



University of  
St Andrews

## Promotions Procedures 2021

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**Deadline for ALL applications is Friday 5 March 2021**

**No exceptions will be made**

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## Section A: An overview of the process

### 1. Introduction

- 1.1 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.
- 1.2 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.
- 1.3 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. **In the 2021 promotions round, there is a specific opportunity for candidates to highlight any circumstances associated either with the pandemic or with the BMS fire that have had an impact on their application: these may include, for example, caring or home schooling issues, lack of access to laboratories or archives, or inability to take up overseas invitations. In the same contexts, Heads of School will also be required to comment on any personal circumstances, as well as any outstanding contribution to the University's recovery.**
- 1.4 The promotions process is an annual event, with promotions taking effect in August. There is no quota system in place for academic promotions.
- 1.5 While Schools may put in place a committee or other process to give feedback to those considering an application, and applicants are encouraged to take the advice of their colleagues, participation in such processes is not obligatory and it is the responsibility of the individual to make their own decision about whether to apply.
- 1.6 Colleagues who require this material in an alternative format should contact Human Resources on ext 1999 or e-mail [promotions@st-andrews.ac.uk](mailto:promotions@st-andrews.ac.uk).

### 2. Promotion principles and promotion tracks

- 2.1 Promotion will be based on outstanding performance and practice in combinations 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.
- 2.2 **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.**
- 2.3 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.

2.4 The following table summarises the tracks (ER, E and R) for academic promotion:

Grade	Education and Research Focused Track (ER)	Education Focused Track (E)	Research Focused Track (R)
6	-	Associate Lecturer	Research Fellow
7	Lecturer	Lecturer	Senior Research Fellow
8	Senior Lecturer	Senior Lecturer	-
8	Reader	-	Grade 8 Research Fellow
9	Professor	Professor	Grade 9 Research Fellow

2.5 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 Document allows individuals to highlight the track on which they are applying for promotion. In addition, staff can apply for promotion to any grade, e.g. a Lecturer can apply for Reader; a Senior Lecturer for Professor. Please note however, that the Panel will only consider the application against the criteria for the promotion sought: for example, if a Lecturer applies for Reader, they will be assessed against the criteria for Reader only; an assessment will not be made for any other level (e.g. Senior Lecturer).

2.6 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 the 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 the Immigration Team ([himmigration@st-andrews.ac.uk](mailto:himmigration@st-andrews.ac.uk)) 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 of the performance of 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.
- 3.4 Only in exceptional circumstances will an individual be permitted to submit another application in the year following an unsuccessful application. This is to give adequate time for substantial developments to take place, and re-application within one year will be allowed only in cases where evidence of very significant new achievements can be presented or where the application is revised to request a promotion to a lower grade than previously intended. Requests to re-apply should be submitted in writing to the Master and Deputy Principal. Please note that where approval is given, the applicant must clearly highlight all changes since the last application along with providing a reflective narrative. **Applications that do not systematically highlight such changes will not be considered.**
- 3.5 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 standard basis.
- 3.6 If the Promotions Panels agree to the promotion of a member of research staff whose salary is covered by external funding, 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. Promotion and Secondment**

- 4.1 Where an applicant is on formal secondment to another institution, an external body or another School or Unit within the University, this does not preclude their applying for promotion. Applicants will normally be expected to demonstrate they meet the established criteria as outlined in the guidance but may present an argument for a more nuanced interpretation of the criteria if the conditions of their secondment have a demonstrable and significant bearing on their achievements. For example, an individual who has been formally seconded to a position of leadership and whose teaching has been curtailed by their duties may present a case that their record in Service and Leadership should balance that of their teaching. Applicants should ensure they discuss their application with both their current Line Manager and their Head of the School. The Head of School will be asked to submit a Head of School report as normal, to ensure parity with other applicants from the School. A separate and additional report will be sought from the current Line Manager in relation to the present role.

#### **5. Promotions panels**

- 5.1 There are TWO Promotions Panels: Arts/Divinity and Science/Medicine. Details of the membership of each Panel and the associated Schools can be found at section 8.
- 5.2 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.

#### **6. Promotions process**

- 6.1 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.

- 6.2 When making their decision, each Promotions Panel member will assess an applicant's achievements against those of the comparable peer group.
- 6.3 **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.**
- 6.4 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).
- 6.5 A meeting of each panel then takes place where each application is discussed and consensus is reached as to whether each application for promotion is successful.

## 7. Promotion in exceptional circumstances

- 7.1 It is accepted that, in rare and exceptional circumstances, it may be necessary to review an application for academic 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.

## 8. Decisions and feedback

- 8.1 The Director of Human Resources will be responsible for informing applicants in writing of the decision of the Promotions Panels. A timetable for this will be published on the Human Resources website at [www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/](http://www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/)
- 8.2 Unsuccessful applicants will receive feedback in their outcome letter and are encouraged to discuss this with their Head of School and mentors in their discipline. **Please note that the names of successful applicants will be published at the end of the process.**

## 9. Promotion panel membership

### 9.1 Arts/Divinity

- 9.1.1 Schools of Art History, Classics, Divinity, Economics and Finance, English, Geography & Sustainable Development\*, History, International Relations, Management, Modern Languages, and Philosophy, Social Anthropology & Film Studies.

