
Promotions Criteria 2021 – Academic and Research Staff

The following framework has been developed to help guide Academic or Research staff wishing to apply for promotion by clarifying the kinds of evidence promotion committees look for. It applies to staff in the following roles: Teaching and Research (T&R); Teaching and Scholarship (T&S); or Research only (RO).

Recognising that careers can be varied, and that any individual may follow diverse pathways at different points of their journey, this framework allows maximum flexibility across all kinds of contribution that can be made.

All candidates must provide evidence of their contribution to the delivery of the University's Strategy, and explicitly demonstrate how they have upheld the values of the University.

In addition, all cases for promotion should be based on selected examples of work within three of the four areas of the academic endeavour:

- (1) **Research/Scholarship**¹ (R/S) – mandatory for all staff
- (2) **Education** (E) – mandatory for all T&R/T&S staff
- (3) **Service & Leadership** (S&L) – optional
- (4) **Engagement, Impact & Enterprise** (EIE) – optional

Performance in these areas will be assessed on a four-level scale, regardless of career stage:

Level D – Making a successful contribution in the area

Level C – Making a successful², sustained³, and distinctive⁴ contribution in the area

Level B – Making a successful, sustained, distinctive, significant⁵, impactful⁶ and nationally⁷ recognised contribution in the area

Level A – Making a successful, sustained, distinctive, significant, impactful, internationally⁸ recognised and strategic contribution in the area

¹ Research is defined using the REF definition, namely *a process of investigation leading to new insights, effectively shared*. (REF). Scholarship is defined as pedagogic or professional enquiry.

² Attended with, characterised by, or resulting in success. (OED)

³ To keep or maintain at the proper level, standard, or rate. To maintain or continue with...; to keep up without intermission (OED)

⁴ Having the quality of distinguishing; serving or used to distinguish or discriminate; (OED)

⁵ Sufficiently great or important to be worthy of attention; noteworthy; consequential, influential. (OED)

⁶ Impactful – Having a significant impact or effect (OED)

⁷ Nationally recognised – Having influence or traction within the four home nations of the UK

⁸ Internationally recognised – Having influence or traction within countries beyond the UK

Depending on the career profile of the applicant, current career focus and the level being applied for, the relative weighting of the areas will be differentiated as below:

Promotion to Grade 8 (Lecturer T&R/T&S, Researcher) – CCD or BDD

Promotion to Grade 9 (Senior Lecturer T&R/T&S, Researcher) – BCD, CCC, or ADD

Promotion to Grade 9 (Reader) – BBD, BCC, or ACD

Promotion to Grade 10 (Chair) – ABD or ACC

The highest level of performance for each grade **does not need to be in one of the mandatory areas** (Research/Scholarship (R/S) or Education (E)).

When using benchmarking data as an element of promotions, the committees will make decisions in line with the principles of [DORA](#), recognising that each metric has advantages and flaws – assessing performance is best done using a basket of metrics and evaluative criteria. Applicants may also wish to refer to the national [HERA role profiles](#) for academic staff as a guide in self-assessing their readiness to make an application for promotion.

In reaching its decision on applications for promotion, the Annual Review Committee (in the case of applications for promotion to Grade 8 Lecturer/Researcher or Grade 9 Senior Lecturer/Researcher) and the University's Readership and Personal Chair Committee (in the case of applications for promotion to Reader or Chair) will consider the totality of the contribution of the applicant in relation to the areas, and will seek the views of independent external assessors to support its assessment and judgment.

Academic promotions committees will look for a range of evidence of contribution at the levels cited above. For the guidance of applicants, examples of indicators commensurate with the achievements expected of staff to reach each level (D to A) are provided in the tables below. These guidelines are a framework, and these examples are neither prescriptive nor exhaustive. *There is **no expectation** that any member of staff at whatever grade will achieve excellence across all indicators. There is also **no set number of required indicators** for each level of activity.*

Examples of Indicators of Excellence – purely indicative, not prescriptive or exhaustive

