



# RECOGNISING AND REWARDING ACADEMIC EXCELLENCE

4 November 2019

## **JOINT FOREWORD FROM THE UNIVERSITY AND UCU**

In September 2018 the University initiated a review of its academic promotion scheme. Early engagement with the academic community and subsequent engagement through UCU has been at the core of the review. The University and UCU have encouraged staff to participate in this review and to actively inform the development of the new scheme. The involvement of colleagues across eight 'campus conversation' events in October and November 2018 has been invaluable to the process and we would like to thank everyone who participated.

Following early stage discussions with UCU at our regular Joint Negotiating Committee (JNC) meetings, the University and UCU entered a period of in-depth engagement since the 15 April 2019, comprising six consultation meetings and the exchange of documentation. The University would like to formally thank and acknowledge the very significant contribution made by UCU over the six meetings. UCU have helped the University to better understand the views of staff in relation to academic promotion. The final draft which has been developed has been significantly influenced and improved as a result of the input from UCU.

UCU welcomes the engagement with the University and the willingness to address staff concerns about the proposed policy. The UCU also welcomes that the policy will be subject to early review, which will allow the University and the trade union to monitor the process and to respond to staff feedback.

UCU have not felt able to endorse the new scheme due to continued areas of difference, however the union acknowledges the University's desire to launch the process so that staff do not have to wait further to access the scheme.

The University has made a commitment to undertaking equality screening activity at every key milestone of the new application process to ensure any potential concerns are identified as early as possible. The new scheme will run three times each year. On each of the first three occasions the University will actively assess the outcomes to ensure that the scheme is delivering equality of opportunity.

Both the University and UCU acknowledge the constructive manner in which the discussions have taken place and commit to future positive engagement.

## 1. BACKGROUND

At Ulster University we seek to create a culture that enables and supports our academic staff to develop their careers, optimise their potential and fully achieve their ambitions.

Academic promotions are intended to recognise the personal growth of an individual and set expectations for their future performance. One of the key principles that underpins academic promotions is that, as a member of academic staff develops their skills, experience, expertise and esteem their role will grow with them. Promotion is a formal recognition of growth and development to date which sets expectations for future performance. It is not a reward for what a person has done in the past.

The academic promotion scheme is firmly rooted in our principles on **Academic Excellence** and is closely aligned with the delivery of the **Five and Fifty** strategic plan.

This document details the process under the following headings:

- Principles that guide the Promotion Scheme
- Promotion Pathways
- The Application Process
- The Assessment Process
- Supporting academic staff in their Career Planning

## 2. PRINCIPLES THAT GUIDE THE PROMOTION SCHEME

The following principles will apply to all promotions:

- The development of the promotion scheme has been guided by **4 Ps** namely promotion is a recognition based on **Peer esteem/academic performance** and for an academic member of staff is a framework for **Probation, Performance expectations** and **Promotion** throughout the academic career.

- Promotions are on the basis of merit. Seniority or long service are not grounds for promotion.
- The promotion process should be simple and transparent and there is no preferred or quicker route for promotion to Senior Lecturer, Reader or Professor.
- The University is committed to promoting equality, diversity and inclusion. Selection criteria and promotion processes will be regularly reviewed to ensure barrier-free progression for all staff. A review of the new scheme will be undertaken after the first cycle.
- The range of activities undertaken by academic staff is wide and diverse. Promotion criteria will ensure that Academic Excellence in all its forms is appropriately recognised within the promotion process.
- Senior Lecturers, Readers and Professors, will join a broad community of academic leaders and must demonstrate appropriate leadership attributes and behaviours.
- Colleagues who are unsuccessful in their application will be given the opportunity to work with their Head of School to put in place a professional development plan to support a future application.

### **3. PROMOTION PATHWAY**

Promotion is based on a single common pathway.

Applicants for promotion will be assessed in three areas:

- **Academic Excellence in Teaching**
- **Academic Excellence in Research and Impact**
- **Academic Excellence in Civic and Institutional Contribution**

**The criteria associated with each of these assessment areas are detailed in the attached appendices.**

The panel assessing applicants for promotion will score each of these three elements as follows:

**No points awarded** = the applicant is not performing at the level expected of their current role/job description <sup>1</sup>

**A score of 1** = the applicant is delivering expectations of current role/job description

**A score of 2** = the applicant is delivering expectations of role/job description above current role/job description

The maximum score available is 6 (i.e. a score of 2 in each of the three assessment areas).

**NOTE:** It is important to note the 'descriptors' attached to each of the scores above. The score relates to the expectations of the applicant's current role.

The assessment is therefore relative to the expectation of the applicant's role. If for example a person is not expected to teach in their current role, they should not be disadvantaged by this and therefore their score for Academic Excellence in Teaching would automatically default to a score of 1 (rather than 'no points awarded'). Similarly if a person has a 'teaching only' role they may receive a default score of 1 for Academic Excellence in Research and Impact.

#### **4. THE APPLICATION PROCESS**

Applicants for promotion should submit a short evidence portfolio via the Universities e-recruitment platform (maximum 10 pages and publications will be referenced via a SharePoint link).

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<sup>1</sup> This assessment is for the promotion process solely.

**Applicants for promotion can apply at any point in the year. The University level committee will meet on three occasions each year to assess applications received.**

**Applicants who are unsuccessful cannot reapply for at least 12 months and must respond to the issues raised by University level Committee when they next apply.**

References must be obtained in advance of the application progressing to the University level committee.

## **5. THE ASSESSMENT PROCESS**

The first stage in the application process will be an initial validation of the information in the portfolio of evidence by the applicant's Head of School. Where appropriate the Head of School may involve the Research Director. The applicant will submit his/her application to the Head of School, who will provide a short statement on the accuracy of the information in the application. The Head of School makes no assessment of the merits of the case for promotion.

Before progressing to the next stage of the assessment process references are required.

For applications for promotion to Professor two references must be provided. One referee should be nominated by the applicant and will be a person who can directly comment on the applicant's skills, abilities, personal qualities and academic standing. The second referee will be nominated by the applicant's Head of School, in consultation with the applicant, and will be a person who is able to make an independent assessment of the applicant's work. Where appropriate the Head of School may involve the Research Director in identifying the second referee. Where there is any disagreement between the Head of School and the applicant in relation to the name of the second referee the matter will be referred to the Executive Dean. For posts other than Professor an external reference is **not** required.