No	Title
1	<b>The Principal</b>
1	The Master and Deputy Principal
1	Vice-Principal (Research and Innovation)
1	Vice-Principal Education (Proctor)
1	The Dean of Arts and Divinity

5	Professorial members from the Faculties of Arts and Divinity
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## 9.2 Science/Medicine

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

No	Title
1	<b>The Principal</b>
1	The Master and Deputy Principal
1	Vice-Principal (Research and Innovation)
1	Vice-Principal Education (Proctor)
1	The Dean of Science
5	Professorial members from the Faculties of Science and Medicine

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

- 9.3 **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.**

## Section B: Making an application

### 10. Prior consultation / Head of School role

- 10.1 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. Ideally, a draft application should be submitted to the Head of School for review by a gender-balanced group of senior members of the School prior to submission. Seeking advice and guidance from alternative mentors and peer networks is also encouraged.
- 10.2 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, and a peer assessment (conducted by the Head of School or an appropriate senior colleague) of the candidate's teaching. It is therefore important to both parties that a discussion has taken place prior to this report being completed.
- 10.3 The Head of School's 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 the Head of School is unable to do this, they should say so on the Head of School form and notify the applicant of this: Heads of School are expected to provide straightforward and frank advice to applicants.
- 10.4 Importantly, in writing their report, **the Head of School role is that of assessor rather than advocate** and the Promotions Panel will expect them to give objective advice. In addition, it is expected that Heads of School will monitor the Equality and Diversity profile of promotion applications to check that it is in line with the profile of the School as a whole. Heads should consult the Head of Equality and Diversity ([diversity@st-andrews.ac.uk](mailto:diversity@st-andrews.ac.uk)) to

develop an action plan to address any significant discrepancies. Heads of School are also asked, in any case, to encourage applications from categories of staff who are under-represented in promoted grades across the University. Advice is available from HR in relation to the categories of staff where such encouragement would be helpful.

10.5 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 the task.

10.6 At the end of the process, where an applicant has been unsuccessful, they will receive written feedback in the letter issued by HR and are encouraged to discuss this with their Head of School and mentors in their discipline.

10.7 **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. The Head of School may confidentially circulate your application to selected colleagues within the School during the consultation process.**

## 11. Papers for submission

11.1 **Please submit an electronic copy of your application to [promotions@st-andrews.ac.uk](mailto:promotions@st-andrews.ac.uk) by Friday 5 March 2021.**

11.2 **Please note Sections 1 – 6 of the documentation (Supporting Evidence Document) to be presented to the Promotions Panel should be no more than EIGHT A4 pages plus a full publication list (in date order, starting with the most recent: it is essential you present your publication list in this format). Throughout, you must use Arial font size 11, single line spacing. Any publications not in the public domain by the application closing date should not be included.**

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

11.4 **All applications failing to meet the above criteria will be returned.**

11.5 Applicants are invited to use Appendix A of the Cover Sheet to draw to the attention of the Promotions Panel:

(i) Achievements and outputs that can be expected in future but have demonstrably been postponed or cancelled as a direct result of conditions related to the BMS fire and/or the Covid-19 pandemic, e.g. caring or home schooling issues, access to archives or laboratories, etc. Achievements concerned may include for example publication of a manuscript, significant conference attendance, completion of grant applications. Applicants should give a clear explanation and, where applicable, indicate when they expect such projects to come to fruition. The Head of School will be asked to comment on this rubric in their report.

(ii) Any other individual circumstances that have affected their output/level of duties, including 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.

- (iii) A brief summary of specific contributions they have made to the University's recovery from the BMS fire and/or Covid-19 pandemic, where applicable. These contributions should also feature in the body of the application. The Head of School will be asked to comment on this rubric in their report.

11.6 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) Cover Sheet (Appendix A) **where applicable**
- (iii) Supporting Evidence Document \*

11.7 No additional supplementary documents will be accepted.

11.8 The forms can be downloaded at:

[www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/](http://www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/)

## 12. References

12.1 The table below lists the number and types of referee to be cited by applicants. Referees should be external to the University, leaders in their field and at least one must 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.

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

- Name, Address, Job Title, Email Address, Web address, Telephone Number

12.3 **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 12 March 2021 with a return date of Friday 9 April 2021. A copy of your full application will be sent to each referee.**

12.4 In terms of the Data Protection Act 2018 any employment / educational reference is exempt from the right of subject access.

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

Promotion Application	No of referees to be cited by applicant	
To Grade 7	2	<ul style="list-style-type: none"> <li>• Both referees must be external to the University (with one normally international)</li> </ul>

		<ul style="list-style-type: none"> <li>• The Head of School provides an additional report</li> </ul>
<b>To Grades 8 and 9</b>	2	<ul style="list-style-type: none"> <li>• Both referees must be external to the University; 1 must be international</li> <li>• The Head of School provides an additional report</li> </ul>

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

12.7 Please note that it is for HR, not the candidate or School, to contact External Assessors and Referees and gather the appropriate number of reports.

