Promotions Procedures 2019
Academic Staff (Education and Research Focused, Education Focused, Research Focused) applying for Grades 7, 8 or 9

Deadline for ALL applications is Friday 1 March 2019
No exceptions will be made
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
<th>Contents</th>
</tr>
</thead>
</table>
| Section A | 3-6 | An Overview of the Process  
- Introduction  
- Promotions Principles and Promotions Tracks  
- Eligibility  
- Promotions Panels  
- Promotions Process  
- Promotion in exceptional circumstances  
- Decisions and Feedback  
- Appeals |
| Section B | 7-9 | Making an Application  
- Prior consultation/Head of School role  
- Papers for Submission  
- References  
- Responsibility of Applicants |
| Appendix I | 10-11 | Supporting Evidence Documents |
| Appendix II | 12-14 | Criteria for Promotion - Lecturer |
| Appendix III | 15-18 | Criteria for Promotion - Senior Lecturer |
| Appendix IV | 19-22 | Criteria for Promotion - Reader |
| Appendix V | 23-26 | Criteria for Promotion - Professor |
| Appendix VI | 27-29 | Criteria for Promotion - Research Grade 7 |
| Appendix VII | 30-31 | Criteria for Promotion - Research Grade 8 |
| Appendix VIII | 32-33 | Criteria for Promotion - Research Grade 9 |
| Appendix IX | 34 | Promotion Panel Membership |
SECTION A – AN OVERVIEW OF THE PROCESS

1. INTRODUCTION

The procedures used by the University for promotions are intended to be open, fair and equitable in relation to the University’s Equality Statement and associated policies. The University Court has responsibility for overseeing these procedures and ensuring they are reviewed on an annual basis.

The guidelines give an indication of the criteria the Promotions Panels will use and the kind of evidence that applicants may wish to provide in their application. The guidance is indicative rather than comprehensive and is intended to indicate a framework within which qualitative judgements of overall performance are made. All cases will be considered on their individual merits and in accordance with the University’s Equality Policy.

Each Promotions Panel will ensure that only relevant considerations are taken into account in reaching decisions. When reviewing an applicant’s record, consideration will be given to any individual circumstances which may have resulted in a lack of opportunity for the applicant to perform to their full potential in any area(s) of activity.

The promotions process is an annual event, with promotions taking effect in August. There is no quota system in place for academic promotions.

Colleagues who require the material in an alternative format should contact Human Resources on ext 1999 or e-mail promotions@st-andrews.ac.uk.

2. PROMOTION PRINCIPLES AND PROMOTION TRACKS

Promotion will be based on outstanding performance and practice in one or more of the following areas: (i) Research and Scholarship, (ii) Teaching and Pedagogical Activities, (iii) Impact, Outreach, Knowledge Transfer and Technology Transfer, and (iv) Service and Leadership. These areas are articulated into a number of criteria in the guidance documents that follow. Service and Leadership alone will not form a primary basis for promotion.

It should be noted that there is an expectation that all applicants will be able to demonstrate collegiality and collaborative working in the School or University context in their application for promotion.

As a globally-recognised, research-led institution providing an outstanding educational experience to our highly valued student cohort, the University recognises the value of both research and teaching and expects both to be carried out to the highest level. While the majority of academic staff will pursue a career track based on a combination of research and teaching, we recognise that among our various constituencies some staff will focus primarily on teaching and pedagogy, and some staff will focus primarily on research or knowledge transfer. The University seeks to provide equal promotion opportunities to all academic staff irrespective of their career track and personal circumstances.
The following table summarises the revised tracks (ER, E and R) for academic promotion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Education and Research Focused Track (ER)</th>
<th>Education Focused Track (E)</th>
<th>Research Focused Track (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>-</td>
<td>Associate Lecturer (previously Teaching Fellow)</td>
<td>Research Fellow</td>
</tr>
<tr>
<td>7</td>
<td>Lecturer</td>
<td>Lecturer (previously Senior Teaching Fellow)</td>
<td>Senior Research Fellow</td>
</tr>
<tr>
<td>8</td>
<td>Senior Lecturer</td>
<td>Senior Lecturer (previously Principal Teaching Fellow)</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Reader</td>
<td>-</td>
<td>Grade 8 Research Fellow</td>
</tr>
<tr>
<td>9</td>
<td>Professor</td>
<td>Professor (available from 2017)</td>
<td>Grade 9 Research Fellow</td>
</tr>
</tbody>
</table>

For the 2019 promotions, the panels will consider applications from those seeking promotion to Grades 7 (Education Focused and Research Focused Tracks only), 8 and 9.

Although it is expected that most staff will progress along one of these tracks, there may be situations where individual circumstances allow for promotion to a parallel track. The Supporting Evidence Form allows individuals to highlight which track they are applying for promotion under. In addition, staff can apply for promotion to any grade i.e. a Lecturer can apply for a Reader; a Senior Lecturer for Professor.

Please note that a change in career track is associated with a change in the expectations and requirements of your role, and in some cases terms and conditions of employment.

### 3. ELIGIBILITY TO APPLY FOR PROMOTION

3.1 Immigration – Under current UK & Visa Immigration (UKVI) rules it may not be possible for Tier 2 sponsored migrants to apply for promotion. This is because Tier 2 visas are issued by UKVI based on the migrant’s current position and the rules do not automatically permit switching to a new job even if you are remaining with your current employer. If you are currently a Tier 2 migrant and wish to apply for promotion, then please contact Cameron Little (cl81@st-andrews.ac.uk or extension 2497) to discuss the impact of the immigration rules on your promotion application.

3.2 Due to the implementation of the Framework Agreement, all jobs within the University are analysed using HERA (Higher Education Role Analysis). This is a job evaluation tool which measures the relative size of a job. It does not, however, measure the individual contribution made in terms of quality of research, teaching and service. As a result, and in agreement with UCU (University and Colleges Union), the promotion process will be used to assess the qualitative component for those seeking promotion to Grades 7, 8 and 9.
3.3 Applicants must have been in post for at least two years before an application for promotion is made, unless there are justified exceptional circumstances. Please note that only achievements while in post at St Andrews will be considered relevant.

It is University policy to give equal consideration to staff for promotion regardless of whether they are employed on a full time, part time, temporary or indefinite basis.

If the Promotions Panels agree to the promotion of a member of research staff, it is the responsibility of the Head of School to seek the necessary additional funding from the appropriate external agency. If such funding is unavailable, the School will be required to meet the additional cost.

4. PROMOTIONS PANELS
There are TWO Promotions Panels: Arts/Divinity and Science/Medicine. Details of the membership of each Panel and the associated Schools can be found in Appendix IX.

Each member of the Promotions Panel will receive a list of all applicants to that panel following the closing date and, at this point, they must declare any potential personal conflict of interest they may have to the Director of Human Resources.

5. PROMOTIONS PROCESS
The Promotions Panels will judge each of the categories of (i) Research and Scholarship, (ii) Teaching and Pedagogical Activities, (iii) Impact/Outreach/Knowledge and Technology Transfer, and (iv) Service and Leadership for each applicant. Depending on the career track and precise promoted position applied for, the significance placed on each of these will vary. Applicants should refer to the Appendices for the relevant criteria for promotion and for guidance on what specific information should be provided in their submissions.

