

Academic Promotion – Criteria for Assessment

1. Introduction

This guidance summarises the main academic and research promotion pathways and also sets out the criteria against which promotion to each grade in the University’s structure will be assessed.

This guidance should be read alongside the documents, “Academic Promotions Board (Senior Promotions)” and “Academic Advancement Board.”

The purpose of having a clear academic promotion process is:

- To promote academic staff whose performance demonstrates contribution to the University, with merit in all of:
 - Research;
 - Teaching and Scholarship;
 - Administration, Management and Leadership in the University and external community;
- To provide a fair, transparent and equitable method of assessment;
- To enable flexibility in assessment in order that the over-riding consideration is contribution to the achievement of the University’s strategy, recognising that the strategy will inevitably evolve, that minimum levels of achievement will be required in all activities, but that individuals will contribute with different emphasis in the different areas, and that rewards will be on the basis of consistently applied standards.

The diagram on the following page illustrates the main progression possibilities for staff concentrating on a teaching and/or research career¹. .

2. Academic Role Profiles

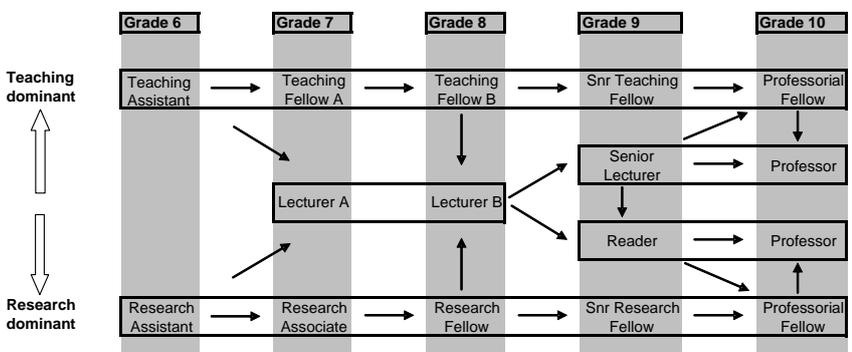
The balance of activities can vary between Academic roles. Most posts will involve balancing individual responsibilities with a wider contribution to the work of the team, discipline, School/Institute, University and to the External Community.

¹ For Academic staff the standard contract will include both Teaching and Research. Changes to contracts will only be permitted subject to the approval of the Head of School/Institute and PME

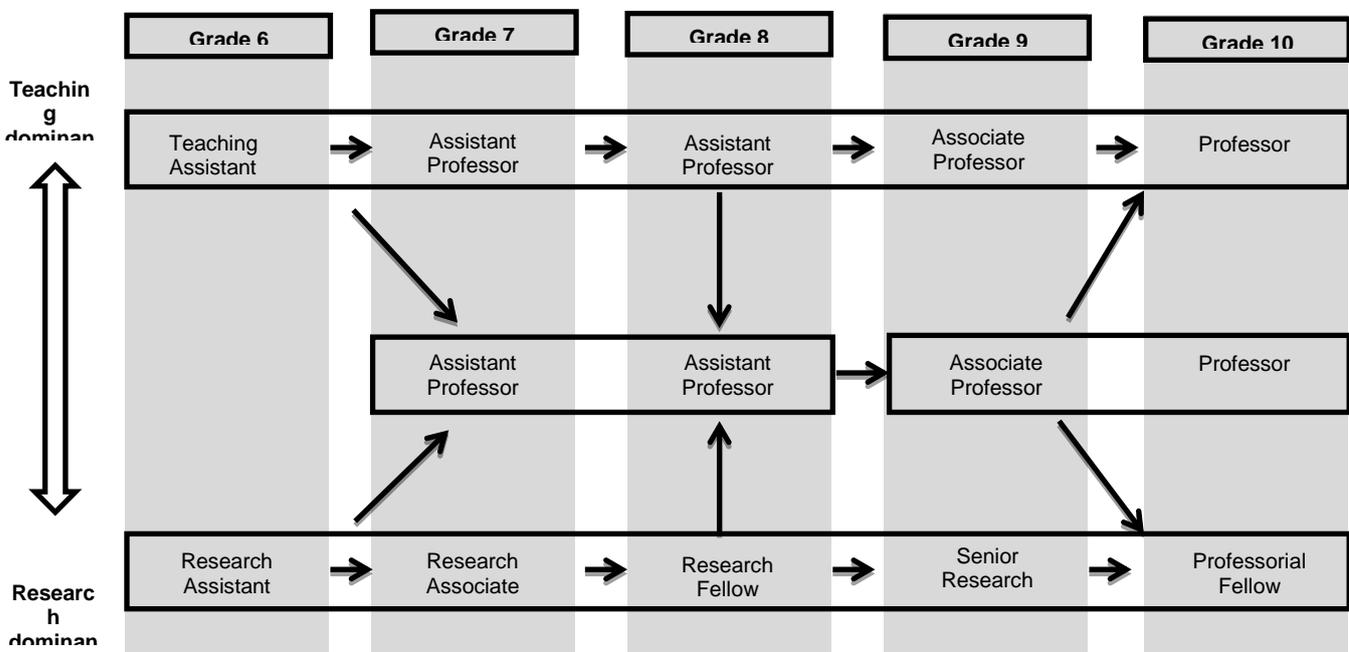
At all levels, appropriate discipline knowledge, combined with teaching and research ability and well developed communication skills are required, increasing through the levels. At the higher levels, there will be an increasing emphasis on academic leadership and strategic management and/or impact on the field in the UK and internationally.