### **13. Responsibility of applicants**

13.1 **The presentation of false or misleading information in support of an application will be regarded as a disciplinary matter.**

## Appendix I: Supporting evidence documents for all promotion categories

**Supporting Evidence - focused on the period since appointment or last promotion. Sections 1 – 6 should be no more than EIGHT pages long in font size 11, single line spacing. A full publication list should be provided in Section 7.**

<b>Section 1</b>	Two-page CV
<b>Section 2</b>	Research and Scholarship
<b>Section 3</b>	Teaching and Pedagogical Activities
<b>Section 4</b>	Impact/Outreach/Knowledge and Technology Transfer
<b>Section 5</b>	Service and Leadership
<b>Section 6</b>	Evidence of Esteem
<b>Section 7</b>	Publications <b>(must be in chronological order with most recent publication first).</b> <b>Publications not in the public domain as at the closing date must not be included.</b>

**PLEASE NOTE: ANY APPLICATION WHICH EXCEEDS THE STATED PAGE LIMIT WILL BE RETURNED.**

### 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 with the most recent first**, indicating the percentage contribution. **Publications should include only work which, as at the closing date, 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 subheadings:

- (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 online

## Appendix II: Criteria for promotion – Lecturer

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 a significant research profile and, as mentioned in Section 2, candidates may seek promotion to a position on the ER-track. This should be indicated on the application form.

Roles at Lecturer level on the **Education and Research** track reflect a sustained record of excellent performance in the two Key Areas of Teaching and Pedagogical Activities and Research Activities, with a strong contribution in at least one more area.

Roles at Lecturer level on the **Education** track reflect a sustained record of excellent performance in the two Key Areas of Teaching and Pedagogical Activities and Service and Leadership as related to teaching, with a strong contribution in at least one more area.

In either case, 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 sustained 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 on the **Education and Research** track 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 the two relevant Key Areas (Teaching and Pedagogical Activities and Research and Scholarship) AND
- (ii) are judged as representing a strong, 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).

Successful applications on the **Education** track 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 the relevant Key Areas (Teaching and Pedagogical Activities and Service and Leadership) AND
- (ii) are judged as representing a strong, high-quality contribution (in breadth and depth) in at least one other category (i.e. Research and Scholarship, Impact/Outreach/Knowledge and Technology Transfer).

**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 relevant areas as set out in Appendix IX for Education Focused roles and Appendix X for Education and Research roles. It is recognised, however, that not all the activities and responsibilities in each section 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.**

### Appendix III: Criteria for promotion – Senior Lecturer

Roles at Senior Lecturer level on the **Education and Research** track reflect a track record of outstanding, excellent and strong performance across the full range of activities.

Roles at Senior Lecturer level on the **Education** track reflect a track record of outstanding or excellent performance in the two Key Areas (Teaching and Pedagogical Activities, Service and Leadership related to teaching), with a further record of strong performance in at least one other area.

In either case, 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 also that their contribution has been sustained 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 clear 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 on the **Education and Research** track 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 **at least one of the following**: Research and Scholarship, Impact/Outreach/Knowledge and Technology Transfer, or Teaching and Pedagogical Activities; AND
- (ii) are judged as representing at least an excellent contribution (in breadth and depth) in **both** Research and Scholarship and Teaching and Pedagogical Activities; AND
- (iii) 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).

Successful applications on the **Education** track 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 at least one of Teaching and Pedagogical Activities, or Service and Leadership; with the other being rated at least as excellent; AND
- (ii) are judged as representing a strong contribution (in breadth and depth) in at least one other category (i.e. Research and Scholarship or Impact/Outreach/Knowledge and Technology Transfer).

**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 and University or discipline.**

**Applicants should supply supporting evidence demonstrating their level of achievement across a range of the relevant areas as set out in Appendix IX for Education Focused roles and Appendix X for Education and Research roles. It is recognised, however, that not all the activities and responsibilities in each section 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.**



## Appendix IV: Criteria for promotion – Reader

Promotion to Readership is available to colleagues on the **Education and Research** track only. It will be judged primarily in terms of sustained research, in particular the candidate's distinction as measured by their standing in the field of national and international scholarship; the quality of research outputs (especially publications); success in attracting external research funding (appropriate to their discipline); and leadership/initiative in research. Panels will expect to see a rising research trajectory.

In assessing applications for Readers, the Promotions Panels will look for clear 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 whom the articulated case and evidence: EITHER

- (i) are judged as representing an outstanding contribution (in breadth and depth) in relation to Research and Scholarship AND
- (ii) are judged as representing a strong contribution (in breadth and depth) in Teaching and Pedagogical Activities; AND
- (iii) are judged as representing an excellent contribution in one other category.

OR:

- (iv) are judged as representing an outstanding contribution (in breadth and depth) in relation to Impact/Outreach/Knowledge and Technology Transfer; AND
- (v) are judged as representing an excellent contribution (in breadth and depth) in relation to Research and Scholarship; AND
- (vi) are judged as representing a strong contribution (in breadth and depth) in Teaching and Pedagogical Activities.

**Applicants should supply supporting evidence demonstrating their level of achievement across a range of the relevant areas as set out in Appendix X. It is recognised, however, that not all the activities and responsibilities in each section 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.**

## Appendix V: Criteria for promotion – Professor

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 for 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 leading a University committee or workstream).