When making their decision, each Promotions Panel member will assess an applicant’s achievements against those of the comparable peer group.

The promotions process has only one stage. Candidates will not be called for interview, nor will the Head of School appear before the Panels. Heads will, however, provide a written assessment for the Panels.

Each Panel member independently evaluates each of the relevant categories for each applicant after reviewing all the material submitted including reports from Heads of School, Referees and External Assessors (where available and as specified later in this document).

A meeting of each panel will then take place where each application is discussed and consensus is reached as to whether each application for promotion is successful.

6. PROMOTION IN EXCEPTIONAL CIRCUMSTANCES
It is accepted that, in rare and exceptional circumstances, it may be necessary to review an application for promotion outwith the normal timetable. In such circumstances, following a consultation process which will include at least the Head of School, the Master and the Principal, the Master will have the discretion to promote individuals. The University will secure the required satisfactory references as outlined on Section 11 of this paper and the normal criteria used for promotion will not be ignored in this process. The Equality profile of such applications will also be monitored.
7. DECISIONS AND FEEDBACK

The Director of Human Resources will be responsible for informing applicants in writing of the decision of the Promotions Panels. A timetable for this is published on the Human Resources website at www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/

Unsuccessful applicants will receive written feedback from the Panel and be offered the opportunity to meet with the Master together with a member of Human Resources. The Head of School can attend the meeting if the applicant so requests. The purpose of the feedback is to give advice to applicants on how their application can be improved in future years. This may cover presentation, research, teaching, responsibility, service and other issues.

Please note that the names of successful applicants will be published at the end of the process.

8. APPEALS

The decision of the Promotions Panels is final and there is no right of appeal against the decision unless a defect in procedure can be demonstrated. In such circumstances, where an applicant can demonstrate that due process was not followed, and that this failure has affected the outcome, the applicant should submit an appeal, in writing, to the Director of Human Resources, stating the perceived breach and how this influenced the outcome. Appeals must be submitted within 21 days of the notification of the results being received.

A copy of the appeal process can be found at:-
www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/
SECTION B – THE APPLICATION

9. PRIOR CONSULTATION/HEAD OF SCHOOL ROLE

While it is the responsibility of the applicant seeking promotion to make an application using the procedures outlined in this document, applicants are strongly recommended to discuss any proposed application with their Head of School in order that advice and guidance can be provided. Advice and guidance from alternate mentors and peer networks is also encouraged. It is also recommended that a draft application is submitted to the Head of School for review by a gender balanced group of senior members of the School prior to submission.

Heads must ensure that they are fully briefed on each applicant’s case in order to produce an honest and rounded confidential report. This must include consultation with the appropriate senior colleagues in the School, on each applicant for consideration by the Promotions Panel. It is therefore essential to both parties that a discussion has taken place prior to this report being completed.

The report must comment on the applicant’s performance against the criteria for the grade applied for, as well as the University’s general expectation of collegiality. As part of this process the Head of School should ensure that the applicant meets the demands and responsibilities of the role applied for. If they are unable to do this, they should state this on the Head of School form and notify the applicant of this.

The Head of School is strongly encouraged to use peer assessment (carried out either by themselves or by a professional colleague) as input into assessing an applicant’s teaching quality. Heads of Schools are expected to provide straightforward and frank advice to applicants. Importantly, in writing their report, their role is that of assessor rather than advocate. The Promotions Panel will expect objective advice from Heads. In addition, it is expected that Heads of School will monitor the profile of promotion applications, and consult the Head of Equality and Diversity (HR) to develop an action plan to address issues when this profile is significantly different from the school’s equality and diversity profile. Heads of School are also asked, in any case, to encourage applications from categories of staff that are under-represented in senior grades across the University. Advice is available from HR in relation to the categories of staff where such encouragement would be helpful.

In cases where the Head of School is the applicant the Master will be asked to compile a report. If, in exceptional circumstances, an applicant does not consider the Head of School to be the appropriate individual to produce the confidential report, they should contact the Master who will then, in consultation with the applicant, assign an alternative senior member of staff to compile the report.

Please note that Human Resources will provide a full copy of the application to the Head of School, or agreed substitute, Referees and External Assessors.
10. **PAPERS FOR SUBMISSION**

Please submit an electronic copy of your application to [promotions@st-andrews.ac.uk](mailto:promotions@st-andrews.ac.uk) by Friday 1 March 2019.

Please note Sections 1 – 6 of the documentation (Supporting Evidence Document) to be presented to the Promotions Panel should be no more than TWELVE A4 pages plus a full publication list (in date order, starting with the most recent), in font size 11, single line spacing. All applications failing to meet these criteria will be returned.

Where a previous recent application has been unsuccessful, applicants are asked to highlight the relevant section(s) of the document showing where their application has changed substantially since the last application.

Applicants are invited to use the Cover Sheet to draw to the attention of the Promotions Panel ways in which their individual circumstances have affected their output/level of duties and to declare any significant periods of “time out” that may be relevant to their career history, for example caring for children or other relatives, maternity leave or long term sickness. If applicants are happy for this information to be shared with the Promotions Panel (to assist in assessing information relevant to their application) they are asked also to confirm this on the Cover Sheet.

The format for all submissions can be found in Appendix I. Please ensure these formats are adhered to. Each application must include the following items and be in the order listed:

(i) Cover Sheet – Office use only*
(ii) Supporting Evidence *

No additional supplementary documents will be accepted.

* The forms can be downloaded at:-
[www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/](http://www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/)

11. **REFERENCES**

The table below lists the number and types of referee to be cited by applicants. Ideally both referees should be external to the University. Referees should be leaders in their field and ideally at least one should be international. The University will contact all referees listed. For those who are unsuccessful, external and internal references will be sought afresh at the time of any subsequent application.

Please ensure that for all referees cited the following information is accurately provided:-

- Name, Address, Job Title, Email Address, Telephone Number
Note: it is the responsibility of the applicant to ensure that each referee cited is available and willing to respond to requests from the University for references. To assist this process, please advise your referees that the University will issue all reference requests by Friday 15 March 2019 with a return date of Friday 12 April 2019. A copy of your full application will be sent to each referee. In terms of the Data Protection Act 2018 any employment / educational reference is exempt from the right of subject access.

Please note, we will in due course notify your referees of the outcome of your application.

<table>
<thead>
<tr>
<th>Promotion Application</th>
<th>No of referees to be cited by applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Ideally both referees should be external to the University</td>
</tr>
<tr>
<td></td>
<td>• The Head of School provides an additional report</td>
</tr>
</tbody>
</table>

For all applications, the Master and appropriate Dean will identify additional External Assessors, two in the case of Professor and one for all others.

Please note that the University will endeavour to gather the appropriate number of reports from External Assessors and Referees but failure to receive these reports in time through no fault of the University will not be grounds for an appeal.