It is expected that the requirements associated with each level will continue to apply to those individuals who progress to the next level and beyond. There is an expectation that individuals in academic roles will continue to contribute to some activities associated with lower levels. In addition, and in the interests of career development but subject to the needs of the School/Institute individuals will be expected to contribute to some of the activities associated with a higher level. Such contributions will be identified and recorded in the Performance and Development Reviews.

Academic Grade Structure



Arrows indicate that there is flexibility of movement between streams. Absence of an arrow does not exclude the possibility of any particular transfer



Teaching and Research

Grade 7, Assistant Professor

Roles at this level will generally represent the early stages of an academic career before progressing to Grade 8. There will be a clearly defined set of responsibilities within an established research/teaching programme. Support in the form of appropriate mentoring will normally be provided. Evidence will be required of the ability to innovate and plan, and to execute plans competently.

Grade 8, Assistant Professor

Roles at this level will be individuals experienced in teaching and research. In all cases there will normally be accountability for the design, delivery and quality of whole modules and research projects, with measurable outcomes, as well as contributing to the wider development of programmes. There may be responsibility for representing the work of the University in the field locally and nationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University. There will be responsibility for some aspects of administration within the University.

Grade 9, Associate Professor/Senior Research Fellow

Roles at this level will have substantial professional/academic experience and achievement, and will include substantive contributions in research and teaching. Individuals will have a well established reputation in their field and be making a demonstrable impact on their field at national and international level.

Roles with a greater focus on teaching will require a record of leading development activity in relation to teaching and learning policy and practice. There will also be evidence of innovation, leading to significant contributions to implementation of the University's strategy. Such roles will also require a minimum level of achievement in research at a level higher than for Assistant Professor.

Roles with a greater focus on research will require a clear record of impact, shown in substantial and sustained high quality research leadership and outputs, measured by the norms of the peer-review community (e.g., in nature and scale of research supervision, funding, and publications). Such roles will also require a minimum level of achievement in teaching at a level higher than for Assistant Professor.

In all cases, there will be significant responsibility for administration and management within the University.

There will be responsibility for representing the work of the University in the field locally, nationally and internationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University. Role holders are likely to hold positions of responsibility in e.g. learned

societies, professional institutions, editorial boards, organising committees of international conferences, research councils and government bodies, etc.

Grade 10, Professor/Professorial Fellow

Roles at this level will carry significant academic leadership responsibilities and role holders will have a substantial reputation in research and teaching.

Roles with a greater focus on research will require original research to be carried out, which is internationally leading – maintaining an appropriate level of research activity, inputs and outputs as measured by the norms of peer review in the subject, with an established reputation in the appropriate international research community. Such roles will also require a minimum level of achievement in teaching at a level higher than for Associate Professor.

Roles with a greater focus on teaching will require leading developments in teaching, learning and in assessment across a number of levels or modes of delivery. Role holders will have broadened and deepened their impact on curricula, teaching methods and teaching and learning assessments to an international standard. They will have devised and introduced new teaching programmes that have contributed substantially to the achievement of the University's strategy. Such roles will also require a minimum level of achievement in research at a level higher than for Associate Professor.

Role holders at this level will be responsible for all aspects of a significant area of work, including strategy, and for the management of staff, programmes and projects, finance and other resources and for overall quality assurance in the area of work.

There will be responsibility for representing the work of the University in the field locally, nationally and internationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University in a leading capacity. Role holders will hold leading positions of responsibility in e.g. learned societies, professional institutions, editorial boards, organising committees of international conferences, research councils and government bodies, etc.