Level	Research/Scholarship (R/S) <i>Mandatory for all</i> Examples may include:	Education (E) <i>Mandatory for T&R/T&S</i> Examples may include:	Service & Leadership (S&L) <i>Optional category</i> Examples may include:	Engagement, Impact & Enterprise (EIE) <i>Optional category</i> Examples may include:
D	<ul style="list-style-type: none"> Engaging in conducting high quality research Engaging in conducting high quality pedagogical enquiry Production of discipline appropriate research outputs one of which is internationally excellent Production of discipline appropriate scholarly outputs Submitting or contributing to high quality research grant applications Engaging in research student supervision Active involvement in impact and engagement activities based on research and/or scholarship 	<ul style="list-style-type: none"> Working with others, design and deliver teaching/clinical teaching to a high standard as evidenced by evaluation methods, peer review and professional/regulatory body feedback where appropriate Contribute to the effective and efficient management and organisation of modules as evidence by student feedback, peer observation, line manager review, or external examiner comments Demonstrate best practice and a development of 	<ul style="list-style-type: none"> Successfully carry out academic administrative duties Carry out student welfare duties as appropriate Active engagement in school/discipline management activities and take on at least one academic management responsibilities (e.g., Recruitment, Admissions, Conversion (RAC), Internationalisation, placement convenor) Membership of school/university committees or working groups 	<ul style="list-style-type: none"> Engaged in business development activities (e.g., Recruitment, Admissions, Conversion [RAC], Internationalisation, unregulated income) Representing discipline at external committees/groups Engaging in knowledge exchange/commercialisation activities Active in public engagement endeavours (e.g., presentations at Festival of the Future, Café Science, Café Arts) Participate in professional/clinical practice as appropriate Engaging with colleagues and activities in other parts of the University

Level	Research/Scholarship (R/S) <i>Mandatory for all</i> Examples may include:	Education (E) <i>Mandatory for T&R/T&S</i> Examples may include:	Service & Leadership (S&L) <i>Optional category</i> Examples may include:	Engagement, Impact & Enterprise (EIE) <i>Optional category</i> Examples may include:
D		<p>innovative approaches to learning, teaching and assessment in a variety of settings</p> <ul style="list-style-type: none"> • Demonstrate how research informs teaching • Contribute to curriculum planning and development • Completion of PG Cert HE, FHEA or equivalent qualification • Deliver teaching and training to TPG and RPG students • Submitting or contributing to high quality bids for income generating educational activities 	<ul style="list-style-type: none"> • Planning and delivery of externally funded projects as part of a team (or individually) • Working with others to prepare reports and proposals for external bodies • Engaging with Equality, Diversity and Inclusion activities • Undertaking an agreed amount of time in delivery of a clinical service or in other professional practice • Undertaking activities in support of School Strategic Plan 	<ul style="list-style-type: none"> • Working with others to develop pathways to impact • Engaged in consultancy activities
C	<ul style="list-style-type: none"> • Successful external grant applications from UKRI, major charity, government, or other discipline appropriate sources • Production of at least three internationally excellent 	<ul style="list-style-type: none"> • Leading on distinctive contributions to innovations in teaching and assessment within discipline 	<ul style="list-style-type: none"> • Distinctive contribution to school/university committees or working groups • Distinctive contribution school/discipline 	<ul style="list-style-type: none"> • Successful business development activities (e.g., RAC, internationalisation, growth in unregulated income)

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C	outputs (or discipline specific equivalent) in past six years <ul style="list-style-type: none"> • Production of at least 3 high-quality discipline appropriate scholarly outputs in line with discipline quantitative norms • First supervisor for at least one RPG student or RA • Invited to act as external PhD examiner • Invitations to speak at national conferences • Leading on producing interdisciplinary funding bids • Contributing to interdisciplinary publications • Leading on impact and engagement activities with clear potential to feed into impact case studies • Presenting papers at national conferences 	<ul style="list-style-type: none"> • Active in educational innovations across school/university • Developing, implementing and reviewing new learning and teaching approaches, especially in response to current pedagogical research, subject research and/or regulatory body requirements • Developing and sharing effective module/curriculum enhancements, especially in response to student feedback • Evidence of success in a substantial School education-leadership role • Evidence of personal impact in Departmental/School projects and/or initiatives aimed at 	management activities and takes on at least one academic management responsibilities (e.g., RAC, internationalisation, placement convenor, programme director, year tutor) <ul style="list-style-type: none"> • Successfully leading initiatives within discipline • Acting as a school champion for a key strategic priority (e.g., Athena Swan, Stonewall, Data, Student voice) • Successful mentoring of other staff • Distinctive contribution to student welfare duties • Make a distinctive contribution to a 	<ul style="list-style-type: none"> • Successful and distinctive leadership at external committees/groups relevant to discipline or school • Successful and distinctive contribution to knowledge exchange activities • Successful and distinctive contribution to RAC activities of school/discipline • Winner of school or institutional engagement prize or award • Taking a lead in public engagement activities for school or discipline (e.g., leading on public engagement working groups, contributing to the activities of the Public Engagement Forum) • Taking a lead in developing pathways to impact • Engaging in funded consultancy activities