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 the Key Areas appropriate to the candidate's chosen career track:
  - a) For the **Education and Research** track, the Key Areas are two or more of Research and Scholarship, Impact/Outreach/Knowledge and Technology Transfer, and Teaching and Pedagogical Activities;
  - b) For the **Education** track, the Key Areas are Teaching and Pedagogical Activities and Service and Leadership related to teaching

AND

- (ii) Are judged as demonstrating a substantial and excellent independent contribution (in breadth and depth) as appropriate in more than one other category (i.e. general Service and Leadership; Impact/Outreach/Knowledge and Technology Transfer; Research and Scholarship; 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 relevant areas as set out in Appendix IX for Education Focused roles and Appendix X for Education and Research roles. It is recognised, however, that not all the activities and responsibilities in each section 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.**

## 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. In addition to the criteria, collegiality is seen as a relevant factor in promotion at every level.**

### **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.

## **Appendix VII: Criteria for promotion – Research Grade 8**

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. In addition to the criteria, collegiality is seen as a relevant factor in promotion at every level.**

### **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:

- An excellent track record in the design and delivery of Knowledge Transfer or Impact 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.

## **Appendix VIII: Criteria for promotion – Research Grade 9**

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 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. In addition to the criteria, collegiality is seen as a relevant factor in promotion at every level.**

### **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:

- An outstanding track record in the design and delivery of Knowledge Transfer or Impact 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: Education Focused Promotions Criteria Comparisons 2021

When looking at promotion, the University takes into account four broad areas as outlined below. It is recognised, however, that not all of the activities and responsibilities in each section listed below will be fulfilled to the same degree by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions to be in each of the four sections. In the case of Education-focused colleagues, teaching, pedagogical activities, service and leadership are the key components of the role, while research (which may be disciplinary, inter-disciplinary or pedagogical) should normally take up no more than about 10-15% of an individual's time. E-focused colleagues will be able to demonstrate that their research informs their teaching and has an impact at University, national or international levels as appropriate to their role. In addition to the criteria set out below, collegiality is seen as a relevant factor in promotion at every level.

Colleagues are reminded that the University does not rely on MEQs alone as evidence of good teaching: candidates for promotion are encouraged to provide a variety of supporting material in addition to MEQs, such as self-reflection and peer feedback on their teaching. Guidance on how to interpret and use MEQ feedback is available via:-

<https://www.st-andrews.ac.uk/assets/university/education/documents/academic-monitoring/meqs/how-to-interpret-and-use-meq-feedback.pdf>

Lecturer (Grade 7)	Senior Lecturer (Grade 8)	Professor (Grade 9)
<p><b><u>Teaching and Pedagogical Activities</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Delivering excellent teaching quality as evidenced by student feedback, peer review and self-reflection.</p> <p>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.</p>	<p><b><u>Teaching and Pedagogical Activities</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Demonstrating an appropriate and conscientious application of evidence-informed pedagogical approaches to advance student learning within own teaching practice.</p> <p>Advancing pedagogical knowledge through theoretical, empirical and/or translational research within their field of expertise.</p> <p>Inspiring, informing and supporting peers, within and beyond their own institution, to</p>	<p><b><u>Teaching and Pedagogical Activities</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Demonstrable sustained personal professional development in learning and teaching. Being actively involved with developing and delivering University programmes for CEED 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.</p> <p>Development of teaching materials for external as well as internal use, with demonstrable</p>