**12. RESPONSIBILITY OF APPLICANTS**

The presentation of false or misleading information in support of an application will be regarded as a disciplinary matter.
Supporting Evidence - focused on the period since appointment or last promotion. Sections 1 – 6 should be no more than 12 pages long in font size 11, single line spacing. A full publication list should be provided in Section 7.

Section 1 Two page CV
Section 2 Research and Scholarship
Section 3 Teaching and Pedagogical Activities
Section 4 Impact/Outreach/Knowledge and Technology Transfer
Section 5 Service and Leadership
Section 6 Evidence of Esteem
Section 7 Publications

Further details on Sections 1 and 7

Section 1. Curriculum Vitae (no more than 2 pages)
Please attach a concise CV which should provide the following information and must be presented in the order indicated below:

- **Personal Details**: Name, School, current appointment.

- **Education/Qualifications**: details of degrees, diplomas and other qualifications and where and when obtained and in chronological order.

- **Professional History**: a complete account of all previous professional appointments held, with dates and in chronological order.

- **Other Appointments and Affiliations**: a list of membership of professional bodies, learned societies, advisory bodies, peer review activities (grants, journals, books etc.) with start, and where relevant, end dates.

- **Prizes, Awards and other Honours**: if applicable, a list of prizes and awards received and elections to prestigious professional/scientific bodies including the full name of the awarding/electing body and year of award/election.
Section 7. Publications

Please provide a complete and up-to-date list of all publications in clear chronological order, indicating the percentage contribution. **Publications should include only work which has already been published, is in the public domain and available for consideration.** A copy of any item listed may be requested by the Panel. The list should be arranged under the following sub headings:

(i) Books  
(ii) Chapters  
(iii) Edited Volumes  
(iv) Refereed Journal Papers  
(v) Other Journal Papers  
(vi) Conference Papers  
(vii) Visual exhibits or related works

**Each item should show:**

(a) Title of publication/exhibit  
(b) Authors (indicate your percentage contribution to the publication/exhibit, where there is more than one author)  
(c) Name of journal/gallery  
(d) Date of journal/exhibition  
(e) Page numbers and word count of contribution/publication  
(f) Status e.g. published/published on line
### CRITERIA FOR PROMOTION – LECTURER

**EDUCATION FOCUSED or EDUCATION AND RESEARCH FOCUSED**

Those seeking promotion to Lecturer from an Associate Lecturer position, which is itself education focused, are most likely to remain on the education track, but it is recognised that, on occasion, an individual may have developed a significant research profile during their period as an Associate Lecturer. As mentioned in Section 2, candidates may seek promotion to the parallel ER-track, and this should be indicated on the application form. Roles at this level reflect a sustained track record of excellent performance in the area of Teaching and Pedagogical Activities, and significant contribution in one or more of the areas of Service and Leadership, Research and Scholarship, and Impact/Outreach/Knowledge and Technology Transfer. Promotion will be made on the basis of a sustained contribution, which is interpreted as meaning that an individual can demonstrate not only the qualities on which the contribution is based, but that their contribution has been over a period of years and that a continuing appropriate contribution at that level can be expected. This includes the capacity for, and fulfilment of, the various kinds of leadership responsibility in the University.

It is important that the applicant indicates the career track on which they wish to be assessed on their Supporting Evidence Document.

In assessing applications for Lectureships, the Promotions Panels will look for distinct forms of evidence in relation to the criteria for Teaching and Pedagogical Activities, Impact/Outreach/ Knowledge and Technology Transfer, Research and Scholarship Activities relevant to the chosen career track as well as Service and Leadership. This evidence will be considered in relation to appropriate internal and external comparators relevant to the discipline or field of study. Successful applications will be those for which the articulated case and evidence:

(i) are judged as representing a sustained, excellent contribution (in breadth and depth) in relation to Teaching and Pedagogical Activities

(ii) are judged as representing a solid, high-quality contribution (in breadth and depth) in at least one other category (i.e. Service and Leadership, Impact/Outreach/Knowledge and Technology Transfer, Research and Scholarship).

Applicants should supply supporting evidence demonstrating their level of achievement across a range of the following areas. It is recognised, however, that not all the activities and responsibilities in each section listed below will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the four sections.

**Teaching and Pedagogical Activities**

Evidence of excellence is likely to include material demonstrating most of the indicators in the *baseline* category and at least two in the *advanced* category:

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**Baseline**

- Development of teaching materials for internal and possibly external use.
- Delivering excellent quality teaching as evidenced by student feedback, peer review and self-reflection.
• Using a substantial and diverse range of assessment modes, carefully chosen to be appropriate to the particular subject and level and to instil and assess appropriate subject-specific and generic skills, as judged by the relevant Director of Teaching.
• Demonstrating that teaching is informed by relevant up-to-date research in the appropriate subject area, as judged by the relevant Director of Teaching.
• Good, timely and useful feedback to students; a record of accessibility to students seeking further assistance or advice; and a record of working to ensure that feedback is understood and incorporated into students’ practice as far as possible.
• Being involved in the independent design of modules, ideally with indicators of research/teaching linkages.

Advanced
• Achievement of a teaching qualification or peer-reviewed professional teaching fellowship.
• Active participation in the School in introducing innovative improvements for the enhancement of student learning. These might include undergraduate curriculum redesign, design of taught postgraduate courses to meet both School and University strategic goals, and development of e-learning resources.
• Demonstrable sustained personal professional development in learning and teaching.
• Being actively involved with delivering University programmes, for example via CAPOD or GRADskills.
• Productive engagement with AdvanceHE or Enhancement Theme activities.
• Receiving a University prize for teaching and learning.

Research and Scholarship
Evidence could include, in relation to disciplinary, interdisciplinary and/or pedagogic research:
• Further developing effectively innovative and excellent pedagogical and/or subject-based research outputs and demonstrating a significant contribution to the subject area. Outputs might include articles, monographs, conference presentations or other research-informed outputs such as (particularly for E-focused colleagues) textbooks or substantial curriculum design materials.
• Contributions to and organisation of national and international conferences and/or other scholarly networks.
• Securing internal or external funding for research activities, or making credible attempts to do so.
• Providing specialist advice based on personal scholarship to outside agencies via committees, advisory boards and consultancy.
• Participation in research consortia and networks within or across the discipline and/or institutions.