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C		enhancing teaching and the student experience <ul style="list-style-type: none"> • Effective pedagogy within the discipline, possibly including conference presentations, peer-reviewed publication and/or through professional body activity or similar • Successfully developing or taking forward initiatives to support equality, diversity & widening participation amongst the student body • Leading the delivery of teaching and training to TPG and RPG students • Successfully design and deliver modules and assessment methods to high standard as evidenced by student feedback, peer 	clinical service or in professional practice <ul style="list-style-type: none"> • Supporting colleagues through engaging in internal peer review process (e.g., reviewing grant applications, publications, teaching) 	<ul style="list-style-type: none"> • Serve on professional bodies (PSRBs) at national (Scot/UK) and international equivalents

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C		<p>evaluations, line manager observation, external examiner review, or professional regulatory bodies feedback</p> <ul style="list-style-type: none"> Significant role in the management, design and review of curriculum including evidence of enhancement or improvement 		
B	<ul style="list-style-type: none"> Successful grant applications exceeding the discipline benchmark median for grant spend per year or other income generation activities exceeding discipline average (e.g., consultancy) Production of at least four internationally excellent outputs (or discipline specific equivalent) in past six years Production of at least four high quality scholarly outputs in line with discipline norms for volume and type 	<ul style="list-style-type: none"> Significant University or cross school role in the management, design and review of curriculum with evidence of some external impact or engagement Major contribution to University L&T initiatives indicating individual role Established, externally recognised, track record of leading significant L&T activities at school/institutional level 	<ul style="list-style-type: none"> Successfully carrying out significant leadership roles within the School, University or professionally Leading significant initiative for School or University (e.g., REF UoA coordinator, leading Periodic Programme Reviews) Successfully leading high impact partnerships with key stakeholders 	<ul style="list-style-type: none"> Sustained, significant and impactful leadership at external committees/groups relevant to discipline or school Sustained and significant track record of business development activities with demonstrated financial and academic impact (e.g., RAC, internationalisation, growth in unregulated net income) Sustained leadership in knowledge exchange

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B	<ul style="list-style-type: none"> • Successful RPG supervision above benchmark discipline median • Invitation to speak at international conferences • Securing external fellowship • Awarded prize for research or scholarly outputs • Contributing to interdisciplinary publications that advance one or more disciplines • Leading on successful interdisciplinary funding bids • Evidence of impact on external policy or practice that could contribute to REF impact case studies • Contribution to wider professional activities based on research or scholarly expertise (e.g., journal editing, reviewing, external committee membership) • Contribution to development of research strategies for 	<ul style="list-style-type: none"> • including curriculum revision and or development • Senior FHEA or equivalent qualification • Winner of institutional and/or regional teaching prize or award • Leading initiatives to support equality, diversity & widening participation amongst the student body • Successfully leading funded educational projects as evidenced by impact and/or publication or other scholarly outputs based on L&T (national frameworks, curriculum benchmarks or similar) • Acting as external programme reviewer /external examiner at other HEI (or similar) 	<ul style="list-style-type: none"> • Leadership in student welfare activities • Successfully supporting staff as line manager or mentor through probationary and/or promotions processes • Successfully leading a significant strategic initiative within the University • Ensuring teams within school and/or across the University work together • Providing leadership around supporting colleagues • Make a significant and impactful contribution to a clinical service or in professional practice • Line management responsibilities • Successfully supporting colleagues through 	<ul style="list-style-type: none"> • activities with regional or national impact • Sustained and significant track record of RAC activities (e.g., RAC, internationalisation) • Recognised as a national authority in engagement, impact and enterprise within subject area • Winner of national public engagement prize or award • Successfully leading funded public engagement • Successfully developing and leading significant impact pathways • Engaging in funded consultancy at a national level

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B	discipline, school or wider profession <ul style="list-style-type: none"> • Make presentations or exhibitions at national or international conferences • Influence development of new knowledge and understanding in discipline due to research or scholarly expertise 	<ul style="list-style-type: none"> • Consistent and leading contribution to shaping the field of professional practice locally and/or nationally • Developing significant innovations in the teaching and training of TPG and RPG students with evidence of success • Contributed to the development of educational standards for professional bodies or election to PSRB national committee or similar 	leading in internal peer review processes (e.g., reviewing grant applications, publications, teaching)	
A	<ul style="list-style-type: none"> • Sustained successful grant applications reaching discipline benchmark upper quartile for grant spend per year or other income generation activities in upper quartile of discipline benchmark (e.g., consultancy) • Production of at least four outputs (or discipline specific 	<ul style="list-style-type: none"> • Principal FHEA or equivalent qualification • Invitations to speak at national/ international conferences) • Evidence of successful leadership of curriculum reform at national level • Significant track record of successful new 	<ul style="list-style-type: none"> • Track record of successfully carrying out strategic leadership roles with clear positive impact on discipline, profession, school and/or university • Sustained and significant strategic 	<ul style="list-style-type: none"> • Significant and sustained leadership of business development activities (e.g., RAC, internationalisation, growth in unregulated net income) with demonstrable strategic impact • Significant and sustained leadership in knowledge