<p>Demonstrating that teaching is informed by relevant up-to-date research in the appropriate subject area.</p> <p>Successful responsibility within a School or in an interdisciplinary context for leading and developing a module.</p> <p>Good, timely and useful feedback to students; a record of working to ensure that feedback is understood and incorporated into students' practice as far as possible.</p> <p>Proactively monitoring the student teaching and learning experience, responding in a timely and professional manner to concerns about course design, context and delivery (at programme, year or module level).</p> <p>Active participation at School or University level in introducing innovative improvements for the enhancement of student learning and/or engagement. 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.</p>	<p>adopt evidence-informed approaches to their teaching practice.</p> <p>Is recognised for their expertise in teaching and learning, supporting the development of active communities of practice within the University.</p> <p>Planning and introducing a high level of sustained development and delivery of learning and teaching activities at School level.</p> <p>The independent design of modules with indicators of research/teaching linkages, Successful responsibility within a School or in an interdisciplinary context for leading and developing a programme(s) of study.</p> <p>Significant contributions to the development of teaching and learning strategies in the School and the University.</p> <p>Development of teaching materials for internal use, with demonstrable uptake in the discipline.</p> <p>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).</p>	<p>uptake in the discipline at a national level or more widely.</p> <p>Is recognised for their expertise in teaching and learning, supporting the development of active communities of practice within and beyond the University.</p> <p>Demonstrating excellence, not only at module or programme level, but in curriculum improvement at institutional level.</p> <p>Planning and introducing a high level of sustained development and delivery of learning and teaching activities at institutional level.</p> <p>Substantial track record of research-led module and programme design.</p> <p>Significant contributions to the development of teaching and learning strategies in the University, at national and international level.</p> <p>Leadership at University level in advancing 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.</p> <p>Leadership role(s) in national bodies or learned societies for the enhancement of student learning and/or adult learning pedagogies, such</p>
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<p>Supporting a collegial and collaborative educational culture across School teaching staff, for example, through supporting of peer support activities, supporting development of teaching, or supporting curriculum reform activities.</p> <p>Contributing to the development and implementation of learning and teaching strategies in the School and University.</p> <p>Development of teaching materials for internal and possibly external use.</p> <p>Participating in an exchange of teaching experiences and ideas with colleagues and the wider higher education community.</p> <p>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).</p> <p>Pro-active, reflective involvement in special teaching duties (eg access courses, continuing education, staff development activities).</p> <p>Achievement of a teaching qualification or peer-reviewed professional teaching fellowship.</p>	<p>Leadership at the School or University levels in introducing innovative improvements for the enhancement of student learning and/or engagement. 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</p> <p>Active participation in national initiatives, bodies or learned societies for the enhancement of student learning and/or adult learning pedagogies, such as Enhancement Themes, AdvanceHE, or Society for Research in Higher Education.</p>	<p>as AdvanceHE, Society for Research in Higher Education and so on.</p> <p>Leadership role in advancing sector-wide collaboration and educational reform at a national and/or international level.</p> <p>Spearheading the development of special teaching duties (eg access courses, continuing education, staff development activities).</p> <p>Successful responsibility within a School or in an interdisciplinary context for leading and developing a programme(s) of study.</p> <p>Successful responsibility for leadership, development, or quality of (aspects of) teaching and learning across a faculty or more widely.</p> <p>Active, high-quality participation in national initiatives and dialogues, 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.</p> <p>Publications in pedagogic or educational outlets of national or greater significance.</p> <p>Receiving a peer-reviewed prize for teaching and learning from a professional or learned society.</p>
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<p>Receiving a University prize for teaching and learning.</p>		<p>Peer reviewed conference papers or workshops at external higher education or educational conferences, with evidence of engagement.</p> <p>A formally assessed senior or principal fellowship associated with teaching and learning or professional / practitioner (rather than academic) engagement in the relevant discipline.</p>
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<p><b><u>Service and Leadership</u></b></p> <p>Recognising not all activities will apply, and that for E-focused colleagues, Service and Leadership related to teaching is a Key Area, evidence could include:</p> <p>Effectively undertaking specific School roles at an appropriate level such as Advisor of studies or seminar programme organiser.</p> <p>Involvement in initiatives that contribute to the success, reputation or standing of the University (broadly defined).</p> <p>Demonstrating excellent contributions to successful teaching or administrative projects and teams.</p> <p>Contributing significantly to the continuous improvement of the School's/University's student experience.</p>	<p><b><u>Service and Leadership</u></b></p> <p>Recognising not all activities will apply, and that for E-focused colleagues, Service and Leadership related to teaching is a Key Area, evidence could include:</p> <p>Effectively undertaking specific School/University roles at an appropriate level such as Director of Teaching/Admissions, Pro-Dean, EDI Officer, Wellbeing Officer including Deputy roles in larger Schools.</p> <p>Successful leadership of initiatives that contribute to the success, reputation or standing of the University (broadly defined).</p> <p>Successful leadership of, or pivotal contributions to, successful teaching or administrative projects and teams.</p>	<p><b><u>Service and Leadership</u></b></p> <p>Recognising not all activities will apply, and that for E-focused colleagues, Service and Leadership related to teaching is a Key Area, evidence could include:</p> <p>Effective leadership, responsibility and administrative competence at a high level for specific areas of activity within the School/University (e.g. Director of Teaching, Head of School).</p> <p>Successful leadership of large-scale initiatives that contribute to the success, reputation or standing of the University (broadly defined).</p> <p>Responsibility for highly successful, large-scale teaching and administrative projects and teams.</p> <p>Taking a strategic and high-level role in the continuous improvement and innovation of the University's student experience.</p>
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<p>Making a sustained contribution to the development and achievement of the School/University's equality and diversity objectives.</p> <p>Developing links with external contacts such as other educational institutions, employers and professional bodies to foster collaboration.</p> <p>Providing leadership of teaching in teams at module level.</p> <p>Active participation within external networks and learned societies, for example with</p> <p>Advanced HE or other professionals in the discipline.</p> <p>Active participation in education consortia and networks within or across disciplines and/or institutions.</p> <p>Acting as a mentor to peers and colleagues.</p>	<p>Taking a leading role in the continuous improvement of the School's/University's student experience.</p> <p>Making a sustained and significant contribution to the development and achievement of the School/University's equality and diversity objectives.</p> <p>Responsibility for links with external contacts such as other educational institutions, employers and professional bodies to foster collaboration.</p> <p>Serving as an external examiner to other institutions and providing professional advice. Leadership of external networks and learned societies, for example with the Higher Education Academy or other professionals in the discipline.</p> <p>Leadership in education consortia and networks within or across disciplines and/or institutions.</p> <p>Contribution to the development and performance of other colleagues through coaching, mentoring and peer support.</p>	<p>Playing a leading role in the development and achievement of the University's equality and diversity objectives.</p> <p>Contribution to peer review bodies, committees, professional organisations, learned societies, government committees or Research Councils.</p> <p>Promotion of the work of the Department, School and University across the UK and internationally.</p> <p>Effective contribution to the University through leading or contributing to broader processes, governance and/or project activities.</p> <p>Leadership role in advancing sector-wide collaboration and educational reform at a national and/or international level.</p> <p>Contributing to coaching and mentoring initiatives for leadership development.</p>
<p><b><u>Research and Scholarship</u></b></p> <p>Recognising not all activities will apply, and that for E-focused colleagues, Research and</p>	<p><b><u>Research and Scholarship</u></b></p> <p>Recognising not all activities will apply, and that for E-focused colleagues, Research and Scholarship should</p>	<p><b><u>Research and Scholarship</u></b></p> <p>Recognising not all activities will apply, and that for E-focused colleagues, Research and Scholarship should</p>