Grade 7 (Assistant Professor)	TEACHING AND RESEARCH
1 Teaching and learning support	<ul style="list-style-type: none"> • Teach as a member of a teaching team in a developing capacity within an established programme, with the assistance of a mentor if required. • Teach in a developing capacity in a variety of settings from small group tutorials to large lectures. • Transfer knowledge in the form of practical skills, methods and techniques. • Identify learning needs of students and define appropriate learning objectives. • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives. • Planning, and authoring (or revising) new course material as part of the School/Institute’s teaching programmes. • Develop the skills of applying appropriate approaches to teaching. • Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking. • Supervise the work of students, provide advice on study skills and help them with learning problems. • Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students. • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
2 Research and scholarship	<ul style="list-style-type: none"> • Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required. • Conduct individual and collaborative research projects. • Author and submit research proposals to suitable funding organisations • Disseminate results of research in peer reviewed journals and conferences, and/or through other appropriate media • Continually update knowledge and understanding in field or specialism. • Translate knowledge of advances in the subject area into the course of study.
3 Communication	<ul style="list-style-type: none"> • Deal with routine communication using a range of media. • Communicate complex information, orally, in writing and electronically. • Prepare proposals and applications to external bodies, e.g. for funding and accreditation purposes. • Author and submit research proposals to suitable funding organisations • Communicate material of a specialist or highly technical nature.

4 Liaison and networking	<ul style="list-style-type: none"> • Liaise with colleagues and students. • Participate on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc. • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. • Join external networks to share information and ideas. • Where opportunities arise promote and market the work of School/Institute.
5 Managing people	<ul style="list-style-type: none"> • Agree responsibilities. • Manage own teaching, research and administrative activities, with guidance if required. • Supervise students on taught courses when carrying out projects, dissertations, etc • Assist students in capacity of personal mentor. • Contribute to supervision of research students and /or Research Associates
6 Teamwork	<ul style="list-style-type: none"> • Collaborate with academic colleagues on course development and curriculum changes. • Attend and contribute to subject group meetings. • Collaborate with colleagues to identify and respond to students' needs.
7 Pastoral care	<ul style="list-style-type: none"> • Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. • Appreciate the needs of individual students and their circumstances. • Act as student mentor , giving first line support. • Refer students as appropriate to services providing further help.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research activities. • Respond to pedagogical and practical challenges. • Share responsibility in deciding how to deliver modules and assess students. • Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
9 Planning and managing resources	<ul style="list-style-type: none"> • Use teaching and research resources, laboratories and workshops as appropriate. • Contribute to administration within the School/Institute. • Plan and manage own teaching and tutorials as agreed with mentor. • Plan and manage research activity
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> • Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills. • Balance with help the competing pressures of teaching, scholarship, research and administrative demands and deadlines.
11 Work environment	<ul style="list-style-type: none"> • Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.

12 Expertise	<ul style="list-style-type: none">• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes and to have the capacity to develop independent module streams.• Engage in continuous professional development.• Able to engage the interest and enthusiasm of students and inspire them to learn.• Develop familiarity with a variety of strategies to promote and assess learning.• Understand equal opportunities requirements for academic content and issues relating to student need.
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Grade 8 (Assistant Professor) – building on G7	TEACHING AND RESEARCH
1 Teaching and learning support	<ul style="list-style-type: none"> • Design teaching material and deliver either across a range of subjects or within a discipline. • Use appropriate teaching, learning support and assessment methods. • Supervise student projects, field trips and, where appropriate, placements. • Identify areas where current provision is in need of revision or improvement. • Contribute to the planning, design and development of objectives and material. • Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students.
2 Research and scholarship	<ul style="list-style-type: none"> • Develop research objectives and proposals for own or joint research. • Conduct individual or collaborative research projects. • Identify sources of research funding and secure funds. • Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities. • Disseminate results of research in peer reviewed journals and conferences, and/or through other appropriate media • Make presentations at conferences or exhibit work at other appropriate events. • Participate in peer review as an individual reviewer.
3 Communication	<ul style="list-style-type: none"> • Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.
4 Liaison and networking	<ul style="list-style-type: none"> • Participate and possibly take leadership role on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc. • Participate in and develop internal and external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate out reach work, generate income, obtain consultancy projects, or build relationships for future activities. Other external examples include: working with learned societies, professional institutions, editorial boards, organising committees of international conferences, research councils and government bodies.
5 Managing people	<ul style="list-style-type: none"> • Advise and support colleagues with less experience and encourage their personal and professional development • Depending on the area of work, could be expected to supervise the work of others, for example in research teams or projects. • Supervise or co-supervise Research Students and/or Research Associates.
6 Teamwork	<ul style="list-style-type: none"> • Act as a responsible team member and develop productive working relationships with other members of staff. • Could be required to take the lead in a local project. • Collaborate with colleagues to identify and respond to students' needs.