Impact/Outreach/Knowledge and Technology Transfer
Evidence could include, in relation to disciplinary, interdisciplinary and/or pedagogic research:
• Engagement in designing and delivering, or major contribution to, knowledge transfer/exchange activities e.g. by participating in collaborations with industry or other external bodies.
• Designing, delivering and participating in outreach activities for diverse audiences.
• Translation of research into significant benefits for teaching and/or research, of utility to the discipline nationally.
Service and Leadership
Evidence could include:

- Effectively undertaking specific School/University roles at an appropriate level such as Exams Officer, Sub-Honours/Honours Adviser, Study Abroad Co-ordinator.
- Providing leadership of teaching teams at module level.
- Involvement in initiatives that contribute to the success, reputation or standing of the University (broadly defined).
- Demonstrating excellent contributions to successful research, teaching or administrative projects and teams.
- Active participation in national bodies for the enhancement of student learning, such as AdvanceHE or Enhancement Theme structures.
- Developing links with external contacts such as other educational institutions, employers and professional bodies to foster collaboration.
- Making a sustained contribution to the development and achievement of the University’s equality and diversity objectives.
- Contributing significantly to the continuous improvement of the School’s/University’s student experience.
APPENDIX III

CRITERIA FOR PROMOTION – SENIOR LECTURER
EDUCATION AND RESEARCH FOCUSED or EDUCATION FOCUSED

Roles at this level reflect a sustained track record of excellent performance in two or more of the areas of Research and Scholarship, Teaching and Pedagogical Activities, Impact/Outreach/Knowledge and Technology Transfer, and Service and Leadership. Promotion will be made on the basis of a sustained contribution which is interpreted as meaning that an individual can demonstrate not only the qualities on which the contribution is based, but that their contribution has been over a period of years and that a continuing appropriate contribution at that level can be expected, including the capacity for, and fulfilment of, the responsibility for various kinds of leadership in the University.

It is important that the applicant indicates the career track on which they wish to be assessed on their Supporting Evidence Document.

In assessing applications for Senior Lectureships, the Promotions Panels will look for distinct forms of evidence in relation to the criteria for Research and Scholarship, Impact/Outreach/Knowledge and Technology Transfer, Teaching and Pedagogical Activities relevant to their career track as well as Service and Leadership. This evidence will be considered in relation to appropriate internal and external comparators relevant to the discipline or field of study. Successful applications will be those for which the articulated case and evidence:

(i) are judged as representing an outstanding contribution (in breadth and depth) in relation to either Research and Scholarship, Impact/Outreach/Knowledge and Technology Transfer or Teaching and Pedagogical Activities.

(ii) are judged as representing a strong contribution (in breadth and depth) in at least one other category (i.e. Service and Leadership, Impact/Outreach/Knowledge and Technology Transfer, Research and Scholarship or Teaching and Pedagogical Activities).

Please note that if you are applying for the Education Focused track, or if this is a major contribution, you are required to demonstrate the impact you have had not only in your own classes but your influence in the wider community – that is, across the School, University or discipline.

Applicants should supply supporting evidence demonstrating their level of achievement across a range of the following areas. It is recognised, however, that not all the activities and responsibilities in each section listed below will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the four sections.

Research and Scholarship
Evidence could include, in relation to disciplinary, interdisciplinary or pedagogic research:
- An excellent reputation for innovation and research output of a quality that is at least nationally excellent in terms of originality, significance and rigor. Research at this level contributes by generating, for example, new methods, new practices, new theoretical frameworks, new fundamental understandings and is expected to have made a highly significant contribution to the area. Pedagogic research outputs might
include textbooks, conferences and other research-informed outputs such as a substantial contribution to curriculum design.

- Contributions to and organisation of national and international conferences and/or other scholarly networks.
- Success in attracting research funding either individually or collaboratively and/or other financial support; or equivalent measure of recognition, according to norm for the field.
- Securing external funding for pedagogical research activities, or making credible attempts to do so.
- Effectiveness in leading, developing and delivering new research strategies and directions or research projects.
- Having editorial responsibilities for major journal/s or monograph series, and/or reviewing research papers and/or having membership of peer review panels.
- Recruiting, successfully supervising and examining high quality postgraduate research students (PhD, EngD, DLang, MD and MPhil) as appropriate for the subject area.
- Providing specialist advice based on personal research to outside agencies via committees, advisory boards and consultancy.
- Participation in research consortia and networks within or across the discipline and/or institutions.
- Contributing to the development and implementation of the research strategy for the School.

**Teaching and Pedagogical Activities**

Evidence of excellence is likely to include material demonstrating most of the indicators in the *baseline* category and at least three in the *advanced* category:

**Baseline**

- Demonstrating excellence, not only in the classroom, but in curriculum improvement across modules/programmes.
- Delivering excellent teaching quality as evidenced by student feedback, peer review and self-reflection.
- Using a substantial and diverse range of assessment modes, carefully chosen to be appropriate to the particular subject and level and to instil and assess appropriate subject-specific and generic skills.
- Demonstrating that teaching is informed by relevant up-to-date research in the appropriate subject area.
- Planning and introducing a high level of sustained development and delivery of learning and teaching activities both at undergraduate and postgraduate level.
- Good, timely and useful feedback to students; a record of accessibility to students seeking further assistance or advice; and a record of working to ensure that feedback is understood and incorporated into students’ practice as far as possible.
- The independent design of modules with indicators of research/teaching linkages.
- Effective contributions to the development of teaching and learning strategies in the School and the University.
- Demonstrable sustained personal professional development in learning and teaching. Being actively involved with delivering University programmes such as CAPOD or GRADskills; engagement with AdvanceHE or Enhancement Theme activities, and other examples of successful ongoing professional development in learning and teaching.
- Sustained engagement with the University’s programmes for fostering good skills acquisition and employability of undergraduates and/or postgraduates (e.g. GRADskills, Student Development, Careers initiatives).
- Achievement of a teaching qualification or peer-reviewed professional teaching fellowship.
Advanced

- Development of teaching materials for external as well as internal use, with demonstrable uptake in the discipline.
- Active participation or leadership at the School or University levels in introducing innovative improvements for the enhancement of student learning. These might include undergraduate curriculum redesign, design of taught postgraduate courses to meet both School and University strategic goals, and development of e-learning resources.
- Active, high-quality participation in national initiatives, bodies or learned societies for the enhancement of student learning and/or adult learning pedagogies, such as Enhancement Themes, AdvanceHE, Society for Research in Higher Education and so on.
- Pro-active, reflective involvement in special teaching duties (e.g. access courses, continuing education, staff development activities).
- Successful responsibility within a School or in an interdisciplinary context for leading and developing a programme(s) of study.
- Successful responsibility for leadership, development, or quality of (aspects of) teaching and learning across a faculty or more widely.
- Receiving a University prize for teaching and learning.
- Publications in pedagogic or SoTL outlets of national significance.
- Peer reviewed conference papers or workshops at external higher education or SoTL conferences, with indication of engagement.
- A published monograph (practical or theoretical) or editorship of a substantial volume on SoTL in the appropriate discipline.

Impact/Outreach/Knowledge and Technology Transfer

Evidence could include:

- Effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research.
- Substantial participation in the delivery of outreach activities for research.
- Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.
- Translation of research into significant benefits for teaching nationally and potentially internationally.
- Designing and delivering or major contribution to knowledge transfer/exchange activities e.g. by establishing educational collaborations with industry or other external bodies; technology transfer and spin-out companies etc.
- Creation and development of intellectual property.
- Being successful in raising capital for new business projects.
- Successfully launching new business projects.

