ACADEMIC PROMOTIONS 2022 – PROMOTIONS CRITERIA

1.   Principles for applying the criteria

1.1.   These criteria for promotion incorporate the requirements set out in the [Academic Role Profiles](#).

1.2.   The School Promotions Committee (SPC) and Academic Promotions & Advancements Committee (APATC) will consider the applications for promotion and assess whether or not there is sufficient evidence that the applicant has met the criteria for the level of promotion to which they are applying.

1.3.   In considering an application for promotion, the SPC and APATC will consider the progress that has been made since the applicant's appointment to the University, or the applicant's last promotion to a higher grade, whichever is the later.

1.4.   An applicant who is within their probationary period will be eligible to apply for promotion.

1.5.   An applicant who is subject to a capability process or a performance improvement plan, or has a live disciplinary warning on their record will not be eligible to apply for promotion.

1.6.   Please note that consideration of a promotion application will also refer to the new Dignity and Respect Policy, as the University believes that the behaviour of staff in delivering outcomes are as important as the outcomes themselves, and such an assessment of an individual's performance should include their behaviours.

1.7.   Where an applicant has submitted an Individual Circumstances form, the Head of School (at SPC) and the Vice Chancellor (at APATC) may request that allowances be made for a reduction in the required level of productivity or outputs where an applicant's circumstances have significantly constrained their ability to work productively (the quality thresholds for the appropriate level of promotion will remain unchanged).

1.8.   Unless specified otherwise below, applicants will have to meet all of the criteria for the promotion to which they are applying.

1.9.   Where an applicant's post is funded by an external grant, they will be considered for promotion on the merits of their case and will not be rejected for promotion on the grounds that the grant does not allow for the associated costs.

1.10.   It is the applicant's responsibility to ensure that their application is complete and that they have provided all the required information on their application form.

2.   Criteria for Promotion: Education and Research Career Pathway

2.1.   Lecturer A to Lecturer B (Education & Research Pathway)

For Lecturers who reach the top point for Lecturer A, progression to Lecturer B will be the

normal expectation. Other Lecturers engaged in education and research can progress to Lecturer B if they have demonstrated progress and achievement against all of the following criteria.

2.1.1.   A first degree and normally a PhD, or equivalent scholarly or relevant professional activity.

2.1.2.   Active engagement in education and student learning, including course design and assessment, with an understanding of appropriate pedagogy in the subject area demonstrated by the inclusion in the submission of an Education & Scholarship Portfolio.

2.1.3.   Demonstrated progress in research and scholarly activity typically evidenced by publications.

2.1.4.   Demonstrated progress in: making applications for funding; initiating or developing contacts with partners outside of the University; wider involvement in the subject area, contribution to societal benefit, or impact from research.

2.1.5.   Contribution to duties in the Department or Unit.

2.2.   Lecturer B to Senior Lecturer (Education & Research Pathway)

In considering promotion to this grade, each candidate's performance will be considered in relation to all of the criteria below, but the Committees may, at their discretion, recommend promotion for exceptional achievement in some but not all of the criteria.

2.2.1.   Significant contribution to education and student learning, including in areas of delivery and assessment, typically evidenced by positive peer and student evaluation and by production of an Education & Scholarship Portfolio.

2.2.2.   Evidence of successful curriculum design or re-design.

2.2.3.   A national and/or international reputation in the field of study, typically evidenced by high quality outputs in the form of: (i) a monograph, (ii) book chapters, (iii) text books and/or (iv) publications in refereed journals; by successful application for research funding; and by the supervision of research students.

2.2.4.   Pro-active contribution to the Unit, Department or School.

2.2.5.   Demonstrated contribution to raising the University's profile through external networks in the subject or professional area and/or through the creation and development of commercial/industrial partnerships and other societal benefit or impact contribution from research.