<p>Scholarship should normally make up no more than 10%-15% of their activities, evidence could include, in relation to disciplinary, interdisciplinary or pedagogic research:</p> <p>A growing reputation for innovation and research output of a quality that is nationally recognised 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.</p> <p>Securing internal funding for pedagogical research activities or making credible attempts to do so.</p> <p>Contributions to national and international conferences, other scholarly networks and summer schools from an educational perspective.</p> <p>Supporting School/University initiatives in respect of PGR Students and postdoctoral researchers.</p>	<p>normally make up no more than 10%-15% of their activities, evidence could include, in relation to disciplinary, interdisciplinary or pedagogic research:</p> <p>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.</p> <p>A published monograph (practical or theoretical). Acting as a reviewer for well-regarded journals.</p> <p>Securing external funding for pedagogical research activities or making credible attempts to do so.</p> <p>Contributions to and organisation of national and international conferences, other scholarly networks and summer schools, including from an educational perspective.</p> <p>Publications in pedagogic or educational outlets of national significance.</p>	<p>normally make up no more than 10%-15% of their activities, evidence could include, in relation to disciplinary, interdisciplinary or pedagogic research:</p> <p>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. Pedagogic research outputs might include textbooks, conferences and other research-informed outputs such as a substantial contribution to curriculum design.</p> <p>A published monograph (practical or theoretical), or editorship of a substantial educational volume, with evidence of positive critical reception.</p> <p>Sustained success in attracting external funding for pedagogical research or educational development.</p> <p>Major/leadership roles in international conferences, other scholarly networks and summer schools from an educational perspective.</p>
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	<p>Peer reviewed conference papers or workshops at external higher education or education conferences, with indication of engagement.</p>	<p>Provision of specialist advice based on personal research/scholarship leadership to outside agencies via committees, advisory boards, and consultancy.</p> <p>Leading contributions to the development and implementation of the education strategy for the University and School.</p> <p>Invitations to provide named international lectures, plenary conference talks or other major presentations.</p> <p>National and international distinctions and prizes.</p> <p>Demonstrating distinguished scholarship in relevant discipline.</p> <p>Election to fellowship of national academies and/or professional societies.</p> <p>Invited visiting appointments to external institutions.</p>
<p><b><u>Impact/Outreach/Knowledge and Technology Transfer</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Engagement in design and delivery of Knowledge Transfer or Impact narratives relating to research outreach activities for the subject area.</p>	<p><b><u>Impact/Outreach/Knowledge and Technology Transfer</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research outreach activities for the subject area.</p>	<p><b><u>Impact/Outreach/Knowledge and Technology Transfer</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Sustained effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research that has international impact.</p>

<p>Participation in the delivery of outreach activities.</p>	<p>Translation of research into benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.</p> <p>Translation of research into benefits for teaching nationally and potentially internationally.</p> <p>Major contribution to knowledge transfer / exchange activities e.g. by contributing to the establishment of educational collaborations with industry or other external bodies; technology transfer and spin-out companies etc.</p> <p>Leadership or substantial participation in the delivery of outreach activities.</p> <p>Leadership or substantial participation in the delivery of knowledge transfer initiatives.</p>	<p>Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life which is recognised nationally and internationally.</p> <p>Translation of research into significant benefits for teaching nationally and internationally.</p> <p>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.</p> <p>Leadership in the delivery of outreach activities.</p> <p>Leadership in the delivery of major knowledge transfer initiatives.</p>
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## Appendix X: Education and Research Focused Promotions Criteria Comparisons 2021

When looking at promotion, the University takes into account four broad areas as outlined below. It is recognised, however, that not all of the activities and responsibilities in each section listed below will be fulfilled to the same degree by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions to be in each of the four sections. In the case of Education and Research focused colleagues, research, teaching and service and leadership are all key components of the role. Please note that the criteria in each category build cumulatively from the base of those demonstrated at Lecturer level. In addition to the criteria, collegiality is seen as a relevant factor in promotion at every level.

Colleagues are reminded that the University does not rely on MEQs alone as evidence of good teaching: candidates for promotion are encouraged to provide a variety of supporting material in addition to MEQs, such as self-reflection and peer feedback on their teaching. Guidance on how to interpret and use MEQ feedback is available via:-

<https://www.st-andrews.ac.uk/assets/university/education/documents/academic-monitoring/meqs/how-to-interpret-and-use-meq-feedback.pdf>

Lecturer (Grade 7)	Senior Lecturer (Grade 8)	Reader (Grade 8)	Professor (Grade 9)
<p><b><u>Research and Scholarship</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>A growing reputation for innovation and research output of a quality that is nationally recognised in terms of originality, significance and rigor. Research at this level contributes by</p>	<p><b><u>Research and Scholarship</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>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,</p>	<p><b><u>Research and Scholarship</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>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</p>	<p><b><u>Research and Scholarship</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>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</p>