7 Pastoral care	<ul style="list-style-type: none"> • Act as student mentor, giving first line support. • Be responsible for first line pastoral care of a group of students within a specified area.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved. • Develop ideas for generating income and promoting the subject. • Develop ideas and find ways of disseminating and applying the result of research and scholarship. • Sole responsibility for the design and delivery of own modules and assessment methods. • Collaborate with colleagues on the implementation of assessment procedures. • Advise others on strategic issues such as student recruitment and marketing. • Contribute to the accreditation of courses and quality control processes.
9 Planning and managing resources	<ul style="list-style-type: none"> • As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met. • Manage projects relating to own area of work. • Plan and manage research activity, taking responsibility for developing an appropriate programme of research and obtaining the resources required for its implementation.
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> • Balance the pressures of teaching, research and administrative demands and competing deadlines.
11 Work environment	<ul style="list-style-type: none"> • When supervising students or other staff, conduct risk assessment and take responsibility for their health and safety on the basis of training received.
12 Expertise	<ul style="list-style-type: none"> • Possess sufficient breadth and depth of specialist knowledge in the discipline to develop courses and subject streams and an appropriate programme of research. • Use a range of delivery techniques to enthuse and engage students.

Grade-9 (Associate Professor) – building on G8	TEACHING AND RESEARCH
1 Teaching and learning support	<ul style="list-style-type: none"> • Design, develop and deliver a range of programmes (sometimes for entirely new courses) at various levels. • Review on a regular basis course content and materials, updating when required. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Ensure that course design and delivery comply with the quality standards and regulations of the university and School/Institute. • Contribute to the process by which the School/Institute’s teaching strategy develops.
2 Research and scholarship	<ul style="list-style-type: none"> • Determine relevant research objectives, prepare research proposals, identify sources of research funding and, where necessary, submit funding applications. • Carry out independent research, consistent with the research strategy of the School/Institute, acting for some projects as principal investigator and project leader and, where appropriate, lead a research team, or otherwise contribute to research leadership within the School. • Make presentations or exhibitions at national and international conferences, and other similar events. • Demonstrate a sustained record of publications sufficient, in terms of volume and quality, to achieve international recognition, e.g. through publication in journals with substantial international circulation. • Contribute to the development of Subject and School/Institute research strategies. • Participate in peer-review, for example, through refereeing research articles submitted for publication in major specialist journals or refereeing research proposals submitted to the major funding bodies.
3 Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.

4 Liaison and networking	<ul style="list-style-type: none"> • Lead and develop internal networks, for example, by chairing School/Institute/University committees, recruitment groups, examination boards, or quality/process reviews. • Lead and develop external networks. Examples might include: working with or as an external examiner; working with or as an assessor or reviewer; leading an industrial coordination group; being a member of a journal editorial board; participating in specialist groups within learned societies, professional institutions or government bodies; participating in organising committees of international conferences; etc. • Develop links with external contacts, such as other educational bodies, employers, and professional bodies, so as to foster research and teaching collaborations, to inform research strategy development, and to ensure courses remain relevant and are preparing students for professional careers; or otherwise substantially enhance the reputation or performance of the School/Institute. • Contribute to the dissemination of research results through knowledge transfer activities and collaborations with industry and commerce. Examples might include establishing: a Knowledge Transfer Partnership, carrying out University consultancy work, setting up a CPD course, initiating further research projects with companies wishing to build on previous results, or contributing to the formation of a spin-out company or the creation of a licensing deal, etc.
5 Managing people	<ul style="list-style-type: none"> • Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans. • Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development. • Could act as a line manager (e.g. of research teams) • Act as a personal mentor to peers and colleagues. • Supervise, or co-supervise with junior colleagues, Research Students and Research Associates
6 Teamwork	<ul style="list-style-type: none"> • Lead teams within areas of responsibility. • Ensure that teams within the School/Institute. work together. • Act to resolve conflicts within and between teams.
7 Pastoral care	<ul style="list-style-type: none"> • Responsible for dealing with referred issues for students within own educational programmes. • Provide first line support for colleagues, referring them to sources of further help if required.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations. • Make decisions regarding the operational aspects of own educational programme. • Contribute to decisions which have an impact on other related programmes. • Provide advice on strategic issues, such as ensuring the adequate balance of student recruitment and population, staff appointments, and student and other performance matters. • Recognise opportunities for strategic development of new courses or appropriate areas of activity and contribute to the development of such ideas.

