

## University of Leeds Promotion Criteria

### Grade 7 Academic

#### General Profile

All members of staff are required to demonstrate how they fully meet the general profile below. It is not anticipated that they should develop new areas of activity to satisfy these criteria, but that they will be able to demonstrate them through their engagement in their core academic activities. Staff applying for promotion to Grade 7 will provide evidence of the continued development of their knowledge and skills within their field/specialism, applying their understanding to their teaching/research activities

#### Criteria

All applicants will be required to meet the common skills and provide evidence against the Academic Leadership criteria and either Teaching and Scholarship OR Research.

Applications for promotion should include examples demonstrating how the relevant criteria (as set out below) have been met. Interpretation guidance is provided below giving additional context against each criteria as well as indicative examples of how these could be demonstrated. Examples provided should normally relate to the applicant's current role. However, it is recognised that on an exceptional basis, evidence not relating to the current role could be provided where it has not yet been possible or indeed appropriate for an individual to undertake a particular activity. This alternative evidence would be considered by the panel and a judgement taken as to whether it is appropriate for the case and provides objective evidence of the skills needed to undertake the higher level role.

	Common Skills	Context	Examples
			Applicants should provide their own examples to evidence the criteria and not provide evidence against each example listed below.
	Provides advice, support and direction to colleagues as appropriate.	All staff are expected to show basic sensitivity to others and to consider other people's needs or feelings.	These criteria relate to University values and priorities and apply to all grades.  Individuals and verifiers should confirm that all appropriate training and ongoing development have been undertaken and that there is no evidence to suggest that an individual does not fulfil these criteria.
	Meets all personal Health and Safety responsibilities and those for any staff or students s/he supervises.	All staff have a basic duty to fulfill their Health and Safety responsibilities as laid down in the Health and Safety policy.	

	Demonstrates the University's equal opportunities standards.	This criterion relates to the University value of inclusiveness.	Completion of some compulsory training is recorded and will be used as supporting evidence.
	Demonstrates appropriate leadership and management in accordance with the University's Leadership and Management Standard (LMS).	All members of staff who have leadership and management responsibilities are expected to demonstrate the capabilities outlined in the LMS.	Engagement with SRDS and actions agreed from these discussions can also provide evidence. These criteria relate to University values and priorities and apply to all grades.
<b>A</b>	<b>Academic Leadership</b>		
A1	Contributed to a team or group undertaking a task not solely confined to the applicant's immediate research, teaching or scholarship activities.	You should be able to identify a group that you have participated in (outside your research group or teaching team), describe what that group did and what your contribution to it was.	Being a member a working group within the School set up to review the management of examinations and to make recommendations to the School Learning and Teaching Committee.  Supporting a local conference/workshop or external event run by a more senior member of staff in the applicant's immediate area of research, teaching or scholarship.
A2	Developed contacts outside their research or teaching teams in order to build up his/her academic expertise, and to discuss and share information and ideas.	There is an expectation that you should be engaging with other academics in your field, albeit through networking at conferences, involvement in formal groups, or participation in professional activity.	Being involved in external networks to secure funding for EKT activity.  Being a member of and engaging with an external professional body at an appropriate level, such as attendance at events.
A3	Participated in decisions which have an on-going impact on his/her own team or academic unit.	To achieve grade 7 applicants need to be actively part of decisions that have an lasting impact. Typically decisions of this kind could be described as established practice and procedure.  This criteria is looking at the decisions that the applicant participate in and evidence should therefore describe the decision taken, the impact it has/had and	Being part of a group making decisions on potential research lines to pursue or on innovative methodology that might be adopted.  Being a member of a particular subject area/programme, making decisions relating to changes to the assessment of a module in order that the programme Leader can take forward recommendations to the relevant School Committee.  Being part of group reviewing and improving internal procedures that have lasting impact across the