   Additional Criteria for Clinical Academics:

2.2.6.   Will have their CCST, or be within three months of achieving it; or

2.2.7.   Will have evidence of comparable achievement acceptable to the GMC; or

2.2.8.   Will have JCPTGP certification, or a certificate of equivalent experience.

2.3.   Reader (Education & Research Pathway)

The title of Reader may be awarded to members of faculty on any scale, but it is most usually used at Senior Lecturer level. The title is awarded as a mark of personal distinction for an important contribution to the advancement of the subject. Candidates for the title will be expected to have achieved an exceptional level in research with demonstrated education leadership, or an exceptional contribution to education and student learning.

2.3.1.   Research: Candidates will have a record of substantial publications; and a sustained and independent research reputation, acknowledged nationally and internationally (if necessary demonstrating an individual role in collaborative research). Important contributory evidence may come from such areas as the ability to attract research grants, contracts and/or consultancies and successfully to supervise doctoral students and demonstration of societal benefit or impact from research.

2.3.2.   Education: The Committee will look for evidence (from the self-evaluation of education and student learning provided by the candidate and from statements consequent upon internal consultation) of excellence in education and learning; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of education and learning in the subject.

2.4.   Senior Lecturer/Reader to Professor (Education & Research Pathway)

Candidates for promotion to a Professorship will be expected to have made a broad, sustained contribution to their field and discipline nationally and internationally, and normally to have achieved exceptional performance in research. Demonstrated leadership in the development of education in their subject and field may play a dominant part in a case. Service to their subject, to the University and to higher education in administrative or research capacities may contribute to the case.

2.4.1.   Research: Candidates for a Professorship will be expected to have distinguished themselves by the volume and quality of completed research and to have demonstrated strong leadership, national and international standing and recognition, together with the ability to inspire colleagues to develop their own research potential; to supervise doctoral students successfully; and to realign work in their field. Proven ability to attract research grants, contracts and/or consultancies and demonstration of societal benefit or impact from research will be important factors in the judgement of the Committee.

2.4.2.   Education: The Committee will look for evidence (from the self-evaluation of education provided by the candidate and from statements consequent upon internal consultation) of excellence in education; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of teaching in the subject. Where education criteria are expected to play a dominant role in a particular case for a Professorship, evidence of innovative thinking and practice which has changed the nature of education in the candidate's field will be looked for. Candidates may present effectiveness and evidence of publications on research contributions to the

development of the pedagogy of the discipline or field and/or of contributions to national policy making and educational debate.

2.4.3. Leadership and Citizenship: The Committee will wish to see evidence of serious commitment to the University through significant contributions to the work of the Subject and School and to the needs of the Institution as a whole. Undertaking major leadership tasks within the University and/or fostering the cause of the subject and of the University by accepting tasks such as service on relevant national, regional or local bodies will also be taken into consideration.

3. Criteria for Promotion: Education and Scholarship Career Pathway

3.1. Lecturer A to Lecturer B (Education & Scholarship Pathway)

For Lecturers who reach the top point for Lecturer A, progression to Lecturer B will be the normal expectation. Other Lecturers engaged in education and scholarship can progress to Lecturer B if they have demonstrated progress and achievement against all of the following criteria.

3.1.1. A record of development of new modules/groups of modules, or significant components of schemes of study or CPD modules.

3.1.2. A proven and sustained track record of successful teaching.

3.1.3. A high standard of teaching performance as judged by standard evaluation methods.

3.1.4. Evidence of using feedback information from a range of sources to improve the student experience.

3.1.5. Evidence of using knowledge arising from scholarship to enhance education and curriculum development.

3.1.6. Evidence of engagement in advising students and proactively responding to student problems.

3.1.7. Evidence of contributions to a relevant national professional body or recognised event.

3.1.8. Evidence of identifying and employing current pedagogic best practice to improve the student experience.

3.1.9. A significant contribution to School/Departmental duties and responsibilities.

3.2. Lecturer B to Senior Lecturer (Education & Scholarship Pathway)

In considering promotion to this grade, each candidate's performance will be considered in relation to all of the criteria below, but the Committees may, at their discretion, recommend

promotion for exceptional achievement in some but not all of the criteria.