<p>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.</p> <p>Securing internal or external funding for research activities or making credible attempts to do so.</p> <p>Contributions to national and international conferences and/ or other scholarly networks.</p> <p>Participation in research consortia and networks within or across the discipline and/or institutions.</p>	<p>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.</p> <p>Securing external research funding judged against the norm for the subject area.</p> <p>Contributions to and organisation of national and international conferences and/or other scholarly networks.</p> <p>Recruiting, successfully supervising and examining high quality postgraduate research students (PhD, EngD, DLang, MD and MPhil) as appropriate for the subject area.</p> <p>Provision of specialist advice based on personal research to outside agencies via committees, advisory boards and consultancy.</p>	<p>is expected to have made a highly significant impact upon the area.</p> <p>Demonstrable sustained success in attracting external research funding judged against the norm for the subject area.</p> <p>Sustained contributions to and organisation of national and international conferences and/or other scholarly networks.</p> <p>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.</p> <p>Sustained contribution to the development and implementation of the research strategy for the School.</p>	<p>example, new methods, new practices, new theoretical frameworks, new fundamental understandings, and is expected to have made a highly significant and widely-acknowledged impact upon the area.</p> <p>Exceptional success in attracting external research funding judged against the norm for the subject area.</p> <p>Major/leadership roles in international conferences, other scholarly networks.</p> <p>Contributing substantial and high quality independent scholarly activity/research in subject area and communicate/publish results through appropriate high quality outputs and at international fora.</p> <p>Demonstrating distinguished scholarship in the relevant discipline.</p> <p>Election to fellowship of national academies and/or professional societies.</p>
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	<p>Having editorial responsibilities for major journal/s or monograph series, and/or reviewing research papers and/or having membership of peer review panels.</p> <p>Contributing to the development and implementation of the research strategy for the School.</p> <p>Effectiveness in leading, developing delivering new research strategies and directions or research projects.</p>		<p>Effectiveness and leadership in the development and delivery of new research strategies and directions or substantial research projects.</p> <p>Invitations to provide named international lectures, plenary conference talks or other major presentations.</p> <p>Invited visiting appointments in leading international research or relevant institutions.</p> <p>National and international distinctions and prizes for research.</p> <p>Leadership in research consortia and networks within or across disciplines and/or institutions.</p> <p>Leading contributions to the development and implementation of the research strategy for the School.</p> <p>Leading a University Research Institute or Centre.</p>
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<b><u>Teaching and Pedagogical Activities</u></b>	<b><u>Teaching and Pedagogical Activities</u></b>	<b><u>Teaching and Pedagogical Activities</u></b>	<b><u>Teaching and Pedagogical Activities</u></b>
<p>Recognising not all activities will apply, evidence could include:</p> <p>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.</p> <p>Delivering excellent quality teaching as evidenced by student feedback, peer review and self-reflection.</p> <p>Proactively monitoring the student teaching and learning experience, responding in a timely and professional manner to concerns about course design, context and delivery (at programme, year or module level).</p> <p>Using a substantial and diverse range of</p>	<p>Recognising not all activities will apply, evidence could include:</p> <p>Demonstrating excellence, not only in the classroom, but in curriculum improvement across modules/ programmes.</p> <p>Planning and introducing a high level of sustained development and delivery of learning and teaching activities both at undergraduate and postgraduate level.</p> <p>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).</p> <p>Effective contributions to the development of teaching and learning strategies in</p>	<p>Recognising not all activities will apply, evidence could include:</p> <p>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.</p> <p>Successful responsibility within a School or in an interdisciplinary context for leading and developing (a) programme(s) of study.</p> <p>Successful responsibility for leadership, development, or quality of (aspects of) teaching and learning across a faculty or more widely.</p> <p>Sustained personal professional development in learning and teaching, such as recognition as a Fellow of the Higher Education Academy.</p> <p>Being actively involved with delivering University programmes such as CAPOD or GRADskills;</p>	<p>Recognising not all activities will apply, evidence could include:</p> <p>High levels of engagement with the University programmes for fostering good skills acquisition and employability of undergraduates and/or postgraduates, for example via CEED, CAPOD, Careers initiatives.</p> <p>Demonstrating an outstanding ability to enrich teaching through a current scholarly grasp of relevant research findings.</p> <p>Leadership in a School or in the University for the enhancement of student learning. Examples might include leadership of significant projects and activities such as major undergraduate curriculum redesign, or of staff mentoring schemes, or of the design and implementation of taught postgraduate programmes in order to meet University and School strategic goals, or development of</p>