Following receipt of the reference(s) the application will then progress to the University promotion committee

The composition of the assessment panel will be determined by the Vice-Chancellor and may include the Executive Deans. The Executive Dean of the applicant's Faculty will attend to introduce the applicant but will not participate in the assessment process.

The promotion committee will make an assessment based on all of the evidence available to it (i.e. the application form, publications and the references). The promotion committee will score the application using the scoring grid at section three above.

To be promoted an applicant:

- Must achieve an overall score of 5 from the 6 points available
- Must not score zero in any of the three areas assessed

Applicants who are unsuccessful are not permitted to apply again within the next 12 months.

Staff with a 'live' disciplinary warning are not eligible to apply for promotion.

## **6. SUPPORTING ACADEMIC STAFF IN THEIR CAREER PLANNING**

The University wishes to enable and support our academic staff to develop their careers, optimise their potential and fully achieve their ambitions.

The Head of School has an important role to play in supporting the career development of academic staff. As part of regular one-to-one meetings and at formal appraisal meetings, the Head of School should discuss career aspirations and offer appropriate support and guidance. These conversations should begin at induction, continue through probation and should be a regular feature of performance discussions throughout the employee's career at the University.

It can be very disappointing for an applicant, where their application has been unsuccessful. The Head of School should work with unsuccessful applicants to assist with their career planning and to offer support and guidance in addressing areas for development. It is important that a meeting between the Head of School and the unsuccessful applicant takes place as soon as possible but not later than one month after the outcome of the application is known and should be conducted in a caring and supportive manner.

## EXPLANATORY NOTE ON PROMOTION CRITERIA

The tables below details the type of evidence required in the three assessment areas:

- Academic Excellence in Teaching;
- Academic Excellence in Research and Impact; and
- Academic Excellence in Civic and Institutional Contribution.

It is important to note that the examples of possible evidence that might be given are not intended to be exhaustive or restrictive, rather the criteria listed are intended to illustrate the type of evidence the applicant may wish to cite. The committee assessing applicant's for promotion will consider all of the evidence presented 'in the round'. If for example an applicant does not meet one, or some, of the criteria listed in the section on Academic Excellence in Teaching, this may be compensated by strengths in other criteria within the same section. Assessors will be looking for 'best fit' to one of the columns for each of the three assessment areas.

Applicants are welcome, and encouraged, to present other evidence not detailed in the criteria below, if they believe that it will support the assessment 'in the round'. In that regard applicants are encouraged to create their own narrative of their career contributions to their subject, profession, University and civic society as appropriate.

**Lest there be any confusion, applicants do not need to satisfy each and every criterion listed. A balanced and proportionate assessment will be made based on all of the evidence presented to the panel.**

The tables attached are presented to provide applicants with an indication of the type and volume of evidence required to support an application for promotion. There are however some of the criteria that are essential for promotion to a particular grade. These have been highlighted in yellow.

**No weighting has been applied to these criteria and the order in which they appear does not imply a weighting.**



**NOTE FOR PART-TIME STAFF (Salaried employees working less than full-time hours)**

As the application process is designed to view an applicant's strengths in the round, taking into account their current role and terms of employment, we will take into consideration applicants' achievements proportionate to their hours of work. It is not expected that staff on fractional contracts will meet the same quantity of criteria as their full time equivalents. As supportive mentoring is integral to the application process, with a view to encouraging all staff to reach their potential, fractional staff will be able to seek advice from the appropriate line manager/mentor about what criteria they could best address. Where a criterion is quantitative in nature, for staff working less than full-time, the quantity detailed in the criterion will be reduced proportionate to the person's hours of work.

The criteria in the attached appendices will be considered when setting criteria for probation and performance.

Appendix One: Academic Excellence in Teaching

Note: In order to achieve a score of 2 for an area, applicants must meet the criteria in yellow for the grade to which they wish to be promoted

	Lecturer Indicative profile	Senior Lecturer Indicative profile	Reader Indicative profile	Professor Indicative profile
Subject delivery and teaching activity	<p>Candidates will be recognised as competent teachers in their subject area. They will be able to demonstrate evidence of successful teaching.</p> <p>This may be evidenced by such things as:</p> <ul style="list-style-type: none"> <li>• Positive peer evaluations.</li> <li>• A demonstrable commitment to effective practice.</li> <li>• Effective use of teaching, learning and assessment methods including the effective utilisation of electronic resources.</li> <li>• A reflective narrative as to how the candidate has engaged with and acted upon student and peer feedback to academic practice.</li> <li>• Other evidence of effectiveness and/or innovation as the applicant feels might be</li> </ul>	<p>Candidates will be recognised as high quality teachers and subject experts in their area. They will be able to demonstrate evidence of successful teaching innovation, and will have actively disseminated effective practice.</p> <p>This may be evidenced by such things as:</p> <ul style="list-style-type: none"> <li>• Positive peer evaluations.</li> <li>• Disseminated effective practice (through school, faculty or university-level initiatives).</li> <li>• Innovative development and leadership within the school/faculty and the university more widely in the use of teaching, learning and assessment methods e.g. the creative utilisation of electronic resources and active learning pedagogy.</li> <li>• A reflective narrative as to how the candidate has engaged with and acted upon student and peer feedback, with some evidence of enhancement to academic practice.</li> </ul>	<p>Candidates will be recognised as high quality teachers and national subject experts in their area. They will be able to demonstrate evidence of mature successful teaching innovation, and will have disseminated best-practice beyond the bounds of the university.</p> <p>This may be evidenced by such things as:</p> <ul style="list-style-type: none"> <li>• A track record of positive peer evaluations.</li> <li>• Disseminated effective practice (Both nationally and through faculty or university-level initiatives).</li> <li>• Innovative development and sustained leadership within the school/faculty and the university more widely in the use of teaching, learning and assessment methods e.g. the creative utilisation of electronic resources and active learning pedagogy.</li> <li>• A reflective narrative as to how the candidate has engaged with and acted upon student and peer</li> </ul>	<p>Candidates will be recognised as very high quality teachers and national and/or international subject experts in their area. They will be able to demonstrate evidence of mature successful teaching innovation, and will have disseminated best-practice nationally and/or internationally.</p> <p>This may be evidenced by such things as:</p> <ul style="list-style-type: none"> <li>• A sustained track record of positive peer evaluations.</li> <li>• Disseminated effective practice (Both nationally and/or internationally and through University-level initiatives) Innovative development and sustained leadership within the faculty and the university more widely in the use of teaching, learning and assessment methods e.g. the creative utilisation of electronic resources and active learning pedagogy.</li> <li>• A reflective narrative as to how the candidate has engaged with and acted upon student and peer feedback, with robust evidence of a</li> </ul>