3.2.1. Evidence of innovative approaches to teaching, supervision or assessment, including appropriate uses of technology.

3.2.2. Sustained high-quality teaching across the curriculum including evidence of the integration of scholarship and professional practice with teaching activities as evidenced by surveys, questionnaires and peer review, and by the production of an Education & Scholarship Portfolio.

3.2.3. Evidence of successful curriculum design or re-design at course level.

3.2.4. Evidence of an external profile, such as officership in a professional body, involvement in a national or international pedagogic body or similar.

3.2.5. Successful completion of a major task, which facilitates School or organisational unit performance or business e.g. leading the successful validation of a new course or establishing a new partnership initiative.

3.2.6. Evidence of a capacity to contribute creatively and constructively to School management, and of successful management of less experienced academic colleagues and/or professional services staff where such opportunities exist.

3.2.7. Responsible and effective involvement in the broader pedagogic arena of the School and/or University including, where appropriate, a role providing support, pastoral care and guidance to students or colleagues.

3.3.   Reader (Education & Scholarship Pathway)

The title of Reader may be awarded to members of faculty on any scale, but it is most usually used at Senior Lecturer level. The title is awarded as a mark of personal distinction for an important contribution to the advancement of scholarship or education. Candidates for the title will be expected to have achieved an exceptional contribution to education and student learning.

3.3.1. Education: The Committee will look for evidence (from the self-evaluation of education and student learning provided by the candidate and from statements consequent upon internal consultation) of excellence in education and learning; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of education and learning in the subject.

3.3.2. Scholarship: Candidates will have a record of substantial publications; and a sustained and independent research reputation, acknowledged nationally and internationally (if necessary demonstrating an individual role in collaborative research). Important contributory evidence may come from such areas as the ability to attract research grants, contracts and/or consultancies and successfully to supervise doctoral students and demonstration of societal benefit or impact from research.

3.4.   Senior Lecturer/Reader to Professor (Education & Scholarship Pathway)

Candidates for promotion to a Professorship will be expected to have made a broad, sustained contribution to their field and discipline nationally and internationally, and demonstrated leadership in the development of education in their subject and/or broader education field. Service to their subject, to the University and to higher education in administrative or scholarship capacities may contribute to the case. The candidate's performance will be considered in relation to all of the criteria below, but the Committees may, at their discretion, recommend promotion for exceptional achievement in some but not all of the criteria.

3.4.1. Evidence of quality in education and learning demonstrated in a range of measures, including student satisfaction; of thoughtful and effective innovation in the development of new courses and/or programmes; of leadership in the promotion of teaching and learning in the subject; and of proven innovative education practice, typically adopted as best practice within the institution and elsewhere.

3.4.2. Evidence of providing, or demonstrable potential to provide academic leadership, development, mentoring and career management advice for colleagues, research assistants and students in the area of education and learning. Evidence of leadership in education of her or his own discipline and/or cognate disciplines, demonstrating an ability to inspire colleagues to develop their own teaching potential, including partnerships with individuals and/or bodies of international standing.

3.4.3. Leadership of or holding senior office in a national or international subject association or pedagogic policy unit, e.g. HEA or QAA.

3.4.4. Evidence of commitment to improving the student experience and/or leadership of a major change project at University level designed to improve the student experience.

3.4.5. Publication of highly regarded textbooks, other significant teaching materials for use in higher education, chosen by third parties on a discretionary basis, and/or publication of pedagogically driven research in recognised high quality outlets.

3.4.6. Academic distinctions (e.g. academic awards and prizes).

3.4.7. A sustained contribution to the delivery of School and/or University education strategy, and influence on the formulation of strategy and policy in pedagogy that extends beyond the University.

