# **Academic Promotion Criteria**

# **Indicative examples of meeting the criteria**

A non-exhaustive set of indicative examples of evidence to support an application that may be helpful to applicants can be found below. There is no expectation that all, or any specific number of these examples will be required to be evidenced. Equally examples may be used that are not included within this document.

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| **Research & scholarship** | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A****(Minimum expectations for promotion to Professor)** |
| * Success in identifying, applying for, and securing, funding for research activities. * Assisting with research supervision of PhD students and other project students (e.g. final year UG, PGT). * Involvement in specialist teaching activities based on research to UG & PG students and/or industry. * Communication of scholarly work to the public/public bodies. * Involvement in peer review of publications/grants. | * Engagement in peer review of publications/grants. * Effective research collaborations with industry and/or public sector organisations outside the HE Sector. * Lead supervision of project students as appropriate (e.g. final year UG, PGT). * Developing specialist teaching activities based on research for UG/PG students and/or industry | * Engagement in peer review of publications/grants. * Research supervision to postdoctoral research fellows, postgraduates and research technical staff. * Lead supervision of project students as appropriate (e.g. final year UG, PGT). * Developing specialist teaching activities based on research for UG/PG students and/or industry. | * Evidence of active membership of teams responsible for delivering research and/or innovation, including mentorship of more junior collaborators. * Individual or joint leadership of significant collaborative research activities involving multiple disciplines/teams/institutions/team science. * Leadership in organisation of prestigious international research conferences and events. * Member of an editorial board. * Reviewer for national and international research bodies. |

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| **Teaching & curriculum leadership** | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A****(Minimum expectations for promotion to Professor)** |
| * Contributing to the design and development of modules within the relevant subject area. * Designing and marking assessments with effective and timely feedback to students. * Contribution to delivering University Strategy on teaching and learning. * Outputs related to teaching activity, course development, or assessment, which may include production of teaching materials, software, videos, workbooks or publishing relevant articles etc. | * Application of an improvement-based approach to teaching, supporting student learning or assessment e.g. use of inquiry based approaches, effective assessment procedures. * Contribution to the teaching and learning policy/strategy/practice in the Department/School. * Contribution to wider module/course development and curriculum design. * Innovation including effective use of technology in curriculum development e.g. to promote retention, enhance employability, develop graduate attributes. * Evidence of high quality outputs related to teaching activity, module/course/programme design and development (e.g. production of teaching materials, software, videos, workbooks or publishing relevant articles). | * Responsibility for overseeing new teaching & learning approaches (including mentoring, coordinating, supervising and managing individuals and groups) and materials which has a significant impact on students, colleagues and the University. * Significant impact on the University and on specialism/discipline through effective and innovative academic and organisational leadership, design of courses and programmes and the development of teaching, assessment and learning strategies. * Engagement in quality enhancement theme networks to support disciplinary and/or generic improvements in the quality of teaching and learning. * Sustained record of novel/innovative approaches to teaching, supporting student learning and/or assessment e.g. development of inquiry based approaches, design of new assessment procedures, effective use of and engagement with technology to support student learning. | * A track record of leading workshops and seminars in curriculum, pedagogy and academic policy for national bodies such as Advance HE, QAA, JISC, Office for Students. * Established scholar as evidenced by contributions to the advancement of knowledge and understanding and its creative or professional application in the fields of pedagogy and curriculum development at a national or international level. * National Teaching Fellow or equivalent. |

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| **University/academic service and good citizenship** | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A****(Minimum expectations for promotion to Professor)** |
| * Contribution to the development of strategy/policy at School level. * Project management responsibility. * Evidence of planning and delivering individual or joint objectives/projects as an individual and team member. * Contribution to University’s international profile via engagement with the Global Engagement Strategy. * Evidence of participating in continuous professional development (CPD). | * Contribution to the planning, design and development of objectives and materials for innovative degree programmes that contribute to the growth of student numbers and/or new income streams. * Contribution to the University’s international profile via engagement with the Global Engagement Strategy. * Success in obtaining external funding for development of teaching/learning/assessment, and/or collaboration in and/or support of significant research projects either in the subject discipline or in teaching related research. * Contribution to knowledge exchange by collaboration on and development of original activities with colleagues outside the University, locally or nationally, with professions or professional bodies, business or other stakeholders. * Evidence of commercialisation of intellectual property derived from scholarly work and active involvement in a University spin out company. * Invited talks at national conferences/events and UK Higher Education Institutions. * Contribution to collegiate activities in support of staff and/or student communities (e.g. staff/student networks, specialist support for targeted student groups, engagement in activities in support of equality, diversity and inclusion). | * Significant contribution to the University’s International profile via engagement with the Global Engagement Strategy. * Sustained contribution to School and/or Faculty (subject discipline) level committees. * External examining of Master’s and Doctoral candidates. * Contribution to a major initiative in the growth of student numbers. * Sustained track record of success in knowledge exchange to improve the performance of business and wider stakeholders - as illustrated by research and teaching contracts, IP commercialisation and/or consultancy income. * Evidence of commercialisation of intellectual property derived from scholarly work and active involvement in a University spin out company. * A record of invited talks at national/international conferences/events and UK Higher Education Institutions. * Evidence of external review activity (e.g. QAA assessment). * Evidence of effective links with research funders e.g. through Research Council college membership or other equivalent roles. * Leadership of collegiate activities in support of staff and/or student communities (e.g. staff/student networks, specialist support for targeted student groups, engagement in activities in support of equality, diversity and inclusion). * A record of activity that enhances public understanding of and engagement with knowledge and research or contributes to well-informed public debate. | * A record of invited talks at international conferences/events and UK/international Higher Education Institutions. * A sustained record of activity that enhances public understanding of and engagement with knowledge and research, contributing to well-informed public debate. * A sustained record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies, other higher education institutions or professional bodies. * A sustained track record of success in knowledge creation and exchange, illustrated by research and teaching contracts, IP commercialisation and/or consultancy. * Active membership of national bodies with responsibilities for shaping the future of the discipline. * External examining at UG and/or PG Level (PGT/PGR). * Evidence of mentoring/being a positive role model. * Leadership of School/Department (subject discipline) committee. * Membership/leadership of Faculty/University committees. * Membership of subject review panels at other universities. * National or International profile in leadership of collegiate activities in support of staff and/or student communities (e.g. staff/student networks, specialist support for targeted student groups, engagement in activities in support of equality, diversity and inclusion). * Significant contribution to the University’s international profile via evidence of engagement with the Global Engagement Strategy. |