<p>assessment modes, carefully chosen to be appropriate to the particular subject and level and to instil and assess appropriate subject-specific and generic skills.</p> <p>Demonstrating that teaching is informed by relevant up-to-date research in the appropriate subject area.</p> <p>Active participation in the School or Graduate 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.</p> <p>Being actively involved with delivering University programmes for fostering good skills acquisition and employability of undergraduates and/or</p>	<p>the School and the University.</p> <p>The independent design of modules, ideally with indicators of research/teaching linkages.</p> <p>Demonstrable sustained personal professional development in learning and teaching.</p> <p>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.</p> <p>Pro-active, reflective involvement in special teaching duties (e.g. access courses, continuing education, staff development activities).</p>	<p>engagement with HEA or Enhancement Theme activities, and other examples of successful ongoing professional development in learning and teaching.</p> <p>Contributions to the development of teaching and learning strategies in the School and the University.</p>	<p>ambitious and outstanding e-learning resources.</p> <p>Promoting and developing a culture of embedding engagement and knowledge exchange into teaching and learning activities.</p> <p>Identifying opportunities for the strategic development of new courses or appropriate areas of activity and contributing to the successful planning and implementation of such ideas.</p> <p>Significant contributions to the development of teaching and learning strategies in the School and across the University.</p> <p>Successful responsibility within a School or in an interdisciplinary context for leading and developing a programme(s) of study.</p> <p>Successful responsibility for leadership, development, or quality of (aspects of) teaching and learning across a faculty or more widely.</p>
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<p>postgraduates, for example via CEED, CAPOD, Careers initiatives.</p>	<p>Successful responsibility within a School or in an interdisciplinary context for leading and developing a programme(s) of study.</p> <p>Receiving a University prize for teaching and learning.</p>		<p>Receiving a peer-reviewed prize for teaching and learning from a professional or learned society.</p>
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<u>Impact / Outreach / Knowledge and Technology Transfer</u>	<u>Impact / Outreach / Knowledge and Technology Transfer</u>	<u>Impact / Outreach / Knowledge and Technology Transfer</u>	<u>Impact / Outreach / Knowledge and Technology Transfer</u>
<p>Recognising not all activities will apply, evidence could include:</p> <p>Engagement in design and delivery of Knowledge Transfer or Impact narratives relating to research.</p> <p>Designing, delivering and participating in outreach activities for diverse audiences.</p> <p>Translation of research into significant benefits for teaching and/or research, of utility to the discipline nationally.</p>	<p>Recognising not all activities will apply, evidence could include:</p> <p>Highly effective design and delivery of Knowledge Transfer or Impact narratives relating to research.</p> <p>Substantial participation in the delivery of outreach activities for research.</p> <p>Translation of research into significant benefits in aspects such as economic, social, public policy, cultural, public engagement or quality of life.</p> <p>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.</p>	<p>Recognising not all activities will apply, evidence could include:</p> <p>Excellent and sustained effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research.</p> <p>Substantial participation in the delivery of outreach activities for research.</p>	<p>Recognising not all activities will apply, evidence could include:</p> <p>Outstanding and sustained effectiveness in design and delivery of Knowledge Transfer or Impact narratives relating to research that have international impact.</p>

	<p>Creation and development of intellectual property.</p> <p>Being successful in raising capital for new business projects.</p>		
<p><b><u>Service and Leadership</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Effectively undertaking specific School/University roles at an appropriate level such as Exams Officer, Sub-Honours/Honours Adviser, Study Abroad Co-ordinator.</p> <p>Involvement in initiatives that contribute to the success, reputation or standing of the University (broadly defined).</p> <p>Demonstrating excellent contributions to successful research, teaching or administrative projects and teams.</p> <p>Active participation in national bodies for the</p>	<p><b><u>Service and Leadership</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Effectively undertaking specific School/University roles at an appropriate level such as Director of Teaching / Admissions, Pro Dean, EDI Officer, Wellbeing Officer including Deputy roles in larger Schools.</p> <p>Successful leadership initiatives that contribute to the success, reputation or standing of the University (broadly defined).</p> <p>Successful leadership of, or pivotal contributions to, successful research, teaching or administrative projects and teams.</p>	<p><b><u>Service and Leadership</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>Leadership of / within external networks and learned societies, for example with the Higher Education Academy or other professionals in the discipline.</p> <p>Leadership in research consortia and networks within or across disciplines and/or institutions.</p>	<p><b><u>Service and Leadership</u></b></p> <p>Recognising not all activities will apply, evidence could include:</p> <p>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).</p> <p>Successful leadership initiatives at a high level.</p> <p>Responsibility for highly successful, large-scale research, teaching and administrative projects and teams.</p> <p>Leading contribution to peer review bodies, committees, professional organisations, learned societies, government</p>



<p>enhancement of student learning, such as AdvanceHE or Enhancement Theme structures.</p> <p>Developing links with external contacts such as other educational institutions, employers and professional bodies to foster collaboration.</p> <p>Contribution to the development and achievement of the University's equality and diversity objectives.</p> <p>Contributing to the continuous improvement of the School's/University's student experience.</p>	<p>Contribution to peer review bodies, committees, professional organisations, learned societies, government committees or Research Councils.</p> <p>Serving as an external examiner to other institutions and of providing professional advice.</p> <p>Leadership of / within external networks and learned societies, for example with the Higher Education Academy or other professionals in the discipline.</p> <p>Leadership in research consortia and networks within or across disciplines and/or institutions.</p> <p>Leadership or pivotal participation in the delivery of major research outreach initiatives.</p> <p>Taking responsibility for ensuring the development, design and redesign of courses to meet both School</p>		<p>committees or Research Councils.</p> <p>Sustained contribution to the development and performance of other colleagues through coaching, mentoring and peer support.</p> <p>Effective contribution to the University through leading or contributing to broader processes, governance and/or project activities.</p> <p>Promotion of the work of the Department, School and University across the UK and internationally.</p> <p>Taking a leading role in the continuous improvement of the School's/University's student experience.</p> <p>Leadership in the delivery of major research outreach and knowledge transfer initiatives.</p> <p>Leading contribution to the development and achievement of the University's equality and diversity objectives.</p>
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	<p>and University strategic goals.</p> <p>Responsibility for links with external contacts such as other educational institutions, employers and professional bodies to foster collaboration.</p> <p>Sustained contribution to the development and achievement of the University's equality and diversity objectives.</p> <p>Acting as a mentor to peers and colleagues.</p> <p>Contributing significantly to the continuous improvement of the School's / University's student experience.</p>		<p>Leading contribution to relevant high-level collaborations, policies and processes across the HE sector.</p>
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