

Academic Grade 10 Promotions Criteria

GUIDANCE

Excellence in Student Education

The criteria in bold text below set out what you need to demonstrate for entry level to Chair if you focus primarily on student education activity. Further guidance can be found below to help you select appropriate evidence for each of these. Where examples are given you should note that these are not exhaustive. They are there to illustrate the types of activity that fit the criterion described.

Section A

Please address **all** criteria in this section to demonstrate that:

SEA1	<p>You have a sustained reputation within and beyond the University for high quality delivery, development and innovation in taught student education and the student experience</p> <p><i>Context/additional information:</i></p> <p>Explain how your contributions have been recognised by a wide internal and external audience such that you can claim a significant reputation as a leader in the application of disciplinary and/or professional knowledge to academic activity which pushes forward curriculum, assessment, pedagogy or teaching policy development.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Having achieved Senior Fellowship of the HEA (or equivalent)• A sustained track record of invited and key note presentations at student education conferences and workshops• A high level of references to your student education work by others in the field• Invited contributions to publications in student education• Evidence of the wider application and impact of initiatives or developments that you have led
SEA2	<p>You have a record of outputs of high quality pedagogic research, textbooks for use within your discipline or other externally-recognised scholarly outputs or can demonstrate other dissemination and impact of your activity in student education</p> <p><i>Context/additional information:</i></p> <p>Explain how you have a record of producing high quality outputs or other forms of dissemination and describe the impact of your work beyond this institution.</p>
SEA3	<p>You have provided effective personal tutoring or other support and guidance to students</p> <p><i>Context/additional information:</i></p> <p>Evidence should show how you have provided support and guidance, taking into account individual circumstances, working to resolve issues, referring to specialist parties, as appropriate.</p>

SEA4	<p>You have played a lead role in influencing and shaping the direction of teaching, learning and assessment policy, methods and practices within your discipline or subject area</p> <p><u>Context/additional information:</u></p> <p>Give examples of where you have taken a leading role in determining and delivering the strategic direction for education. Evidence should demonstrate that as part of taking a lead role, you shape decisions which result in changes to teaching, learning or assessment activity.</p>
SEA5	<p>You have a record of providing strategic direction and oversight of the quality of the student experience, making a positive impact on student learning within your School, the University or your academic discipline</p> <p><u>Context/additional information:</u></p> <p>Give examples of where you have taken a leading role in providing strategic direction and oversight of the quality of the student experience, demonstrating how these have led to improvements.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Having led the review and implementation of a substantial initiative at school or University level to develop the quality of student education, ensuring objectives are met • Having led a school-wide review of programmes or programme of curriculum development to improve student learning opportunities • Having successfully led and developed your School's student education strategy as Director of Student Education
SEA6	<p>You have a record of playing a significant role in the wider academic or professional community and have influence over the strategic direction of pedagogic research or student education</p> <p><u>Context/additional information:</u></p> <p>Describe activities you have undertaken in the wider academic or professional community and how you have influenced the direction of pedagogic research or student education.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Leading on a review of teaching, learning and assessment policy and practices • Providing key advice to a government body • Taken a leading role on an external student education body within the academic or professional community
SEA7	<p>You have an ambitious and sustainable plan of future pedagogic research or the development of teaching practice and policy which reflects the University's direction</p> <p><u>Context/additional information:</u></p> <p>Outline your on-going plans for future scholarship, development and academic activity relating to teaching, pedagogical practice or policy development, including plans for resourcing of this programme, outputs and the dissemination of the work.</p>
SEA8	<p>You contribute to the research culture within your school</p> <p><u>Context/additional information:</u></p> <p>Describe activities you have been involved in which help to promote wider research agenda of the school.</p>

SEA9	<p>You are externally recognised by peers as an academic leader in your field</p> <p><u>Context/additional information:</u></p> <p>Describe how you have contributed as a leader in a particular academic field and the impact of that contribution (this may be in formal or informal roles). Note: evidence for your recognition as an academic leader will also be taken from referees' comments.</p> <p><i>Please refer to the Faculty Local Benchmark document for further context.</i></p>
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Section B

Choosing **3** of the following criteria please demonstrate that:

SEB1	<p>You input into the overall strategic direction for research of the school, faculty, university or academic discipline</p> <p><u>Context/additional information:</u></p> <p>Give examples of where you have taken a leading role in determining and delivering the strategic direction for research of your School/Interdisciplinary theme/Faculty/University or externally in your own academic community.</p>
SEB2	<p>You have had an identified role in achieving objectives, delivering change or interdisciplinary activity, building teams and delivering outcomes</p> <p><u>Context/additional information:</u></p> <p>Evidence should highlight what part you played in making changes, working with and/or leading others as well as the impact of such activities as a result of your contribution.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Taken a role in the review, development and implementation of an interdisciplinary initiative or particular area of a school strategic plan • Having organised an international conference in a new subject area and brought about change in the discipline or inter-disciplinary field • Being an active member of a committee of a national subject group and contributed to the development of the discipline or field
SEB3	<p>You routinely provide mentoring or support to colleagues, acting as a role model and helping them to develop and improve</p> <p><u>Context/additional information:</u></p> <p>Evidence should demonstrate significant experience of mentoring or supporting colleagues.</p>
SEB4	<p>You have successfully led public or education engagement activities in your academic area</p> <p><u>Context/additional information:</u></p> <p>Describe how you have raised the profile of the University or your academic area through your activities. Engagement activities can include outreach, widening participation, schools liaison.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Appointment to high level national/international industry/other sector body/role • Providing advice to boards of significant public bodies on the long term strategy of a particular national issue

SEB5	<p>You have initiated and led other external collaboration in any aspect of your academic role</p> <p><u>Context/additional information:</u></p> <p>Give examples of how you have established, managed and led external activities outside of the University.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Working with an external company, acting as project lead to develop a particular product
SEB6	<p>You have played a lead or other clearly identified role in obtaining the resources to successfully undertake major research projects, which may be through bids for grants or other awards as appropriate to the discipline</p> <p>Note: as there is an increasing and welcome focus by the University on collaborative and potentially interdisciplinary, research individual contributions as part of a team are entirely appropriate and can be used as evidence – please ensure you describe your distinctive contributions to research, grant applications and publications arising from these collaborations.</p> <p><u>Context/additional information:</u></p> <p>Please describe how you have successfully developed and managed major research projects. As part of this describe the resources required to undertake the projects and the role you played in securing these. For example include evidence of how you have ensured a continued record of leading bids for external grants or other awards with success as appropriate to the discipline so as to build appropriate groups or otherwise obtain resources for the activity. Evidence should show that you have developed different stages of research projects and activities as well as your specific responsibilities or contribution to the projects.</p> <p><i>Please refer to the Faculty Local Benchmark document for further context.</i></p>
SEB7	<p>You have a sustained record of academically excellent research outputs as evidenced within an international context</p> <p><u>Context/additional information:</u></p> <p>Please evidence that your outputs are recognised internationally across your field and are regarded as academically excellent within this arena. You will need to demonstrate a ‘sustained’ record of this which can be done by showing that your outputs have started to influence the research taking place in your field.</p> <p>Outputs are considered to include all appropriate formats for the discipline, and may include collaborative and/or interdisciplinary outputs where you can evidence a distinctive academic contribution.</p> <p>In providing this evidence you may want to focus on the principal outputs you have outlined within your application form.</p> <p>Alternatively, please provide evidence of how you have developed potential impact case studies to a similar standard.</p> <p><i>Please refer to the Faculty Local Benchmark document for further context.</i></p>
SEB8	<p>You have a record of translational activity with demonstrable impact</p> <p><u>Context/additional information:</u></p> <p>Describe how you have developed a record of translational activity through using your research findings and applying them in ways which have a positive impact on the wider economy and society. Alternatively, describe how your research has translated into various practical applications.</p>

SEB9	<p>You have a sustained record of effective PhD supervision</p> <p><u>Context/additional information:</u></p> <p>Your Academic CV should provide information about your record as a PhD or equivalent supervisor and there is no need to repeat that information in your application form. If you wish, you may use this section to describe any particular features of this area you would like to raise with the promotion panel.</p>
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Notes for applicants:

- In considering the 'continued record' or 'contribution' in these criteria, panels will make appropriate recognition of individual circumstances such as career breaks, maternity leave, long term illness and other significant events that may affect the applicants work as well as periods outside academia where funding, publication, PhD supervision and student education opportunities may be limited.
- The norm is that applicants will address all criteria in Section A and the required number from section B. However, we recognise that there may be justified cases where a different mix of criteria may be appropriate. If you feel that you cannot fully meet one (or more) of the criteria in Section A but that you can demonstrate an equivalent level of contribution against one (or more) than the required number of criteria in Section B, please discuss this with your HR Manager in the first instance.