of Governors, chaired by Sir John Sorrell.

The University

University strategy 2015-2022

"Transformative education for a creative world" – this is the theme of our ambitious, seven-year strategic plan to enhance the University's reputation as a world-leader in arts, design and communication education, with high levels of student engagement and satisfaction. UAL in 2022 will be the sum of the ideas we generate over the next seven years, the beautiful and wonderful things we make, and of our academic and business relationships here and abroad. We are confident that we can achieve our goals through the commitment and dedication of our community, and have identified four key strategic areas through which we will implement our vision of change and monitor its progress:

Transformative education
We want all of our students to reach their full potential and ensure that they are thoroughly equipped for their future careers. To that end, we will provide them with the best guidance and education to stimulate their creativity, feed their curiosity, nourish their imagination and inspire their vision. We will engage with our students to develop flexible modes of teaching delivery, taking into account the particular characteristics of a London-based education and advances in digital technologies.

We will place diversity and inclusivity at the core of our recruitment and education for staff and students, choosing the most effective teaching methods and by incorporating elements of research in our pedagogy.

For the next seven years we will engage in continuous review of our curriculum, both in the content of the courses that we offer, and in the flexibility of our modes of delivery, with increased opportunities for student placement and other collaborations with the creative and cultural industries. This will involve greater participation of Professors and Readers, as well as the full commitment of our academic support services. We will increase opportunities for student feedback and engagement, and support for staff in the development of their pedagogy and use of emerging technologies.

In particular, towards our vision of a truly inclusive education, we will mobilise the professionalism of the University's Language Centre to facilitate students' academic wellbeing and success by helping them thrive in a new culture and by assisting them with their language needs.

Central Saint Martins

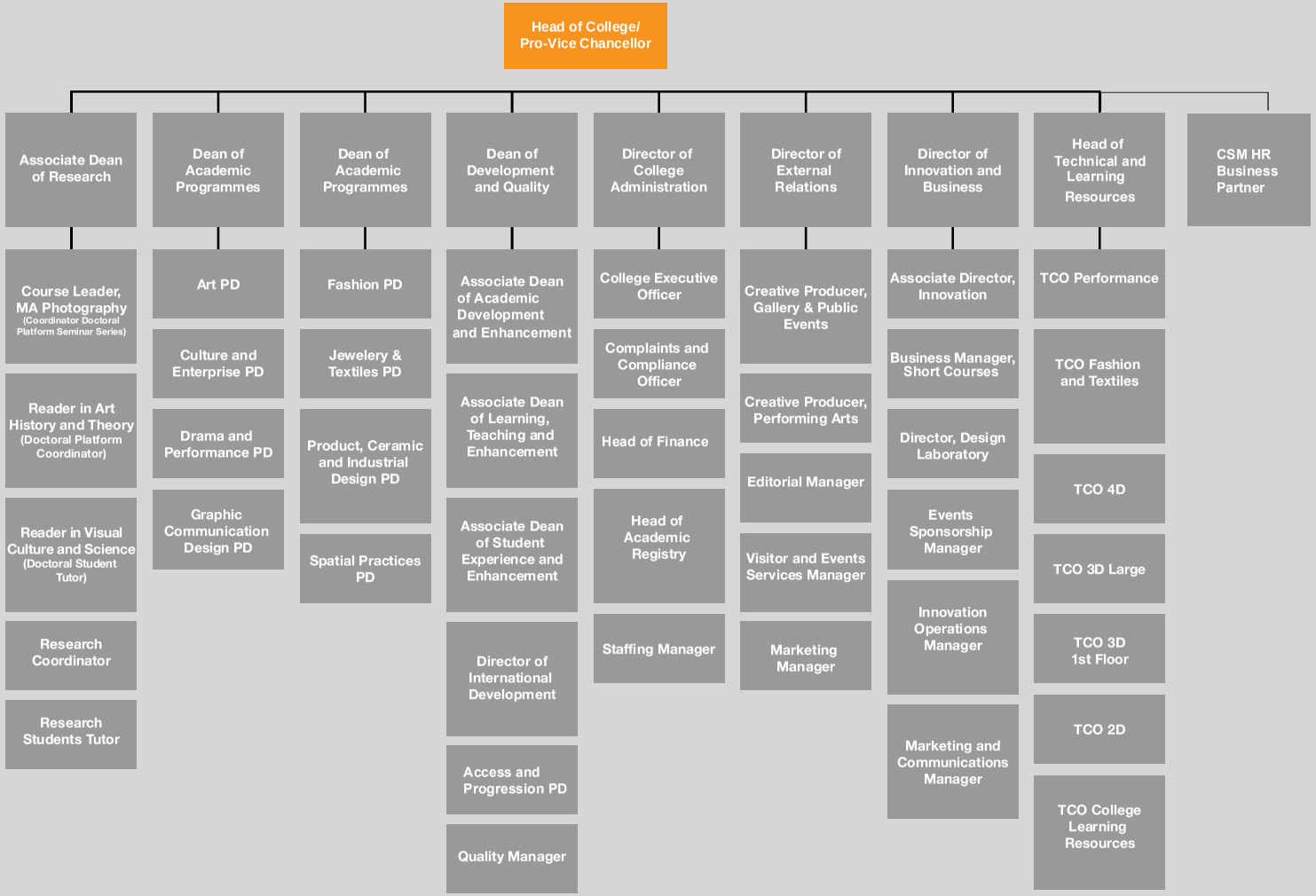
Our DNA is inherited from two groundbreaking arts and design schools: St Martin's School of Art and the Central School of Arts and Crafts. Evolved from their Arts & Crafts beginnings both educational institutions developed radical creative practices and progressive social values in education. From the legacies of these two schools and their merger in 1989 to create Central Saint Martins (later joined by Byam Shaw School of Art and Drama Centre London, we have a history of artists and designers who have challenged and shaped the world around us, from Edward Johnston and Terence Conran to Gilbert and George. Among our alumni are Turner Prize and Oscar winners, Royal Academicians, a large number of Royal Designers for Industry, as well as innovators transforming the fashion world, many of whom have received awards, OBEs and other accolades.