Service and Leadership

Evidence could include:

- Effectively undertaking specific School/University roles at an appropriate level such as Director of Teaching/Admissions, Pro-Dean, School Equality Officer etc.
- Successful leadership initiatives that contribute to the success, reputation or standing of the University (broadly defined).
- Successful leadership of, or pivotal contributions to, successful research, teaching or administrative projects and teams.
- Serving as an external examiner to other institutions and of providing professional advice.
• Leadership of / within external networks and learned societies, for example with the Higher Education Academy or other professionals in the discipline.
• Leadership in research consortia and networks within or across disciplines and/or institutions.
• Leadership or pivotal participation in the delivery of major research outreach initiatives.
• Taking responsibility for ensuring the development, design and redesign of courses to meet both School and University strategic goals.
• Responsibility for links with external contacts such as other educational institutions, employers and professional bodies to foster collaboration.
• Making a sustained contribution to the development and achievement of the University’s equality and diversity objectives.
• Acting as a mentor to peers and colleagues.
• Contributing significantly to the continuous improvement of the School’s/University’s student experience.
APPENDIX IV

CRITERIA FOR PROMOTION – READER
EDUCATION AND RESEARCH FOCUSED

Promotion to Readership will be judged primarily in terms of sustained research - in particular, academic distinction as measured by the applicant's standing in the field of national and/or international scholarship including the quality of research output (especially publication), success in attracting external research funding (appropriate to discipline) and leadership/initiative in research. Panels would expect to see a rising research trajectory.

It is important that the applicant indicates the career track on which they wish to be assessed on their Supporting Evidence Document.

In assessing applications for Readers, the Promotions Panels will look for distinct forms of evidence in relation to the criteria for Research and Scholarship and/or Impact/Outreach/Knowledge and Technology Transfer in particular but also in Teaching and Pedagogical Activities and Service and Leadership. This evidence will be considered in relation to appropriate internal and external comparators relevant to the discipline or field of study. Successful applications will be those for which the articulated case and evidence:

(i) are judged as representing an outstanding contribution (in breadth and depth) in relation to Research and Scholarship or Impact/Outreach/Knowledge and Technology Transfer.

(ii) are judged as representing a strong contribution (in breadth and depth) in at least one other category (i.e. Service and Leadership, Impact/Outreach/Knowledge and Technology Transfer or Teaching and Pedagogical Activities).

Applicants should supply supporting evidence demonstrating their level of achievement across a range of the following areas. It is recognised, however, that not all the activities and responsibilities in each section listed below will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the four sections.

Research and Scholarship
Evidence could include:

- An excellent and sustained reputation for innovation and research output of a quality that is internationally excellent in terms of originality, significance and rigor. Research at this level contributes by generating, for example, new methods, new practices, new theoretical frameworks, new fundamental understandings, and is expected to have made a highly significant contribution to the area.
- Demonstrable sustained success in attracting external research funding judged against the norm for the subject area.
- Sustained contributions to and organisation of national and international conferences and/or other scholarly networks.
- Effectiveness in leading, developing and delivering new research strategies and directions or research projects.
• Having editorial responsibilities for major journal/s or monograph series, and/or reviewing research papers and/or having membership of peer review panels.
• Recruiting, successfully supervising and examining high quality postgraduate research students (PhD, EngD, DLang, MD and MPhil) as appropriate for the subject area and demonstrating clear contributions to their career progression.
• Providing specialist advice based on personal research to outside agencies via committees, advisory boards and consultancy.
• Participation in research consortia and networks within or across the discipline and/or institutions.
• Contributing to the development and implementation of the research strategy for the School.

**Teaching and Pedagogical Activities**

Evidence of excellence is likely to include material demonstrating most of the indicators in the *baseline* category and at least three in the *advanced* category:

**Baseline**

• Demonstrating excellence, not only in the classroom, but in curriculum improvement across modules/programmes.
• Delivering excellent teaching quality as evidenced by student feedback, peer review and self-reflection.
• Using a substantial and diverse range of assessment modes, carefully chosen to be appropriate to the particular subject and level and to instil and assess appropriate subject-specific and generic skills.
• Demonstrating that teaching is informed by relevant up to date research in the appropriate subject area.
• Planning and introducing a high level of sustained development and delivery of learning and teaching activities both at undergraduate and postgraduate level.
• Good, timely and useful feedback to students; a record of accessibility to students seeking further assistance or advice; and a record of working to ensure that feedback is understood and incorporated into students’ practice as far as possible.
• The independent design of modules with indicators of research/teaching linkages.
• Effective contributions to the development of teaching and learning strategies in the School and the University.
• Demonstrable sustained personal professional development in learning and teaching. Being actively involved with delivering University programmes such as CAPOD or GRADskills; engagement with AdvanceHE or Enhancement Theme activities, and other examples of successful ongoing professional development in learning and teaching.
• Sustained engagement with the University’s programmes for fostering good skills acquisition and employability of undergraduates and/or postgraduates (e.g. GRADskills).
• Achievement of a teaching qualification or peer-reviewed professional teaching fellowship.

**Advanced**

• Development of teaching materials for external as well as internal use, with demonstrable uptake in the discipline.
• Active participation or leadership at the School or University levels in introducing innovative improvements for the enhancement of student learning. These might include undergraduate curriculum redesign, design of taught postgraduate courses to meet both School and University strategic goals, and development of e-learning resources.
• Active, high-quality participation in national initiatives, bodies or learned societies for the enhancement of student learning and/or adult learning pedagogies, such as Enhancement Themes, AdvanceHE, Society for Research in Higher Education and so on.
• Pro-active, reflective involvement in special teaching duties (e.g. access courses, continuing education, staff development activities).
• Successful responsibility within a School or in an interdisciplinary context for leading and developing a programme(s) of study.
• Successful responsibility for leadership, development, or quality of (aspects of) teaching and learning across a faculty or more widely.
• Receiving a University prize for teaching and learning.
• Publications in pedagogic or SoTL outlets of national significance.
• Peer reviewed conference papers or workshops at external higher education or SoTL conferences, with indication of engagement.
• A published monograph (practical or theoretical) or editorship of a substantial volume on SoTL in the appropriate discipline.

**Impact/Outreach/Knowledge and Technology Transfer**

Evidence could include:

• Sustained effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research.
• Substantial participation in the delivery of outreach activities for research.
• Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.
• Translation of research into significant benefits for teaching nationally and potentially internationally.
• Designing and delivering or major contribution to knowledge transfer/exchange activities e.g. by establishing educational collaborations with industry or other external bodies; technology transfer and spin-out companies etc.
• Creation and development of intellectual property.
• Being successful in raising capital for new business projects.
• Successfully launching new business projects.