	<p>appropriate to their case for promotion.</p>	<ul style="list-style-type: none"> <li>• Other evidence of effectiveness and/or innovation as the applicant feels might be appropriate to their case for promotion.</li> </ul>	<p>feedback, with good evidence of enhancement to academic practice.</p> <ul style="list-style-type: none"> <li>• Other evidence of effectiveness and/or innovation as the applicant feels might be appropriate to their case for promotion.</li> </ul>	<p>number of enhancements to academic practice.</p> <ul style="list-style-type: none"> <li>• Other evidence of effectiveness and/or innovation as the applicant feels might be appropriate to their case for promotion.</li> </ul>
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<p><b>Contribution to viability and growth of provision</b></p>	<p><b>Candidates will have a record of contributing to the viability and growth of provision - e.g. supporting the development and delivery of non-regulated teaching income.</b></p> <p>This may be evidenced by the following:</p> <ul style="list-style-type: none"> <li>• Supporting the development of curricula or methods of teaching designed to attract new student groups - for example international students, part-time students, post-graduate students or apprenticeships.</li> </ul>	<p><b>Candidates will have a record of leading initiatives that support the viability and growth of provision e.g. non-regulated teaching income, grants or other income generating activity (short courses, summer schools etc.).</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Development of, and the successful marketing of, curricula or methods of teaching designed to attract new student groups - for example international students, part-time students, post-graduate students or apprenticeships.</li> <li>• An established reputation with external agencies/clients and a portfolio of activities that leads to financial, reputational or other significant benefits to the university.</li> <li>• Grants awarded in support of pedagogic research.</li> </ul>	<p><b>Candidates will have a sustained track record of leading initiatives that support the viability and growth of provision e.g. non-regulated teaching income, grants or other income generating activity (short courses, summer schools etc.).</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Leadership in the development of and the successful marketing of curricula or methods of teaching designed to attract new student groups - for example international students, part-time students, post-graduate students or apprenticeships. An established reputation with external agencies/clients and a portfolio of activities that leads to financial, reputational or other significant benefits to the university.</li> <li>• Grants awarded in support of pedagogic research.</li> </ul>	<p><b>Candidates will have a sustained track record of leading initiatives that support the viability and growth of provision e.g. non-regulated teaching income, grants or other income generating activity (short courses, summer schools etc.).</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Leadership in the development of and the successful marketing of curricula or methods of teaching, designed to attract new student groups - for example international students, part-time students, post-graduate students or apprenticeships. Leadership across modes of delivery - for example distance learning and/or work-based (bespoke) learning - including apprenticeships.</li> <li>• An established national or international reputation with external agencies/clients and a portfolio of activities that leads to financial, reputational or other significant benefits to the university.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Grants awarded in support of pedagogic research.</li> </ul>
<b>Mentoring and supervision</b>	<p><b>Candidates should be active in the supervision of students.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Research/independent study supervision .</li> <li>• A significant role in providing pastoral care and guidance to students.</li> </ul>	<p><b>Candidates should have a record of mentoring and/or supervising staff and students.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Significant contribution to teaching development through programmes or activities that benefit others e.g. contribution to teaching events or to internal/external publications about teaching.</li> <li>• A capacity to mentor and provide leadership to junior academic and/or support staff.</li> <li>• Responsible and effective involvement in the broader arena of the faculty and/or the university, including where appropriate, a significant period in a role providing pastoral care and guidance to students or colleagues.</li> </ul>	<p><b>Candidates should have a sustained track record of mentoring staff and supervising staff and/or students.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• A leading contribution to teaching development through programmes or activities that benefit others e.g. contribution to teaching events or to internal/external publications about teaching.</li> <li>• A track record of mentoring and/or providing leadership to junior academic and/or support staff.</li> <li>• Leading involvement in the broader arena of the faculty and/or the university, including where appropriate, a significant period in a role providing pastoral care and guidance to students or colleagues.</li> </ul>	<p><b>Candidates should have a sustained track record of mentoring staff and supervising staff and students.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• A sustained leading contribution to teaching development through programmes or activities that benefit others e.g. contribution to teaching events or to internal/external publications about teaching.</li> <li>• A track record of mentoring and providing leadership to academic and/or support staff.</li> <li>• Leading involvement in the broader arena of the faculty and/or the university, including where appropriate, a significant period in a role providing pastoral care and guidance to students or colleagues.</li> <li>• Being a role model for learning and teaching practice within their faculty and/or the wider university.</li> </ul>