While the traditional understanding of art school may be a space for individual empowerment – thinking and making as expression – Central Saint Martins believes that art and design has a responsibility to engage with the social and political contexts in which work is made. Creativity has no utility if restricted to the studio or the academy; it is in the public sphere where it finds its power. So, our staff and students can also be found reconfiguring the arts school for the public at Tate Modern, sharing design skills with prisoners in HMP Thameside, or improving wayfinding in NHS hospitals. Art and design are often seen at CSM as vehicles for protest, comment, community engagement and societal change.

Housing a broad sweep of disciplines under one roof in our multi-award winning building encourages creative generosity and collaboration. Our location, at the heart of the ongoing development of King's Cross only increases the need to open our doors, metaphorically and physically, to the world. We may be an international organisation, but we are also a local one; art and design happenings appear on our doorstep, national events like Designjunction and The Big Draw take up residence alongside public design consultations to improve local council services.

A student once described Central Saint Martins as an empty climbing frame - it is the structure upon which our community learns and, like all platforms, it is nothing without those that enliven it. But platforms are not passive and, as we ask our students to be brave and do what they love, it's crucial that we, as a school, listen to our own advice.

College Management Structure



The Role of the Associate Dean of Academic Development and Enhancement

The practices, purposes and potential of arts and design is an expanding field where relationships are being renegotiated and paradigms contested. It's an exciting time, rich with opportunity. It's also, of course, a time of considerable, perhaps unprecedented, challenge for arts and design higher education. The role of Associate Dean of Academic Development and Enhancement is key in the college's exploration of its potential futures and navigation of their complex and competing agendas.

The main purposes of the role are: to facilitate the College Executive in their development of long term strategic plans for the college's taught provision; to co-ordinate the implementation of these plans in collaboration with the academic programme teams; to set both the tone and standards for the development of new courses and the evolution of the existing portfolio; and to co-ordinate strategies and action for formal knowledge exchange. Underpinning all of these is a broad and deep view of developments in the sector and the policy environment affecting us.

With an international reputation for the quality of its teaching, a track record in the redefinition of subject domains, delivery and sectoral leadership, CSM is ambitious, restless and dynamic.