		<p>the applicants role within the decision making.</p> <p>Examples given here may expand on/relate to evidence provided elsewhere in the application. For example, activities described under A1 will often lead to decisions of this nature.</p>	<p>school.</p>
A4	<p>Provided advice to inform decisions taken by others that have a continuing impact.</p>	<p>To achieve grade 7 applicants need to be actively part of decisions that have an lasting impact. Typically decisions of this kind could be described as established practice and procedure.</p> <p>This criteria is looking at the advice provided by the applicant to others to influence and/or assist in their decision making. The evidence should therefore describe the applicants role within the decision making and the impact of the decision made.</p> <p>It may often be about providing specialist advice or expertise within a particular area or sub-discipline, and examples given here may expand on/relate to evidence provided elsewhere in the application. For example, activities described under A1 will often lead to decisions of this nature.</p>	<p>Being asked by the Chair of the School L&amp;T Committee to provide views on a particular module which you teach to feed into a modular review by the School.</p> <p>Providing advice on particular expertise (e.g. software) from own research area to enable project move forward.</p>

A5	Managed personal administrative tasks related to his/her own work.	Evidence should demonstrate that you manage your own workload effectively. In particular, the panel is looking for evidence that you have the skills to plan, prioritise and progress your own work, and are able to fit the achievement of your own priorities around the requirements of others.	Working with the Team Leader to schedule team meetings, ensure the dates are communicated to the rest of the team.  Setting timescales and deadlines for own work to ensure project is completed on time and to specified targets.
<b>B Teaching and Scholarship</b>			
B1	Engaged with the effective delivery, assessment and quality assurance of components of the taught portfolio, possibly including CPD, within his/her academic unit.	This criterion comprises two parts: (i) the high quality of teaching and student learning or of the overall student experience, (ii) ensuring that L&T policy and procedures are adhered to and are in line with L&T objectives/strategy  The move to Grade 7 would usually involve taking on responsibility for the assessment of work that contributes to the final qualification.  Once in grade 7, individuals should be committed to developing these basic skills.	Details (module title, code, level, credits) of the modules you have been teaching.  Numbers of lectures/sessions delivered, the numbers of students enrolled and the type of assessment.  Receiving positive feedback from students, or from peer review, or external examiners etc.
B2	Developed and delivered teaching materials to agreed quality standards.	Evidence should demonstrate that you are able to ensure the content of your teaching is at the appropriate standard.	Receiving positive feedback from students (eg scorecards, questionnaires, meetings with students)  Receiving positive feedback from peer reviews and observations, or SRDS comments.
B3	Demonstrated awareness of current research and knowledge in the field and of having integrated this into his/her teaching.	Examples provided should demonstrate that your teaching is underpinned by the latest/current understanding as appropriate to the level of students based on research/scholarship in the field and draws directly on this link. This may include your own research.	Revising teaching material for a particular module to reflect the current thinking in a given field  Incorporating own findings which have been published.  Bringing material up to date to fit current policy content.