<b>Esteem</b>	<p><b>Candidates should contribute to activities that bolster the national and international teaching reputation of the university.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Candidates will hold, as a minimum, Fellowship of the Higher Education Academy.</li> <li>• Membership of professional body or academic society.</li> </ul>	<p><b>Candidates should undertake activities that contribute to the national and international teaching reputation of the university.</b></p> <p>This may be evidenced by at least four of the following:</p> <ul style="list-style-type: none"> <li>• Candidates will hold, as a minimum, Fellowship of the Higher Education Academy.</li> <li>• External experience of the evaluation of learning, teaching and assessment e.g. QAA reviewer and/or ongoing involvement in external examining.</li> <li>• Recognition through the University's Distinguished Teaching Fellowship scheme (or predecessor scheme) and/or a university nomination to the National Teaching Fellowship scheme.</li> <li>• Other national individual or team awards for teaching excellence.</li> <li>• Editorial roles including membership of editorial boards or conference organising committees in the field of higher education or subject specific pedagogy.</li> <li>• Recognition through the Students' Union Learning and Teaching Awards.</li> <li>• Active role within a professional body or academic society.</li> <li>• SEDA Fellowship and/or ALT membership.</li> <li>• Invited presentations at other institutions or at conferences.</li> </ul>	<p><b>Candidates should undertake activities that contribute to the national and international teaching reputation of the university.</b></p> <p>This may be evidenced by at least five of the following:</p> <ul style="list-style-type: none"> <li>• Candidates will hold, as a minimum, Senior Fellowship of the Higher Education Academy.</li> <li>• External Examining.</li> <li>• External experience of the evaluation of learning, teaching and assessment e.g. QAA reviewer and/or sustained involvement in external examining.</li> <li>• Recognition through the University's Distinguished Teaching Fellowship scheme (or predecessor scheme) and/or a university nomination to the National Teaching Fellowship scheme.</li> <li>• Other national individual or team awards for teaching excellence.</li> <li>• Editorial roles including membership of editorial boards or conference organising committees in the field of higher education or subject specific pedagogy.</li> <li>• Recognition through the Students' Union Learning and Teaching Awards.</li> <li>• Active role within a professional body or academic society.</li> <li>• SEDA Fellowship and/or ALT certified membership.</li> <li>• Invited keynote presentations at other institutions or at conferences.</li> </ul>	<p><b>Candidates should lead on activities that contribute to the national and international teaching reputation of the university.</b></p> <p>This may be evidenced by at least five of the following:</p> <ul style="list-style-type: none"> <li>• Candidates will hold, as a minimum, Senior Fellowship of the Higher Education Academy.</li> <li>• Considerable external examining experience.</li> <li>• Principal Fellowship of the Higher Education Academy.</li> <li>• Extensive external experience of the evaluation of learning, teaching and assessment e.g. QAA reviewer and/or sustained involvement in external examining.</li> <li>• Recognition through the University's Distinguished Teaching Fellowship scheme (or predecessor scheme) and/or a university nomination to the National Teaching Fellowship scheme.</li> <li>• Other national individual or team awards for teaching excellence.</li> <li>• Editorial roles including the chairing of editorial boards of international journals or conferences in the field of HE pedagogy or subject-specific education/pedagogy.</li> <li>• Recognition through the Students' Union Learning and Teaching Awards.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Leadership role within a professional body or academic society.</li> <li>• SEDA Senior Fellowship and/or ALT certified membership.</li> <li>• Invited keynote presentations at other institutions or at conferences.</li> </ul>
<p style="text-align: center;"><b>Scholarship</b></p>	<p><b>Candidates should have undertaken scholarly activity that articulates their individual teaching practice with the wider national and international Scholarship of Teaching and Learning community at a level commensurate with the role.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Pedagogic related conference presentations.</li> <li>• Adoption of published effective teaching practices.</li> <li>• Engagement with the university's scholarly community of academic practice.</li> </ul>	<p><b>Candidates should have undertaken scholarly activity that articulates their individual teaching practice with the wider national and international Scholarship of Teaching and Learning community at a level commensurate with the role.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Pedagogic related publications in peer-reviewed journals, refereed conference proceedings and/or books and particularly in the case of the creative and performing arts, other output that demonstrates quality and impact.</li> <li>• Adoption and evaluation of published effective teaching practices.</li> <li>• Authorship (individually or with others) of a well-received book. Evidence of esteem may include reviews and/or usage figures.</li> </ul>	<p><b>Candidates should have a track record of scholarly activity that articulates their individual teaching practice with the wider national and international Scholarship of Teaching and Learning community at a level commensurate with the role.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A significant record of high quality pedagogic related publications. Through their publications in the area of pedagogy in peer-reviewed academic journals, refereed conference proceedings and/or books and particularly in the case of the creative and performing arts, other public output that demonstrates quality and impact.</li> <li>• Adoption and evaluation of published effective teaching practices.</li> <li>• Authorship (individually or with others) of a well-received book.</li> </ul>	<p><b>Candidates should have a track record of scholarly activity that articulates their individual teaching practice with the wider national and international Scholarship of Teaching and Learning community at a level commensurate with the role.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A significant record of high quality pedagogic related publications. Through their publications in the area of pedagogy in peer-reviewed academic journals, refereed conference proceedings and/or books and particularly in the case of the creative and performing arts, other public output that demonstrates quality and impact.</li> <li>• Adoption and evaluation of published effective teaching practices.</li> </ul>

		<ul style="list-style-type: none"> <li>• Recognition as a local and/or national authority in their area of teaching excellence and/or their subject/discipline.</li> </ul>	<p>Evidence of esteem may include reviews and/or usage figures.</p> <ul style="list-style-type: none"> <li>• Recognition as a national and/or international authority in their area of teaching excellence and/or their subject/discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Authorship (individually or with others) of at least one well-received book. Evidence of esteem may include reviews and/or usage figures.</li> <li>• Recognition as a national and/or international authority in their area of teaching excellence and/or their subject/discipline.</li> <li>• Representation on national and/or international working groups/advisory groups in relation to learning and teaching policy and/or practice.</li> </ul>
<p style="text-align: center;"><b>Leadership</b></p>	<p><b>Candidates should demonstrate some leadership in their subject area as commensurate with the role.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Leadership in module management and/or curriculum design and pedagogy.</li> <li>• Leadership in learning and teaching activities (including those relating to quality assurance and enhancement and those related to placement activity) at programme or module level, for example: student retention and progression, assessment and</li> </ul>	<p><b>Candidates should demonstrate leadership in their subject area as commensurate with the role.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Leadership in course management and/or curriculum design and pedagogy.</li> <li>• Leadership in learning and teaching activities (including those relating to quality assurance and enhancement and those related to placement activity) at school or faculty level, student retention and progression, assessment and feedback, student and graduate employability.</li> <li>• Marketing and course promotion activities.</li> </ul>	<p><b>Candidates should demonstrate leadership in their subject area as commensurate with the role.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Leadership in course management and curriculum design and pedagogy.</li> <li>• Leadership in learning and teaching activities (including those relating to quality assurance and enhancement and those related to placement activity) at faculty and university level, student retention and progression, assessment and feedback, student and graduate employability.</li> <li>• Leadership of marketing and course promotion activities.</li> </ul>	<p><b>Candidates should demonstrate leadership in their subject area as commensurate with the role.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Sustained leadership in course management and curriculum design and pedagogy.</li> <li>• Sustained leadership in learning and teaching activities (including those relating to quality assurance and enhancement and those related to placement activity) at faculty and university level, student retention and progression, assessment and feedback, student and graduate employability.</li> <li>• Leadership of marketing and course promotion activities.</li> </ul>