With colleagues and students as co-creators, the Associate Dean promotes critical reflection and debate to ensure that our world-leading courses are current, relevant and valued by students, the disciplines and wider society. The Associate Dean enables others by providing protocols, structures and processes, and developing the skills and knowledge of teams.

This post works closely with the Associate Deans of Learning, Teaching & Enhancement and Student Experience & Enhancement, and the College Quality Manager and often with the College's Director of International Development. These roles often represent different aspects of the same challenge or opportunity and therefore a collegial, collaborative and communicative approach is crucial.

Whilst the role is principally focussed within the college, the Associate Dean also contributes to the work of the whole University through committee membership and involvement in pan-institutional projects.

Duties and Responsibilities

Strategic Leadership

• To contribute to the College's and University's strategies for the development of its award bearing courses and initiatives to promote good practice in the initial development and on-going evolution of provision.

• To facilitate the development and co-ordinate the implementation of the College's strategy for its overall portfolio of courses (including non-award bearing courses), producing the short-term plans and other documentation necessitated by the University's planning and quality assurance functions

• Co-ordinate and enable the validation of new courses and the formation of new areas of work with the Head of College, Deans, Associate Deans and Programme Directors.

• To guide the development and coordinate the implementation of the College's plans for the ongoing updating of existing courses, promoting critical reflection, external referencing and innovation, through the processes of enhanced monitoring and re-approval.

• To facilitate the development of the College's strategy for Knowledge Exchange and its implementation through the management structure.

• In liaison with relevant colleagues, to ensure that the College is kept informed of international and national issues and trends in arts and design higher education, and the implications of government policy on the College's priorities.

• To be the principal point of contact in your areas of responsibility between the College, relevant colleagues across the University and with relevant organisations external to the University.

Duties and Responsibilities

Academic Development

• To set and communicate standards for the College in the processes and practices of course development, validation, enhanced monitoring and revalidation.

• To identify and disseminate good practice in academic development.

• To explore the relevance and potential of new modes of learning in course delivery.

• In liaison with appropriate colleagues, to undertake 'business planning' and course costing of new course initiatives.

• Contribute to long- and short-term student numbers planning in liaison with relevant colleagues at college, programme and course levels.

• To contribute to the delivery of College-wide staff development in relation to course validation, review and revalidation and promote external staff development to inform curricula development (industry, other HEIs, etc.).

• To facilitate critical debate at all levels of the College and across programmes and between academic, technical and administrative teams to inform academic development.

• To engage students and alumni to inform academic development.

• To work with the Business Manager for Short Courses in the development of full cost courses to promote progression to mainstream FE and HE courses, and of study abroad, professional training and executive education which extend the reach of the college to new audiences.

• In liaison with the College Director of Innovation and Enterprise, and the Deans of Academic Programmes to support colleagues in their development of knowledge exchange initiaitives and particularly in promoting its contribution to enriching the curriculum.

• To represent the College on relevant external bodies e.g. CHEAD.

Duties and Responsibilities

Governance

• To represent the College at University level on relevant committees and groups, including:
Academic Planning Sub-Committee
Validations Sub-Committee

• To Chair the College Knowledge Exchange Committee and the College Course Modifications Sub-committee.

• To be a member of College Academic Committee, College Quality Committee and other committees as required.

• To chair Boards of Examiners and their sub-groups as required.

• To be a member of the College Academic Misconduct Panel, Extenuating Circumstances Panel, and of the University Appeals Committee as required.

• To assume an overview responsibility for the College Museum and Archive.

Duties and Responsibilities

Supporting Programme Teams

• In liaison with the Deans of Academic Programmes provide guidance and support to identified / designated programme directors, course leaders and their teams regarding enhanced monitoring, course modifications and revalidation, the implementation of change and monitoring of impact. In so doing, promoting the engagement and building the capacity of all colleagues.

General

• Contribute to the effective leadership and efficient management of the College by being an active member of College management teams and convening management teams appropriate to your areas of responsibility.

• Maintain timely and effective communications with colleagues and students, utilising the appropriate media for the message and the audience.

• Undertake research and scholarly activity related to your areas of specialisation and expertise.