B4	Undertaken activity in teaching-related scholarship, identifying and employing appropriate techniques and developing practice in light of this activity.	This criterion is not intended to be high level scholarship, but a demonstration that you reflect on your teaching practice – becoming a ‘reflective practitioner’. Evidence should demonstrate that you think about how and why things are taught as they are, where changes might be occurring or be made to enhance the learning experience of students. This may lead to improvements in pedagogy assessment or curriculum.	Designing and delivering own teaching using appropriate style/method to meet the identified learning objectives.  Completing some of the SDDU modules on learning and teaching.
B5	Taken part in course/module and programme development.	Evidence should demonstrate that you have been involved, at some level, in review to teaching approaches or module/programme curricula.	Actively engaging in reviewing and developing provision.  At School Away Day, putting forward ideas to improve and update a particular course in order to make it more attractive to students.
B6	Had responsibility for planning and managing his/her own teaching, managing his/her own workload and competing priorities, and of having taken action to ensure that overall timescales are met.	This criterion relates to working within an environment where there are competing priorities and differing timescales to ensure your workload is planned and carried out effectively. Evidence should also demonstrate the need to take action to ensure any problems/issues affecting the achievement of agreed deadlines are identified and addressed.	During marking period, being required to plan and prioritise sufficient time to undertake marking and other assessment within a tight timeframe.  Managing weekly preparation and delivery of teaching allocation whilst carrying out other necessary day to day activities.
<b>C Research</b>			
C1	Conducted individual or collaborative research, contributing to the generation of original research outputs.	Evidence should include a brief description of the research in which you have been involved and your role in delivering that research.  There is an expectation that you will have contributed to articles or papers.	Designing experiments, conducting fieldwork, data analysis, literature searches, drafting some sections of a paper for publication  Presenting papers at a conference.  Being named as a co-author of a refereed article
C2	Independently carried out day-to-day research, identifying or devising	Different disciplines will evidence this is in different ways: the arts/social sciences may be more self-directing, undertaking	Being given the task by the Project Leader to collect and analyse empirical data for a particular element of a project and taking the decision on appropriate

	appropriate research techniques.	small scale independent research, or providing research assistance to an individual member of staff. However, in the sciences, the responsibility may be more focussed on project management for a single element of a larger (collaborative) research project.	methodology, for example, conducting a series of face to face interviews. The work involved here might include identifying the individuals for interview, developing a schedule to collect the data and using appropriate software to assist with the analysis of the data.
C3	Worked with more experienced colleagues to develop his/her own research strategy.	In this case, strategy is the long term direction and scope of an individual's research activity and the building of a profile that is in line with appropriate objectives/priorities.	Discussing with the Research Group Leader /SRDS Leader/Probation Supervisor to reflect upon and identify the general direction for the development of your research career as well as shorter term opportunities.
C4	Had responsibility for planning and managing his/her own research, a small research/EKT project, or a stand-alone element of a broader project, managing his/her own workload and competing priorities and taking action to ensure that overall timescales are met.	It is recognised that the context in which individuals work differs according to the nature of the discipline and subject area. In some cases, independent research projects are more common, whereas in others collaborative research is the norm. This criterion looks beyond this context to the evidence an individual can offer in planning and managing their own work within whatever context they are conducting research.	In arts or social sciences areas the focus may be more on planning and producing original output.  In the sciences it may be more on collaborative activity, as part of a team, for example, planning and managing or contributing to funding bids.
C5	Contributed to the identification of opportunities for and development of new research/EKT activity.	Developing knowledge within a particular discipline/field and the need to identify new opportunities for furtherance of knowledge and/or its application. Evidence should also demonstrate the ability to have an overview of research themes and own specialist field to enable you to take an informed part in the development of new lines of enquiry/application.	Engaging in and contributing to research group discussions on a particular theme and considering potential opportunities for grant applications or appropriate sponsors to carry out research.

C6	Contributed to the dissemination of research findings within and outside the University.	Dissemination can be publication, conference presentation, poster presentation, seminars  Evidence should include examples both within and outside the University.	Contributing to the publication of original research in appropriate quality publications or other media – evidenced by being a named author.  Contributing to the preparation of and/or presenting papers/posters at conferences or workshops.
C7	Contributed to courses within the taught portfolio, and of having reviewed and updated his/her own course materials and delivered sessions using the most appropriate mode of delivery.	The amount of teaching is not required to be on a large scale and nor on a frequent basis.	Providing tutorial support, eg as a graduate demonstrator.  Delivering occasional guest lectures in relation to their subject speciality.
C8	Ensured current research is integrated into his/her teaching.	Examples provided should demonstrate that your teaching is underpinned by the latest/current understanding as appropriate to the level of students based on research/scholarship in the field and draws directly on this link. This may include your own research.	Revising teaching material for a particular module to reflect the current thinking in a given field  Incorporating own findings which have been published.  Bringing material up to date to fit current policy content.

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