	<p>feedback, student and graduate employability.</p>	<ul style="list-style-type: none"> <li>• A contribution to course development in partner institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of course development in partner institutions.</li> <li>• Some evidence of supporting the work of the subsidiary committees of the Senate.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of course development in partner institutions.</li> <li>• Leadership of change in relation to teaching delivery - e.g. the rollout of new pedagogies, practices or (learning, teaching and assessment) policies.</li> <li>• A track record of supporting the work of the subsidiary committees of the Senate.</li> </ul>
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## Appendix Two: Academic Excellence in Research and Impact

\*Note: In order to achieve a score of 2 for an area, applicants must meet the criteria in yellow for the grade to which they wish to be promoted

	Lecturer Indicative profile	Senior Lecturer Indicative profile	Reader Indicative profile	Professor Indicative profile
Outputs	<p>Candidates will be recognized as a competent researchers in their subject area. They will have a track record of publications in journals and conferences and/or books and particularly in the case of the creative and performing arts, other research output that demonstrates quality and impact.</p> <p>Commensurate with the nature of the Unit of Assessment (UoA)/subject discipline, this may be evidenced by such things as:</p> <ul style="list-style-type: none"> <li>At least 2 outputs attributed to you in the most recent 6 year period that are regarded as internationally excellent with potential that one or more could be regarded as world leading.</li> </ul>	<p>Candidates will be recognized as high quality researchers in their subject area. They will have a track record of publications in high quality, international peer reviewed journals and conferences and/or books and particularly in the case of the creative and performing arts, other research output that demonstrates quality and impact.</p> <p>Commensurate with the nature of the Unit of Assessment (UoA)/subject discipline, this may be evidenced by such things as :</p> <ul style="list-style-type: none"> <li>At least 3 outputs attributed to you in the most recent 6 year period that are regarded as internationally excellent with potential that at least one could be regarded as world leading.</li> <li>An appropriate volume of total outputs.</li> </ul>	<p>Candidates will have a sustained record of high quality research publications, appropriate for their subject area. Through their publications in international peer-reviewed academic journals, refereed conference proceedings and/or books, and particularly in the case of the creative and performing arts, exhibitions and other research output that demonstrates quality and impact, candidates will have established themselves as recognised international authorities in their area of research.</p> <p>Commensurate with the nature of the Unit of Assessment (UoA)/subject discipline, this may be evidenced by such things as:</p> <ul style="list-style-type: none"> <li>At least 4 outputs attributed to you in the most recent 6 year period that are regarded as internationally excellent with at least 2 of these outputs regarded as world leading.</li> <li>An appropriate volume of total outputs.</li> </ul>	<p>Candidates will have a sustained record of high quality research publications, appropriate for their subject area. Through their publications in international peer-reviewed academic journals, refereed conference proceedings and/or books, and particularly in the case of the creative and performing arts, exhibitions and other research output that demonstrates quality and impact, candidates will have established themselves as recognised international authorities in their area of research.</p> <p>Commensurate with the nature of the Unit of Assessment (UoA)/subject discipline, this may be evidenced by such things as:</p> <ul style="list-style-type: none"> <li>At least 5 outputs attributed to you in the most recent 6 year period that are regarded as internationally excellent with at least 2 of these outputs regarded as world leading.</li> </ul>

	<ul style="list-style-type: none"> <li>• An appropriate volume of total outputs.</li> </ul>	<ul style="list-style-type: none"> <li>• Outputs with international co-authors.</li> </ul>	<ul style="list-style-type: none"> <li>• A track record of outputs with international co-authors.</li> </ul>	<ul style="list-style-type: none"> <li>• An appropriate volume of total outputs.</li> <li>• A sustained track record of outputs with international co-authors.</li> </ul>
<b>Income Generation</b>	<p><b>Candidates will have a record of applying for research grants.</b></p> <p>This may be evidenced by the following:</p> <ul style="list-style-type: none"> <li>• Principal Investigator or key contributor on a significant grant.</li> <li>• Authorship of grant applications.</li> </ul>	<p><b>Candidates will have a record of securing external funding as a principal investigator or key contributor for research/research studentships.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Sustained research income over several years reaching the Benchmark Group Median for the discipline.</li> <li>• Grants awarded from prestigious sources, for example, Research Council, Charities, Government and Industry.</li> <li>• Development of research funding with national/international partners.</li> <li>• Collaboration with national and/or international centres of excellence in research.</li> <li>• Multi-disciplinary and/or multi agency research activity.</li> </ul>	<p><b>Candidates will have a sustained track record of securing external funding as a principal investigator or key contributor for research/research studentships.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Sustained research income over several years in excess of the Benchmark Group Median for the discipline.</li> <li>• A track record of grants awarded from prestigious sources, for example, Research Council, Charities, Government and Industry.</li> <li>• Leadership in the development of research funding with national/international partners.</li> <li>• Leadership of successful collaboration with national and/or international centres of excellence in research.</li> <li>• Multi-disciplinary and/or multi agency research activity.</li> </ul>	<p><b>Candidates will have a sustained track record of securing external funding as a principal investigator or key contributor for research/research studentships.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Sustained research income over several years in excess of the Benchmark Group Upper Quartile for the discipline.</li> <li>• A sustained track record of grants awarded from prestigious sources, for example, Research Council, Charities, Government and Industry.</li> <li>• Leadership in the development of research funding with national/international partners.</li> <li>• Leadership of successful collaboration with national and/or international centres of excellence in research.</li> <li>• Multi-disciplinary and/or multi agency research activity.</li> </ul>
<b>Mentoring and Research Supervision</b>	<p><b>Candidates should be active in the supervision of research students and staff</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Contribution to PGR supervision.</li> </ul>	<p><b>Candidates should have a record of mentoring and /or research student supervision to completion and/or staff supervision.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A record of PGR Supervision as main supervisor of the supervisory team.</li> </ul>	<p><b>Candidates should have a significant record of research student supervision to completion and/or staff supervision.</b></p> <p>This may be evidenced by some of the following:</p>	<p><b>Candidates should have a substantial record of research student supervision to completion and/or staff supervision.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A record of sustained successful supervision of PGR students,</li> </ul>