• To undertake health and safety responsibilities appropriate to the role.

• To demonstrate a commitment to your own development and that of your staff through effective use of the University's appraisal scheme and staff development processes.

• To perform such duties consistent with your role as may from time to time be assigned to you anywhere within the University and contribute to the development of the University through membership of relevant committees or groups.

• To work in accordance with the University's Equal Opportunities Policy and the Staff Charter, promoting equality and diversity in your work.

• To make full use of all information and communication technologies in adherence to data protection policies to meet the requirements of the role and to promote organisational effectiveness.

• To conduct all financial matters associated with the role in accordance with the University's policies and procedures, as laid down in the Financial Regulations.

Person Specification

Specialist Knowledge / Qualifications

• A first degree in architecture, arts or design

• A postgraduate degree in architecture, arts or design

• A PhD in architecture, arts, design or related pedagogy (desirable)

• A postgraduate/professional qualification in learning and teaching

• Fellowship of the Higher Education Academy (desirable)

• Recognised as innovating and achieving excellence in the development of courses

• Demonstrable critical understanding of learning, teaching and assessment in architecture, arts and design HE in the UK

• Demonstrable knowledge of academic provision and of trends and issues in UK HE and globally

• Demonstrable understanding of the national academic framework

Relevant Experience

• Demonstrable experience of managing quality systems in the HE sector.

• Acted as a member of validation and quality review panels with a number of HEIs.

• Worked as a QAA Reviewer (desirable).

• Recent substantial and significant teaching experience in UK HE architecture, arts and design.

• Demonstrable experience of securing and leading successful projects in new course development.

• Demonstrable experience of developing and implementing knowledge exchange initiatives in pursuit of wider institutional goals.

• Demonstrable experience of developing and sharing best practice within and outside the organisation.

• Considerable experience of leadership and management including, effective management of change, resources and budgets.

• Demonstrable experience of developing and leading academic staff teams, particularly in fields of curriculum development, course organisation and management, and successfully through change.

Person Specification

Communication Skills

• Communicates in a compelling and influential way, adapting the style and message to a diverse internal or external audience in an inclusive and accessible way.

Leadership and Management

• Motivates and leads a team effectively and sets the direction of one or more functions, promoting collaboration across formal boundaries.

Research, Teaching and Learning

• Applies innovative approaches in leading academic programmes, teaching, learning or professional practice to support excellent teaching, pedagogy and inclusivity.

• Applies own research to develop learning and assessment practice, whilst continuing to develop an individual research profile.

Professional Practice

• Contributes to advancing professional practice / research or scholarly activity in own area of specialism.

Planning and Managing Resources

• Effectively plans and manages operational activities or large projects to achieve long-term objectives.