**Service and Leadership**

Evidence could include:

• Effectively undertaking specific School/University roles at an appropriate level such as Director of Teaching/Admissions, Pro-Dean, School Equality Officer etc.
• Successful leadership initiatives that contribute to the success, reputation or standing of the University (broadly defined).
• Successful leadership of, or pivotal contributions to, successful research, teaching or administrative projects and teams.
• Serving as an external examiner to other institutions and of providing professional advice.
• Leadership of / within external networks and learned societies, for example with the Higher Education Academy or other professionals in the discipline.
• Leadership in research consortia and networks within or across disciplines and/or institutions.
• Leadership or pivotal participation in the delivery of major research outreach initiatives.
• Taking responsibility for ensuring the development, design and redesign of courses to meet both School and University strategic goals.
• Responsibility for links with external contacts such as other educational institutions, employers and professional bodies to foster collaboration.
• Making a sustained contribution to the development and achievement of the University’s equality and diversity objectives.
• Acting as a mentor to peers and colleagues.
• Contributing significantly to the continuous improvement of the School’s/University’s student experience.
APPENDIX V

CRITERIA FOR PROMOTION – PROFESSOR
EDUCATION AND RESEARCH FOCUSED or EDUCATION FOCUSED

Roles at this level carry important academic leadership responsibilities as the grade of Professor is regarded as one of significant seniority within the University. Candidates are expected to show sustained international leadership in their relevant career track with reference to originality, contribution to the advancement of knowledge and reputation. There should also be evidence of, or capacity and commitment to, effective academic management (e.g. success in undertaking posts of significant responsibility and leadership either in the School or the University such as Chair of a Department, Head of School, Dean or chairing a University committee).

It is important that the applicant indicates the career track on which they wish to be assessed on their Supporting Evidence Document.

In assessing applications for promotion to Professor, the Promotions Panels will look for distinct forms of evidence in relation to the criteria for Research and Scholarship, Impact/Outreach/Knowledge and Technology Transfer, and Teaching and Pedagogical Activities, appropriate for the career track in addition to Service and Leadership. This evidence will be considered in relation to appropriate internal and external comparators relevant to the discipline or field of study. Successful applications will be those for which the articulated case and evidence:

(i) Are judged as representing an outstanding and sustained contribution (in breadth and depth) in relation to either Research and Scholarship, Impact/Outreach/Knowledge and Technology Transfer or Teaching and Pedagogical Activities.

(ii) Are judged as demonstrating a substantial and high quality independent contribution (in breadth and depth) in at least one other category (i.e. Service and Leadership, Impact/Outreach/Knowledge and Technology Transfer, Research and Scholarship or Teaching and Pedagogical Activities).

Please note that if you are applying for the Education Focused track, or if this is a major contribution, you are required to demonstrate external recognition and impact on teaching and learning at a national (UK) or wider level.

Applicants should supply supporting evidence demonstrating their level of achievement across a range of the following areas. It is recognised, however, that not all the activities and responsibilities in each section listed below will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the four sections.

Research and Scholarship
Evidence could include:

• An outstanding and sustained reputation for innovation and research output of a quality that is world-leading and meets the highest standards of excellence in terms of originality, significance and rigor. Research at this level contributes by generating, for example, new methods, new practices, new theoretical
frameworks, new fundamental understandings, and is expected to have made a highly significant contribution to the area.

- Contributing substantial and high quality independent scholarly activity/research in subject area, and/or pedagogic research and communicate/publish results through appropriate high quality outputs and at international fora. Outputs might include textbooks, conferences and other research-informed outputs such as curriculum design.
- Demonstrating distinguished scholarship in relevant discipline.
- Election to fellowship of national academies and/or professional societies.
- Exceptional success in attracting external funding for research/pedagogical research judged against the norm for the subject area/activity.
- Effectiveness and leadership in the development and delivery of new research strategies and directions or substantial research projects.
- Invitations to provide named international lectures, plenary conference talks or other major presentations.
- Having editorial responsibilities for major journal/s or monograph series, and/or reviewing research papers and/or having membership of peer review panels.
- National and international distinctions and prizes for research.
- Active participation or leadership at the School or University levels in introducing innovative improvements for the enhancement of student learning. These might include undergraduate curriculum redesign, design of taught postgraduate courses to meet both School and University strategic goals, and development of e-learning resources.
- Demonstrable sustained personal professional development in learning and teaching. Being actively involved with delivering University programmes such as CAPOD or GRADskills; engagement at a suitably senior level with AdvanceHE or Enhancement Theme activities, and other examples of successful ongoing professional development in learning and teaching.

Teaching and Pedagogical Activities
Evidence of excellence is likely to include material demonstrating most of the indicators in the baseline category and at least four in the advanced category:

Baseline
- Delivering excellent teaching quality as evidenced by student feedback, peer review and self-reflection.
- Using a substantial and diverse range of assessment modes, carefully chosen to be appropriate to the particular subject and level and to instil and assess appropriate subject-specific and generic skills.
- Demonstrating that teaching is informed by relevant up to date research in the appropriate subject area.
- Good, timely and useful feedback to students; a record of accessibility to students seeking further assistance or advice; and a record of working to ensure that feedback is understood and incorporated into students’ practice as far as possible.
- Active participation or leadership at the School or University levels in introducing innovative improvements for the enhancement of student learning. These might include undergraduate curriculum redesign, design of taught postgraduate courses to meet both School and University strategic goals, and development of e-learning resources.
- Demonstrable sustained personal professional development in learning and teaching. Being actively involved with delivering University programmes such as CAPOD or GRADskills; engagement at a suitably senior level with AdvanceHE or Enhancement Theme activities, and other examples of successful ongoing professional development in learning and teaching.
• Achievement of a teaching qualification or peer-reviewed professional teaching fellowship.
• Development of teaching materials for external as well as internal use, with demonstrable uptake in the discipline at a national level or more widely.

**Advanced**

• A formally assessed senior or principal fellowship associated with teaching and learning or professional / practitioner (rather than academic) engagement in the relevant discipline.
• Leadership role(s) in national bodies or learned societies for the enhancement of student learning and/or adult learning pedagogies, such as AdvanceHE, Society for Research in Higher Education and so on.
• Successful responsibility within a School or in an interdisciplinary context for leading and developing a programme(s) of study.
• Successful responsibility for leadership, development, or quality of (aspects of) teaching and learning across a faculty or more widely.
• External funding for pedagogic research or practical SoTL development.
• Receiving a peer-reviewed prize for teaching and learning from a professional or learned society.
• Publications in pedagogic or SoTL outlets of national or greater significance.
• Peer reviewed conference papers or workshops at external higher education or SoTL conferences, with evidence of engagement.
• A published education monograph (practical or theoretical), or editorship of a substantial volume on SoTL in the appropriate discipline, with evidence of positive critical reception.

**Impact/Outreach/Knowledge and Technology Transfer**

Evidence could include:

• Sustained effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research that have international impact.
• Substantial participation in the delivery of outreach activities for research.
• Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.
• Translation of research into significant benefits for teaching nationally and potentially internationally.
• Designing and delivering or major contribution to knowledge transfer/exchange activities e.g. by establishing educational collaborations with industry or other external bodies; technology transfer and spin-out companies etc.
• Creation and development of intellectual property.
• Being successful in raising capital for new business projects.
• Successfully launching new business projects.