	<ul style="list-style-type: none"> <li>• Successful supervision of undergraduate or postgraduate student research projects.</li> </ul>	<ul style="list-style-type: none"> <li>• International co-supervision of PhD researchers.</li> <li>• Distinctions/awards earned by students for work supervised by you.</li> <li>• Supervision of postdoctoral researchers.</li> <li>• A capacity to mentor and provide leadership to academic and/or support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• A record of successful supervision of PGR students, including as main supervisor of the supervisory team.</li> <li>• A track record of leading supervisory teams mentoring less experienced supervisors and ECRs who have not yet supervised to completion.</li> <li>• International co-supervision of PhD researchers.</li> <li>• Act as internal examiner and chair of PhD viva panels.</li> <li>• Supervision of postdoctoral researchers.</li> <li>• A track record of mentoring and/or providing leadership to academic staff and/or support staff.</li> </ul>	<p>including as main supervisor of the supervisory team.</p> <ul style="list-style-type: none"> <li>• A sustained track record of leading supervisory teams mentoring less experienced supervisors and ECRs who have not yet supervised to completion.</li> <li>• International co-supervision of PhD researchers.</li> <li>• Act as internal examiner and chair of PhD viva panels.</li> <li>• Supervision of postdoctoral researchers.</li> <li>• A track record of mentoring and/or providing leadership to academic staff and/or support staff.</li> </ul>
<p style="text-align: center;"><b>Esteem</b></p>	<p><b>Candidates should contribute to the national and international research reputation of the university.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Active involvement in networks.</li> <li>• Presentation of research findings at significant conferences or meetings.</li> <li>• Recognition through national and/or international awards, or other distinctions, for research excellence, including the University Distinguished</li> </ul>	<p><b>Candidates should contribute to the national and international research reputation of the university.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Recognition through the University's Distinguished Research Fellowship scheme.</li> <li>• Other national and/or international awards, or other distinctions, for research excellence.</li> <li>• Editorial roles including membership of editorial boards of international journals or conferences.</li> <li>• External Appointments demonstrating recognition and esteem relevant to the discipline.</li> </ul>	<p><b>Candidates should contribute significantly to the national and international research reputation of the university.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Recognition through the University's Distinguished Research Fellowship scheme.</li> <li>• Other national and/or international individual or team awards, or other distinctions, for research excellence.</li> <li>• Editorial roles including membership of editorial boards of international journals or conferences.</li> <li>• External Appointments demonstrating recognition and esteem relevant to the discipline.</li> </ul>	<p><b>Candidates should contribute substantially to the national and international research reputation of the university.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Recognition through the University's Distinguished Research Fellowship scheme.</li> <li>• Other national and/or international individual or team awards, or other distinctions, for research excellence.</li> <li>• Editorial roles including membership of editorial boards of international journals or conferences.</li> <li>• External Appointments demonstrating recognition and esteem relevant to the discipline.</li> </ul>

	<p>Research Fellowship scheme.</p>	<ul style="list-style-type: none"> <li>• Regular presence and presentations at international conferences in chosen discipline, visiting scholarships, international academic research visits.</li> <li>• Commissions from recognised funders; exhibitions, installations or performances in high profile venues; broadcasts on national and/or international media.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular presence and keynote presentations at international conferences in chosen discipline, visiting scholarships, international academic research visits.</li> <li>• Membership of national or international committees associated with research.</li> <li>• Commissions from recognised funders; exhibitions, installations or performances in high profile venues; broadcasts on national and/or international media.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular presence and keynote presentations at international conferences in chosen discipline, visiting scholarships, international academic research visits.</li> <li>• Membership of national or international committees associated with research.</li> <li>• Membership of external grant awarding bodies.</li> <li>• Commissions from recognised funders; exhibitions, installations or performances in high profile venues; broadcasts on national and/or international media.</li> </ul>
<p><b>Impact</b></p>	<p><b>Candidates should have undertaken research that has demonstrated impact or pathways to impact in areas such as policy, culture, healthcare, quality of life, society, economy, academy or discipline.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Contribution to outreach activities, where appropriate to the subject area.</li> <li>• Involvement in technology commercialisation and knowledge exchange aimed at delivering research findings and academic expertise.</li> </ul>	<p><b>Candidates should have undertaken research that has demonstrated impact or pathways to impact in areas such as policy, culture, healthcare, quality of life, society, economy, academy or discipline.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A track record of contributions to outreach activities, where appropriate to the subject area.</li> <li>• Involvement in technology commercialisation and knowledge exchange – consultancy, KTP projects, invention disclosures, patents, licensing activity.</li> <li>• Adoption of discoveries and policy-to-practice by external entities.</li> </ul>	<p><b>Candidates should have undertaken research that has demonstrated sustained impact or pathways to impact in areas such as policy, culture, healthcare, quality of life, society, economy, academy or discipline.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A sustained track record of contributions to outreach activities, where appropriate to the subject area.</li> <li>• Leadership of technology commercialisation and knowledge exchange projects/activity. - consultancy income, KTP projects, invention disclosures, patents, licensing activity.</li> <li>• Adoption of discoveries and policy-to-practice by external entities.</li> </ul>	<p><b>Candidates should have undertaken research that has demonstrated sustained impact or pathways to impact in areas such as policy, culture, healthcare, quality of life, society, economy, academy or discipline.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A sustained track record of contributions to outreach activities that uses knowledge generated by Ulster research, where appropriate to the subject area.</li> <li>• Leadership of technology commercialisation and knowledge exchange project activity such as – consultancy, KTP projects, invention disclosures, patents, licensing activity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Adoption of discoveries and policy-to-practice by external entities.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to a Research Impact Case Study.</li> <li>• Development of research collaboration with industry or commerce.</li> <li>• Directorship/stake holding in commercial ventures.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to a Research Impact Case Study.</li> <li>• Leadership in the development of research collaboration with industry or commerce.</li> <li>• Directorship/stake holding in commercial ventures.</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption of discoveries and policy-to-practice by external entities.</li> <li>• Leadership of a Research Impact Case Study.</li> <li>• Leadership in the development of research collaboration with industry or commerce.</li> <li>• Directorship/stake holding in commercial ventures.</li> </ul>
<p style="text-align: center;"><b>Leadership</b></p>	<p><b>Candidates should demonstrate some leadership in their subject and research area.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• A contribution to school/ university committees and/or working groups in the area of research and development.</li> <li>• Contribution to research informed/research led/research driven teaching.</li> <li>• Contribution to a research or other project team and associated activities.</li> </ul>	<p><b>Candidates should demonstrate leadership in their subject and research area.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Membership of university committees and/or working groups in the area of research and development.</li> <li>• Leadership in research informed/research led/research driven teaching.</li> <li>• Leadership of a research project and associated activities.</li> <li>• Leadership of research activity at school or faculty level.</li> </ul>	<p><b>Candidates should demonstrate significant leadership in their subject and research area.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Membership of university committees and/or working groups in the area of research and development.</li> <li>• Improved research performance of academic and research staff due to formal mentoring.</li> <li>• Leadership in research informed/research led/research driven teaching.</li> <li>• Leadership of a research project and associated activities.</li> <li>• Leadership of a research team.</li> <li>• Leadership of research activity at faculty and university level.</li> </ul>	<p><b>Candidates should demonstrate substantial leadership in their subject and research area.</b></p> <p>This may be evidenced by some of the following:</p> <ul style="list-style-type: none"> <li>• Membership of university committees and/or working groups in the area of research and development.</li> <li>• Leadership in research informed/research led/research driven teaching.</li> <li>• Leadership of a substantial programme of research (which may include research groups and/or facilities) which includes responsibility for the mentoring and development of academic colleagues e.g. contract research staff, early career researchers and peers.</li> <li>• Sustained leadership of research activity at faculty and university level.</li> </ul>