Teamwork

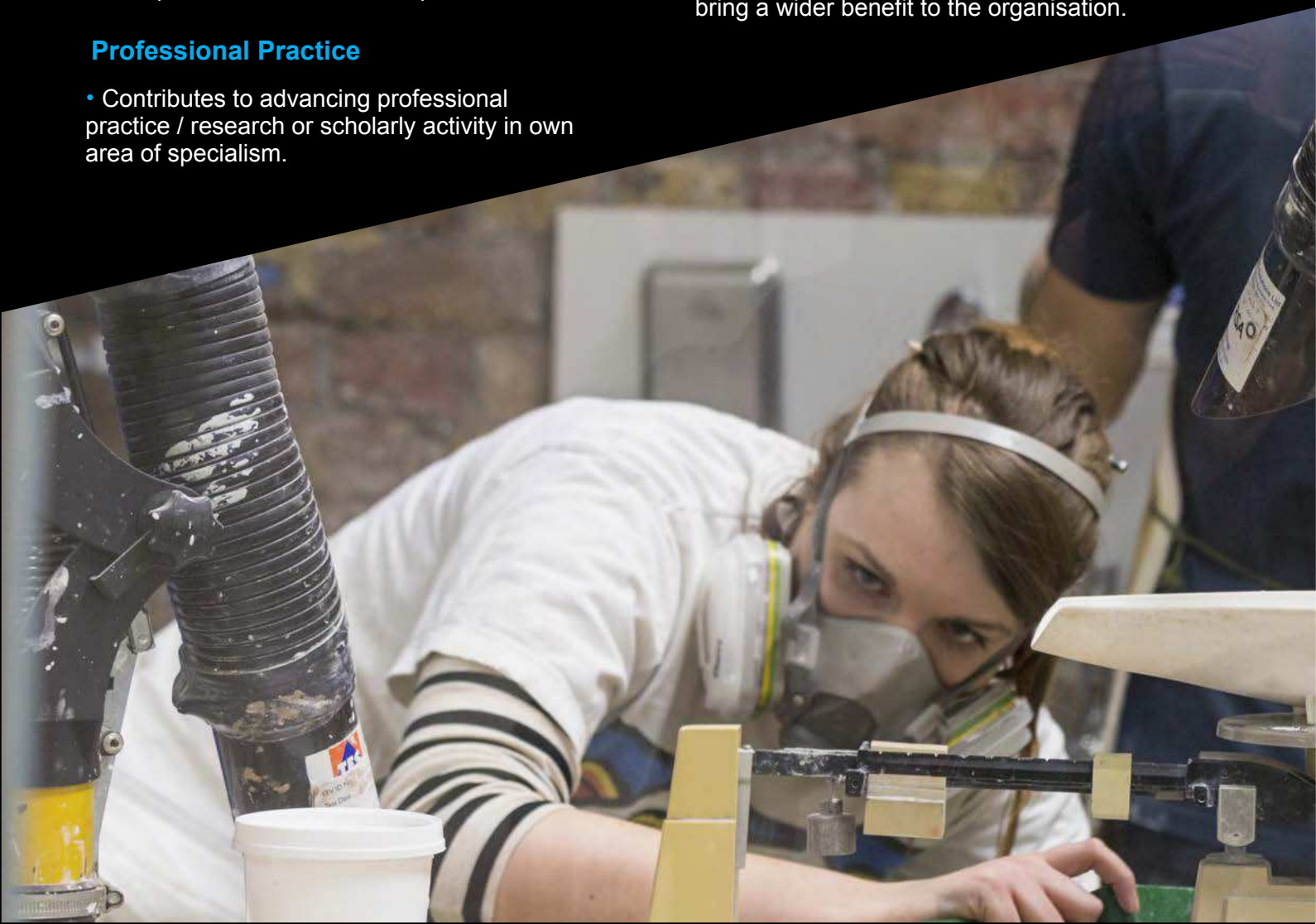
• Builds effective teams, networks or communities of practice and fosters constructive cross team collaboration.

Student Experience or Customer Service

• Makes a significant contribution to improving the student or customer experience to promote an inclusive environment for students, colleagues or customers.

Creativity, Innovation and Problem solving

• Identifies innovative solutions to problems to bring a wider benefit to the organisation.



Terms and Conditions

- A competitive salary with 39 days annual leave plus Bank holidays.
- Membership of one of our defined benefit pension schemes.
- Interest-free season ticket loan
- Child-care vouchers
- An appropriate relocation package may be available as part of the appointment arrangements.

Appointment to this post will be subject to appropriate checks, including necessary statutory checks such as proof of right to work in the UK, Disclosure and Barring Service checks, a satisfactory health check and other due diligence checks.

All shortlisted applicants will be required to undertake the CREDO on-line personality assessment. This assessment provides us with a valuable insight into your preferred working style, temperament, interests and values. We will use your assessment to focus our interview discussion with you, in order to assess the fit between your profile and the role.

At the end of the selection process each candidate will be offered the opportunity to receive a copy of the CREDO candidate development report. Staff selection decisions will never be made solely on the basis of a psychometric assessment.

Appointment Process and How to Apply

Your application should be made via our website recruitment portal where, as part of the online process, you will need to respond to the person specification for the role in your answers to a series of competence questions. In support of your application, you will also be afforded the opportunity to submit your CV.

Applications close: **Thursday, 11th May 2017**

Interviews will be held: **Thursday, 8th June 2017**

UAL aims to be an equal opportunities employer embracing diversity in all areas of activity, and positively welcomes applicants from black and minority ethnic staff who are currently underrepresented at this level.