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A	<p>equivalent) in past six years, which are at least internationally excellent, two of which should be world-leading</p> <ul style="list-style-type: none"> • Production of at least four high quality scholarly outputs in line with discipline norms for volume and type in the past six years • Evidence of a sustained, significant and strategic influence or contribution to the discipline subject as evidenced by appropriate discipline measures (e.g., h-index, professional awards, esteem factors, etc) • Seminal achievement in research or scholarship • Successful RPG supervision exceeding discipline median in benchmark institutions • Regular invitations to give keynote addresses, seminars 	<p>programme development (with quality and scale indicators)</p> <ul style="list-style-type: none"> • Lead role in development of major educational strategy, e.g., School - wide portfolio review, developing national/international subject/discipline teaching best practice • Sustained track record of leading development of teaching • Recognised international expert in teaching & learning, for example through subject recognition or PSRB • Recognised international expert in the teaching and training of TPG and/or RPG students • Lead on the development of major educational 	<p>leadership at national or international level</p> <ul style="list-style-type: none"> • Sustained successful management and leadership activities at a University level • Sustained and significant leadership in development of national or international policy • Leadership on major public service committee • Internationally recognised expert in an area of student welfare • A track record of successfully leading significant strategic initiatives within the University • Track record of leading collaborative partnerships with other institutions, e.g., new 	<p>exchange activities with international impact</p> <ul style="list-style-type: none"> • Significant and sustained leadership in the promotion and marketing of the discipline, school <i>and</i> institution • Significant and sustained leadership at national and international committees/groups relevant to discipline or school • Recognised as an international authority in subject area • Winner of national/international public engagement prize or award (e.g., NTF, PSRB national award) • Significant and sustained delivery and leadership in strategic public engagement activities • Sustained strategic leadership in developing

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A	or papers at international conferences <ul style="list-style-type: none"> • Prestigious fellowship • Prestigious international awards for research or scholarly outputs • Leading authority in the subject with considerable national or international reputation • Delivering on successful interdisciplinary funding bids with demonstrated impact across fields • Lead collaborative partnerships with other institutions • Sustained successful management and leadership of large research teams • Sustained successful management and leadership of teams conducting scholarly work 	initiative with national or international significance <ul style="list-style-type: none"> • Evidence of successful development of initiatives linking students to employment (skill development, internship schemes, placements) that have both volume and scale in terms of student engagement • Effective pedagogy and/or educational development within the discipline, possibly including winning grants to support innovation in teaching, conference presentations, peer-reviewed publication, and/or through professional body activity • Winner of a national or international teaching prize or award 	international relationship, or articulation routes <ul style="list-style-type: none"> • A sustained, successful track record of appraising and advising staff on their personal and career development plans • A sustained track record of promoting a collegiate approach • Sustained and significant leadership of interdisciplinary projects • Make a distinctive and strategic contribution to a clinical service or in professional practice • Significant successful line management responsibilities • Successfully supporting colleagues through leading in university- 	impact at an institutional level <ul style="list-style-type: none"> • Significant track record of leading funded public engagement projects • Significant track record of being consulted by other institutions or organisations in the areas of public engagement, enterprise or impact • Engaging in funded consultancy at an international level • Engaging in pro bono consultancy at an international level that has demonstrated impact

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A			wide peer-review processes (e.g., reviewing grant applications, publications, teaching)	

Examples of potential Benchmarking Data

When using benchmarking data as an element of promotions the University will make decisions in line with the principles of [DORA](#), recognising that each metric has its advantages and flaws. Assessing performance is best done using a basket of metrics and evaluative criteria.

- Research income per academic – HESA cost centre specific for Wesley group (or other appropriate comparator group)
- Research student per academic - HESA cost centre specific for Wesley group (or other appropriate comparator group)
- H-index – subject specific norms where available for Wesley group
- Baseline citation reports – subject specific norms where available
- Outputs – type and number discipline specific
- Total income per academic – Would require data sharing agreement with Wesley group (or other appropriate comparator group)