### **Appendix Three: Academic Excellence in Civic and Institutional Contribution [1]**

**\*Note:** the criteria on Civic Contribution (within the assessment area on Civic and Institutional Contribution) should not be confused with the section on Research Impact (within the assessment area on Academic Excellence in Research and Impact). These are two distinct assessment areas.

The section within Civic and Institutional Contribution focuses on the applicant's contribution to the full spectrum of intellectual, economic, social and cultural life of Northern Ireland and the alignment of this civic engagement to institutional contribution.

The section on impact within the assessment area on Academic Excellence in Research and Impact, focuses on the translation of research into value for the economy, society, culture, public policy or services, health, the environment and/or quality of life, beyond academia.

	<b>Lecturer</b> Indicative profile	<b>Senior Lecturer</b> Indicative profile	<b>Reader</b> Indicative profile	<b>Professor</b> Indicative profile
<b>Civic contribution</b>	<p>Candidates should contribute to civic activities. They will be able to demonstrate evidence of successful civic engagement that demonstrates quality and impact and will complement the University's reputation as a leading civic university.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Demonstrable commitment to university/campus outreach.</li> <li>• Effective use of teaching, learning and assessment methods which incorporate civic engagement activity e.g. programmes, short-courses and modules incorporating charitable components, community-based problem-solving and demonstrating wider economic and societal impacts as appropriate.</li> </ul>	<p>Candidates should contribute to high quality civic activities. They will be able to demonstrate evidence of successful civic engagement that demonstrates quality and impact and will complement the University's reputation as a leading civic university.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Leadership of university/campus outreach.</li> <li>• Leadership in the promotion of Ulster as an international university.</li> <li>• Leadership in widening access activities at school and faculty.</li> <li>• Leadership of school/faculty civic events.</li> <li>• Effective use of teaching, learning and assessment methods which incorporate</li> </ul>	<p>Candidates should contribute to very high quality civic and institutional activities at a national level. They will be able to demonstrate evidence of established successful civic engagement that demonstrates quality and impact and will complement the University's reputation as a leading civic university.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Leadership of university/campus Outreach.</li> <li>• Leadership in the promotion of Ulster as an international university.</li> <li>• Leadership in widening access activities at school and faculty.</li> <li>• Leadership of school/faculty civic events with measurable and meaningful impact.</li> </ul>	<p>Candidates should contribute to very high quality civic activities at a national and/or international level. They will be able to demonstrate evidence of established successful civic engagement that demonstrates quality and impact and will complement the University's reputation as a leading civic university.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Leadership of relevant discipline or industry associations or role on executive/working groups.</li> <li>• Leading the organisation of seminars, conferences and activities for the profession.</li> <li>• Effective use of teaching, learning and assessment methods which incorporate civic engagement activity e.g. programmes, short-courses and modules incorporating charitable</li> </ul>

	<ul style="list-style-type: none"> <li>• Assist with organisation of school seminars, conferences and activities for the profession.</li> <li>• Membership of relevant discipline or industry associations where applicable.</li> </ul>	<p>civic engagement activity e.g. programmes, short-courses and modules incorporating charitable components, community-based problem-solving and demonstrating wider economic and societal impacts as appropriate.</p> <ul style="list-style-type: none"> <li>• Elected member of relevant discipline or industry associations or position of subject influence.</li> <li>• Leading the organisation of seminars, conferences and activities for the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of teaching, learning and assessment methods which incorporate civic engagement activity e.g. programmes, short-courses and modules incorporating charitable components, community-based problem-solving and demonstrating wider economic and societal impacts as appropriate.</li> <li>• Elected member of relevant discipline or industry associations.</li> <li>• Leading the organisation of seminars, conferences and activities for the profession.</li> <li>• Leadership in civic engagement through teaching/research. Impact engagement with user communities.</li> </ul>	<p>components, community-based problem-solving and demonstrating wider economic and societal impacts as appropriate.</p> <ul style="list-style-type: none"> <li>• Leadership of university/faculty civic events.</li> <li>• Leadership of university/campus outreach such as schools or community engagement activity.</li> <li>• Leadership in widening access activities at university level.</li> <li>• Leadership in the promotion of Ulster as an international university.</li> <li>• Supporting the university in the wider community with meaningful impact of the faculty/university.</li> <li>• Supporting Ulster in national/international civic agenda.</li> </ul>
<p><b>Institutional contribution</b></p>	<p><b>Candidates should contribute to activities supporting the institutional imperatives as captured within the University's five and fifty strategy and operationalised in the core business at the level of school/department.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Admissions Tutor/Placement Tutor.</li> <li>• Active involvement in activities that deliver an enhanced student experience.</li> </ul>	<p><b>Candidates should contribute to national activities supporting the institutional imperatives as captured within the University's five and fifty strategy and operationalised in the core business at the level of school/department.</b></p> <p>This may be evidenced by some of the examples below:</p> <ul style="list-style-type: none"> <li>• Leadership/chairing of school/faculty/university committees and/or initiatives with demonstrable outcomes/benefits.</li> </ul>	<p><b>Candidates should contribute significantly to national and/or international activities supporting the institutional imperatives as captured within the University's five and fifty strategy and operationalised in the core business at the level of school/department.</b></p> <p>This may be evidenced by some of the examples below:</p> <ul style="list-style-type: none"> <li>• Leadership/chairing of school/faculty/university committees and/or initiatives with demonstrable outcomes/benefits.</li> </ul>	<p><b>Candidates should contribute to national and/or international activities supporting the institutional imperatives as captured within the University's five and fifty strategy and operationalised in the core business at the level of school/department.</b></p> <p>This may be evidenced by some of the examples below:</p> <ul style="list-style-type: none"> <li>• Sustained evidence of leadership of university/faculty and school wide committees or initiatives with demonstrable outcomes and benefits.</li> </ul>