3.4.8. Demonstrable leadership within the School, creating significant performance improvement over a sustained period.

4. Criteria for Promotion: Research Fellow Career Pathway

4.1. Research Fellow A to Research Fellow B (Research Pathway)

A post of Research Fellow B is broadly equivalent to Lecturer B. Research Fellows appointed at or promoted to this level will normally carry a level of responsibility and a range of duties appropriate to a person with substantial research experience.

4.1.1. Evidence of significant independent contributions to the design and execution of research.

4.1.2. Creditable record of sustained research output evidenced by publications, reports prepared for sponsoring bodies, participation in seminars, conferences, etc.

4.1.3. Evidence of independent research reputation and professional recognition evidenced, for example, by serving on peer review committees, acting as a referee for journal articles or research grant applications.

4.1.4. Ability to lead and manage a small research group or programme or assist in the running of a larger group or programme.

4.1.5. Ability to co-ordinate and supervise successfully the work of more junior research and support staff.

4.1.6. Evidence of successful relationships with partners outside the university, in support of their research, for example members of the general public, policy makers or NGOs and contribution to societal benefit or impact from research.

4.1.7. Ability to supervise PhD students.

4.1.8. Ability to play a constructive role in obtaining research funding.

4.1.9. Evidence of successful engagement in teaching or supervision.

4.2. Research Fellow B to Senior Research Fellow (Research Pathway)

Senior Research Fellows are equivalent to Senior Lecturers and Readers. The research profile of those promoted to Senior Research Fellow will be at least commensurate with those promoted to Senior Lecturer.

Promotion to Senior Research Fellow will only be made where the candidate can demonstrate individual research achievement. Managing and planning research may be a part of that achievement but will not be the principal justification for promotion.

4.2.1. Substantial achievements over a continuing period in terms of completed independent research and related publications, including articles in refereed academic journals and/or books.

4.2.2. Evidence of an established national reputation and a known or developing international reputation evidenced, for example, through citations, academic distinctions (including editorship of, or refereeing for, journals, grant reviewer for awarding bodies, services for learned societies), industrial collaboration and societal benefit or impact from research, external PhD examining, invitations to speak at national and international meetings.

4.2.3. Evidence of successful supervision of doctoral students.

4.2.4. Ability to lead and manage a major research group, including mentoring and supervising others.

4.2.5. Ability to attract significant external research funding, including helping to raise funds for other researchers possibly within the specific School.

4.2.6. Substantial evidence of positive relationships with partners outside the university, in support of their research, for example members of the general public, policy makers; NGOs etc.

4.2.7. Capacity to contribute to departmental policy formation.

4.2.8. Commitment to the broader work of the University for example by taking responsibility for some administrative roles and tasks or serving on relevant committee.

4.2.9. Evidence of successful engagement in teaching or supervision.

4.3. Senior Research Fellow to Research Professor (Research Pathway)

The research profile of a candidate for promotion to Research Professor will be commensurate with those seeking promotion to a Professor.

4.3.1. Evidence of outstanding, distinguished contribution to the discipline through publications, creative work and other appropriate forms of scholarship.

4.3.2. Evidence of academic distinction and international reputation for outstanding research achievements.

4.3.3. Proven ability to devise and direct large research projects, including leading large multi-disciplinary teams and/or collaborating with groups in other higher education institutions and/or the public and private sector.

4.3.4. Proven ability to inspire colleagues to develop their own research potential.

4.3.5. Proven ability to attract significant external research grants, contracts and/or consultancies.

4.3.6. Substantial evidence of successful relationships with partners outside the university, in support of their research, for example members of the general public, policy makers; NGOs and demonstration of societal benefit or impact from research.

4.3.7. Evidence of successful supervision of doctoral students.

4.3.8. Commitment to the broader work of the University and Higher Education generally reflected, for example, through taking on major administrative tasks or serving on committees and working parties.

4.3.9. Evidence of successful engagement in teaching or supervision.