**Service and Leadership**

Evidence could include:

• Effective leadership, responsibility and administrative competence at a high level for specific areas of activity within the School/University (e.g. Director of Teaching or Research, Head of School, Dean of Faculty).
• Successful leadership initiatives at a high level.
• Responsibility for highly successful, large-scale research, teaching and administrative projects and teams.
• Contribution to peer review bodies, committees, professional organisations, learned societies, government committees or Research Councils.
• Contribution to the development and performance of other colleagues through coaching, mentoring and peer support.
• Effective contribution to the University through leading or contributing to broader processes, governance and/or project activities.
• Promotion of the work of the Department, School and University across the UK and internationally.
• Taking a leading role in the continuous improvement of the School’s/University’s student experience.
• Leadership in the delivery of major research outreach and knowledge transfer initiatives.
• Making a sustained contribution to the development and achievement of the University’s equality and diversity objectives.
APPENDIX VI

CRITERIA FOR PROMOTION – RESEARCH GRADE 7

Role holders at this grade will have substantive research experience, and will normally take lead responsibility and accountability for the design, delivery and quality of an individual research project or a significant part of a large research programme. Role holders will normally take the lead for managing staff or postgraduate students in their research group. Role holders will have a growing reputation in research demonstrated by a track record of published research, and are likely to contribute to the development of wider or new research programmes/strategies.

It is important that the applicant indicates the career track on which they wish to be assessed on their Supporting Evidence Document.

In assessing applications for Research Grade 7, the Promotions Panels will look for distinct forms of evidence in relation to the criteria for Research and Scholarship and/or Impact/Outreach/Knowledge and Technology Transfer in particular but also in Teaching and Pedagogical Activities, particularly related to postgraduate students, and Service and Leadership. This evidence will be considered in relation to appropriate internal and external comparators relevant to the discipline or field of study.

Applicants should supply supporting evidence demonstrating their level of achievement across a range of the following areas. It is recognised, however, that not all the activities and responsibilities in each section listed below will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the four sections.

Research and Scholarship

Evidence could include:

- A sustained reputation for innovation and research output of a quality that is excellent in terms of originality, significance and rigor. Research at this level contributes by generating, for example, new methods, new practices, new theoretical frameworks, new fundamental understandings, and is expected to have made a significant contribution to the area.
- Growing reputation as demonstrated by published research and contribution to new research programmes and strategies.
- Effectiveness in the development and delivery of Knowledge Transfer initiatives.
- Membership of national academies and/or professional societies.
- Success in attracting external research funding judged against the norm for the subject area.
- Demonstrable contribution to the development and delivery of new research strategies and directions or substantial research projects.
- Invitations to make conference presentations or exhibit work in other appropriate events.
- Invited visiting appointments in leading international research institutions.
- Editorship of peer reviewed journals or monograph series, and membership of editorial boards.
- Contributions to and organisation of international conferences, workshops and summer schools for research.
- National distinctions and prizes for research.
• Provision of specialist advice based on personal research leadership to outside agencies via committees, advisory boards, and consultancy.
• Recruiting, successfully supervising and examining postgraduate research students (PhD, EngD, DLang, MD, and MPhil) as appropriate for the subject area.
• Participation in research consortia and networks within or across disciplines and/or institutions.
• Active collaboration in the delivery of major research outreach initiatives.
• Contributions to the development and implementation of the research strategy for the School.
• Successful delivery of contract research to industry or other external clients.
• Engagement with company spin-out and/or development of patented IPR.

Teaching and Pedagogical Activities (with particular relevance to postgraduate students)
Evidence could include:
• Successful supervision of postgraduate students.
• Engagement with and delivery of postgraduate courses within the University.
• Good, timely and useful feedback to students, and of accessibility to students seeking further assistance or advice.
• Sustained engagement with the University’s programmes for fostering good skills acquisition and employability of students (e.g., GRADskills).
• Involvement in independent design of modules, and perhaps of curriculum, ideally with indications of enhancing research/teaching linkages.
• High teaching quality as witnessed by peer observation, student feedback and self-reflection.

Impact/Outreach/Knowledge and Technology Transfer
Evidence could include:
• Effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research.
• Substantial participation in the delivery of outreach activities for research.
• Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.
• Translation of research into significant benefits for teaching nationally and potentially internationally.
• Designing and delivering or major contribution to knowledge transfer/exchange activities e.g. by establishing educational collaborations with industry or other external bodies; technology transfer and spin-out companies etc.
• Creation and development of intellectual property.
• Being successful in raising capital for new business projects.
• Successfully launching new business projects.

Service and Leadership
Evidence could include:
• Participation and development of external networks with other active researchers and leading thinkers in the field.
• Collegiality and contributing collaboratively with colleagues to a variety of tasks within the School, University or externally.
• Developing links with external contacts such as other education and research bodies, employer, professional bodies and other providers of funding to foster collaboration and generate income.
• Providing academic support to those working within the research area by co-ordinating the work of others to ensure that research projects are delivering effectively and on time or agreeing and setting objectives and work plans.
• Contributions to the development of teams and individuals either as a line manager or mentor.
• Engagement in knowledge exchange and public outreach activities.
• Service supporting the wider discipline.
• Making a sustained contribution to the development and achievement of the University’s equality and diversity objectives.
Promotion to Research Grade 8 will be judged primarily in terms of research with a demonstrable, sustained and substantial research experience with a developing international reputation. The applicant must be a recognised authority in the subject area.

It is important that the applicant indicates the career track on which they wish to be assessed on their Supporting Evidence Document.

In assessing applications for Research Grade 8, the Promotions Panels will look for distinct forms of evidence in relation to the criteria for Research and Scholarship and/or Impact/Outreach/Knowledge and Technology Transfer in particular but also in Teaching and Pedagogical Activities, particularly related to postgraduate students, and Service and Leadership. This evidence will be considered in relation to appropriate internal and external comparators relevant to the discipline or field of study.

Applicants should supply supporting evidence demonstrating their level of achievement across a range of the following areas. It is recognised, however, that not all the activities and responsibilities in each section listed below will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the four sections.

**Research and Scholarship**

Evidence could include:

- An outstanding and sustained reputation for innovation and research output of a quality that is internationally excellent in terms of originality, significance and rigor. Research at this level contributes by generating, for example, new methods, new practices, new theoretical frameworks, new fundamental understandings, and is expected to have made a highly significant contribution to the area.
- Effectiveness in the development and delivery of Knowledge Transfer initiatives.
- Election to fellowship of national academies and/or professional societies.
- Exceptional success in attracting external research funding judged against the norm for the subject area.
- Effectiveness and leadership in the development and delivery of new research strategies and directions or substantial research projects.
- Invitations to provide named international lectures, plenary conference talks or other major presentations.
- Invited visiting appointments in leading international research institutions.
- Editorship of peer reviewed journals or monograph series, and membership of editorial boards.
- Major roles in the organisation of international conferences, workshops and summer schools for research.
- National and international distinctions and prizes for research.
- Provision of specialist advice based on personal research leadership to outside agencies via committees, advisory boards, and consultancy.
- Recruiting, successfully supervising and examining postgraduate research students (PhD, EngD, DLang, MD, and MPhil) as appropriate for the subject area.
- Leadership in research consortia and networks within or across disciplines and/or institutions.
- Leadership in the delivery of major research outreach initiatives.
- Contributions to the development and implementation of the research strategy for the School.
• Successful delivery of contract research to industry or other external clients.
• Engagement with company spin-out and/or development of patented IPR.