	<ul style="list-style-type: none"> <li>• Active involvement in activities that raise the external profile of the university (e.g. events, conferences, media etc.).</li> <li>• Contributions to open day, conversion events and school visits.</li> <li>• Income generation through consultancy and knowledge exchange.</li> <li>• Demonstrable participation and associated outcomes of school committees and or initiatives.</li> <li>• Year Tutor or Studies Advisors.</li> <li>• Contribution of the Doctoral College's Researcher Development Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to school/faculty wide activities that deliver the school/faculty plans.</li> <li>• Course Directorship.</li> <li>• Subject Partnership.</li> <li>• Income generation through consultancy and knowledge exchange in line with subject norms.</li> <li>• Lead new programme development (Unit Co-Ordinator).</li> <li>• Leading activities that raise the external profile of the university at national and/or international level (e.g. events, conferences, media etc.).</li> <li>• Contributions to open day, conversion events and school visits.</li> </ul> <p>School/faculty wide roles including such things as:</p> <ul style="list-style-type: none"> <li>• Head of School.</li> <li>• Marketing.</li> <li>• Placement co-ordination.</li> <li>• Summer School.</li> <li>• Non-MASN co-ordination.</li> <li>• Global Champion.</li> <li>• Athena Swan Champion.</li> <li>• PSRB Champion.</li> <li>• Research team lead.</li> <li>• HLA Co-ordinator.</li> <li>• Leading significant income generation initiatives</li> <li>• Generating meaningful partnerships.</li> <li>• Contribution to open day, conversion events and school visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to school/faculty wide activities that deliver the faculty plans.</li> <li>• Course Directorship.</li> <li>• Subject Partnership.</li> <li>• Income generation through consultancy and knowledge exchange in line with subject norms.</li> <li>• Lead new programme development (unit co-ordinator).</li> <li>• Leading activities that raise the external profile of the university (events, conferences, media etc.).</li> <li>• Contributions to open day, conversion events and school visits.</li> </ul> <p>School/faculty wide roles including such things as:</p> <ul style="list-style-type: none"> <li>• Head of School.</li> <li>• Marketing.</li> <li>• Placement co-ordination.</li> <li>• Summer School.</li> <li>• Non-MASN co-ordination.</li> <li>• Global Champion.</li> <li>• Athena Swan Champion.</li> <li>• PSRB Champion.</li> <li>• Postgraduate Tutors.</li> <li>• Research team lead.</li> <li>• HLA Co-ordinator.</li> <li>• Leading significant income generation initiatives.</li> <li>• Generating meaningful partnerships.</li> <li>• Contribution of the Doctoral College's Researcher Development Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to/influence of faculty/university/sector wide activities that deliver the 5&amp;50 strategy.</li> <li>• University committee chair.</li> <li>• Research impact leadership.</li> <li>• Leadership in consultancy and knowledge exchange.</li> <li>• Staff mentoring.</li> <li>• University committee membership.</li> <li>• Senior leadership role; Research Director, Head of School, Associate Head of School, Provost etc.</li> <li>• Leadership of strategic initiatives e.g. City Deals.</li> <li>• Leadership of international collaborations in research and teaching.</li> <li>• Leading activities that raise the external profile of the university (events, conferences, media etc.).</li> <li>• Leading significant income generation initiatives.</li> <li>• Contribution of the Doctoral College's Researcher Development Programme</li> </ul>
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<b>Professional contribution</b>	<p><b>Candidates should demonstrate positively within the collegial environment.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Contributes positively to the development of a collegial work environment and inclusive culture.</li> <li>• Contributes to and implements actions to improve student experience (recruitment, mentoring, support networks, etc.) and employment programs.</li> <li>• Engage in professional/subject collaborations to support subject development.</li> </ul>	<p><b>Candidates should demonstrate leadership positively within the collegial environment.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Demonstrable leadership of team building activities and or promoting school/faculty wide improvements for staff well-being.</li> <li>• Lead the improvements in student experience (e.g. recruitment, mentoring, support networks, etc.) and employment programs.</li> <li>• Leads in university outreach activities.</li> <li>• Actively involved in mentoring peer academics.</li> <li>• External board membership aligned with subject (e.g. PSRBs, Funding Council etc.</li> <li>• Professional collaborations and innovations that support UG/PG partnership development.</li> <li>• Recognition by professional body e.g. Teaching Fellowship.</li> </ul>	<p><b>Candidates should demonstrate leadership positively within the collegial environment.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Demonstrable leadership of team building activities and or promoting school/faculty wide improvements for staff well-being.</li> <li>• Leadership of improvements in student experience (recruitment, mentoring, support networks, etc.) and employment programs.</li> <li>• Leadership in university outreach activities.</li> <li>• Leadership in mentoring peer academics.</li> <li>• External board membership aligned with subject.</li> <li>• Professional collaborations and innovations that support UG/PG partnership development.</li> </ul>	<p><b>Candidates should demonstrate leadership positively within the collegial environment.</b></p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• Demonstrable leadership of team building activities and or promoting university/ faculty/school wide improvements for staff well-being.</li> <li>• Sustained leadership of improvements in student experience (recruitment, mentoring, support networks, etc.) and employment programs.</li> <li>• Sustained leadership in university outreach activities.</li> <li>• Sustained leadership in mentoring peer academics.</li> <li>• External board membership aligned with subject.</li> <li>• Ministerial appointments to boards and strategic reviews.</li> <li>• National/international advisory roles.</li> <li>• Contribution to vigour and depth of discipline at national or international level.</li> </ul>

[1] Academic Excellence in civic and institutional contributions comprises three areas namely Civic, Institutional and Professional. It is anticipated that the expected contribution of staff will be perceived at School, Faculty, University levels with sectoral contributions cross-cutting each of these levels. This ordering is aligned to the perception of e.g. an early career member of staff who will perceive his/her contributions at School then Faculty then University level.