9 Planning and managing resources	<ul style="list-style-type: none"> • Responsible for the delivery of own educational programme. • Contribute to the overall management of the School/Institute in areas such as budget management and business planning. • Be involved in School/Institute level strategic planning and contribute to the University's strategic planning processes. • Plan and deliver research, consultancy or similar programmes and ensure that resources are available. • Contribute to the management of quality, audit and other external assessments.
10 Sensory, physical and emotional demands.	<i>Like all the elements, this builds on the demands in the profiles at lower levels. In this case, there is no additional demand</i>
11 Work environment	<ul style="list-style-type: none"> • Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments, minimising hazards and maintaining safety standards for students and staff working in areas under their responsibility.
12 Expertise	<ul style="list-style-type: none"> • Required to be an internationally recognised authority in the subject area. Examples of international recognition include: lecturing in overseas institutions, international teaching collaborations, publishing research papers in international journals, having papers accepted for presentation at international conferences, invitations to present research papers or seminars abroad. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

<p>Grade-10 (Professor)</p> <p>– building on Grade-9</p>	<p>TEACHING AND RESEARCH</p>
<p>1 Teaching and learning support</p>	<ul style="list-style-type: none"> • Provide leadership in the planning, organisation and development of learning and teaching activities on a School/Institute or subject basis • Develop the quality assurance framework within the Institution's overall framework e.g. for the validation and revalidation of courses and student admission and assessment. • Encourage the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the School/Institute. • Develop and implement initiatives contributing to and deriving from the University's wider learning and teaching strategies.
<p>2 Research and scholarship</p>	<ul style="list-style-type: none"> • Lead the development and implementation of research strategy within the School/Institute • Lead and co-ordinate research activity in the subject across the University. • Lead research and collaborative partnerships with other educational institutions or other bodies. • Lead collaborative University bids for research, consultancy and other additional funds, including partnerships with other Schools or institutions. • Make presentations or exhibitions at international conferences and other similar events, demonstrating evidence of esteem within the subject e.g. through personal invitations to speak or present. • Demonstrate leadership in peer review processes, e.g., through peer review panels or membership of the editorial board of a specialist journal.
<p>3 Communication</p>	<ul style="list-style-type: none"> • Be routinely involved in complex and important negotiations internally and with external bodies. • Contribute to the communication of the wider University strategy within the School/Institute.
<p>4 Liaison and networking</p>	<ul style="list-style-type: none"> • Chair and participate on internal committees and participate in University decision making and governance. • Take a leading role in senior external groups, e.g. committees in learned societies or professional institutions, editorial boards, organising committees of international conferences, research council panels or government advisory groups. • Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the University. • Promote and market the work of the School/Institute in the subject area both nationally and internationally.
<p>5 Managing people</p>	<ul style="list-style-type: none"> • Exercise academic leadership for all subject area teaching and research activities. • Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity. • Ensure that staff are suitably qualified to work within their own area. • Appraise and advise staff on personal and career development plans.

6 Teamwork	<ul style="list-style-type: none"> • Promote a collegiate approach and develop team spirit and team coherence. • Foster inter-disciplinary team working. • Develop and communicate a clear vision of the strategic direction of the School/Institute.
7 Pastoral care	<ul style="list-style-type: none"> • Be responsible for the initial resolution of all student issues within and out with standard procedures. • Take overall responsibility for welfare of staff drawing on specialist advice and support as required. • Ensure that an appropriate framework is developed and used for pastoral care issues.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Determine the final allocation of resources within own area of responsibility. • Act as the final arbiter in local disputes. • Be party to strategic decisions at University level • Lead the development of new and creative approaches in responding to teaching and research challenges. • Initiate new and original solutions to problems. • Provide advice to external bodies.
9 Planning and managing resources	<ul style="list-style-type: none"> • Take overall responsibility for the organising and deployment of resources within own areas of responsibility. • Contribute to University planning and strategic development.
10 Sensory, physical and emotional demands.	<p><i>Like all the elements, this builds on the demands in the profiles at lower levels. In this case, there is no additional demand</i></p>
11 Work environment	<ul style="list-style-type: none"> • Take overall responsibility for health and safety in own areas of responsibility. • Ensure that appropriate risk management processes are in operation.
12 Expertise	<ul style="list-style-type: none"> • Be an internationally leading authority in the subject. For example: as an author of a widely used text-book or an internationally cited monograph or series of research articles; as a frequent speaker at international conferences or seminars; as a frequent collaborator with overseas academics; or as specialist reviewer or consultant, used regularly by public, professional and overseas bodies. • Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field. • Demonstrate a thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.