**Teaching and Pedagogical Activities (with particular relevance to postgraduate students)**

Evidence could include:

• Successful supervision of postgraduate students.
• Engagement with and delivery of postgraduate courses within the University.
• Good, timely and useful feedback to students, and of accessibility to students seeking further assistance or advice.
• Sustained engagement with the University’s programmes for fostering good skills acquisition and employability of students (e.g., GRADskills).
• Involvement in independent design of modules, and perhaps of curriculum, ideally with indications of enhancing research/teaching linkages.
• High teaching quality as witnessed by peer observation, student feedback and self-reflection.

**Impact/Outreach/Knowledge and Technology Transfer**

Evidence could include:

• Effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research.
• Substantial participation in the delivery of outreach activities for research.
• Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.
• Translation of research into significant benefits for teaching nationally and potentially internationally.
• Designing and delivering or major contribution to knowledge transfer/exchange activities e.g. by establishing educational collaborations with industry or other external bodies; technology transfer and spin-out companies etc.
• Creation and development of intellectual property.
• Being successful in raising capital for new business projects.
• Successfully launching new business projects.

**Service and Leadership**

Evidence could include:

• Leadership and development of external networks with other active researchers and leading thinkers in the field.
• Collegiality and contributing collaboratively with colleagues to a variety of tasks within the School, University or externally.
• Developing links with external contacts such as other education and research bodies, employer, professional bodies and other providers of funding to foster collaboration and generate income.
• Provide academic leadership to those working within the research area by co-ordinating the work of others to ensure that research projects are delivering effectively and on time or agreeing and setting objectives and work plans.
• Contributions to the development of teams and individuals either as a line manager or mentor.
• Engagement in knowledge exchange and public outreach activities.
• Service supporting the wider discipline.
• Making a sustained contribution to the development and achievement of the University’s equality and diversity objectives.
Promotion to Research Grade 9 will be judged primarily in terms of research with a demonstrable, sustained and substantial research experience with an international reputation. The applicant must be a recognised authority in the subject area.

It is important that the applicant indicates the career track on which they wish to be assessed on their Supporting Evidence Document.

In assessing applications for Research Grade 9, the Promotions Panels will look for distinct forms of evidence in relation to the criteria for Research and Scholarship and/or Impact/Outreach/Knowledge and Technology Transfer in particular but also in Teaching and Pedagogical Activities, particularly related to post-graduate students, and Service and Leadership. This evidence will be considered in relation to appropriate internal and external comparators relevant to the discipline or field of study.

Applicants should supply supporting evidence demonstrating their level of achievement across a range of the following areas. It is recognised, however, that not all the activities and responsibilities in each section listed below will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the four sections.

**Research and Scholarship**

Evidence could include:

- An outstanding and sustained reputation for innovation and research output of a quality that is world-leading and meets the highest standards of excellence in terms of originality, significance and rigor. Research at this level contributes by generating, for example, new methods, new practices, new theoretical frameworks, new fundamental understandings, and is expected to have made a highly significant contribution to the area.

- Effectiveness in the development and delivery of Knowledge Transfer initiatives.

- Election to fellowship of national academies and/or professional societies.

- Exceptional success in attracting external research funding judged against the norm for the subject area.

- Effectiveness and leadership in the development and delivery of new research strategies and directions or substantial research projects.

- Invitations to provide named international lectures, plenary conference talks or other major presentations.

- Invited visiting appointments in leading international research institutions.

- Editorship of peer reviewed journals or monograph series, and membership of editorial boards.

- Major roles in the organisation of international conferences, workshops and summer schools for research.

- National and international distinctions and prizes for research.

- Provision of specialist advice based on personal research leadership to outside agencies via committees, advisory boards, and consultancy.

- Recruiting, successfully supervising and examining postgraduate research students (PhD, EngD, DLang, MD, and MPhil) as appropriate for the subject area.

- Leadership in research consortia and networks within or across disciplines and/or institutions.

- Leadership in the delivery of major research outreach initiatives.
• Leading contributions to the development and implementation of the research strategy for the School.
• Successful delivery of contract research to industry or other external clients.
• Engagement with company spin-out and/or development of patented IPR.

**Teaching and Pedagogical Activities (with particular relevance to postgraduate students)**

Evidence could include:

• Leadership in postgraduate programmes, including successful supervision of postgraduate students.
• Active involvement in national or international research networks for the delivery of postgraduate courses.
• Good, timely and useful feedback to students, and of accessibility to students seeking further assistance or advice.
• Sustained engagement with the University’s programmes for fostering good skills acquisition and employability of students (e.g., GRADskills).
• Involvement in independent design of modules, and perhaps of curriculum; ideally with indications of enhancing research/teaching linkages.
• High teaching quality as witnessed by peer observation, student feedback and self-reflection.

**Impact/Outreach/Knowledge and Technology Transfer**

Evidence could include:

• Effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research.
• Substantial participation in the delivery of outreach activities for research.
• Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.
• Translation of research into significant benefits for teaching nationally and potentially internationally.
• Designing and delivering or major contribution to knowledge transfer/exchange activities e.g. by establishing educational collaborations with industry or other external bodies; technology transfer and spin-out companies etc.
• Creation and development of intellectual property.
• Being successful in raising capital for new business projects.
• Successfully launching new business projects.

**Service and Leadership**

Evidence could include:

• Leadership and development of internal and external networks to foster collaboration and share information and ideas to promote the subject and the University.
• Collegiality and contributing collaboratively with colleagues to a variety of tasks within the School, University or externally.
• Promotion and marketing of the work of the subject areas both nationally and internationally.
• Contributions to the enhancement of research quality and thinking in the field by being involved in quality assurance and other external decision making bodies.
• Provision of advice to external bodies.
• Contributions to institution planning and strategic development.
• Routinely involved in complex and important negotiations internally and with external bodies.
• Leadership in knowledge exchange and public outreach activities.
• Service supporting the wider discipline.
• Making a sustained contribution to the development and achievement of the University’s equality and diversity objectives.
APPENDIX IX

PROMOTION PANEL MEMBERSHIP

ARTS/DIVINITY


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<td>The Deputy Principal and Master</td>
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<td>Vice-Principal (Research)</td>
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<td>Vice-Principal Education (Proctor)</td>
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<td>The Dean of Arts and Divinity</td>
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<td>5</td>
<td>Professorial members from the Faculties of Arts and Divinity</td>
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SCIENCE/MEDICINE

Schools of Biology, Chemistry, Computer Science, Earth and Environmental Sciences, Geography and Sustainable Development*, Mathematics and Statistics, Medicine, Physics and Astronomy, Psychology and Neuroscience.

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<td>The Dean of Science</td>
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<tr>
<td>5</td>
<td>Professorial members from the Faculties of Science and Medicine</td>
</tr>
</tbody>
</table>

*Applicants from the School of Geography and Sustainable Development may choose whether to be considered by the Arts / Divinity or the Science / Medicine panel.

While the University will endeavour to ensure that each panel is made up as indicated, circumstances on the day may result in changes to the panel. This will not be grounds for appeal.