**ULSTER UNIVERSITY**

**PROMOTION PROFILE TO PROFESSORSHIP**

# PROFESSORSHIP (LEARNING AND TEACHING)

# Band 1

# Candidates will be expected to demonstrate depth of achievement in each of the following four areas.

1. Either

Through their publications in peer-reviewed academic journals, refereed conference proceedings, books, and particularly in the creative and performing arts, other public output that demonstrates quality and impact, candidates will have established themselves as recognised international authorities in pedagogy. Indicators of excellence will include: the quality of journals and conferences; citations; reviews of work; and other appropriate measures of pedagogic research and scholarship. Candidates will have a substantial recent record of high quality pedagogic-related publications.

Or

Candidateswill be able to demonstrate outstanding leadership of teaching and learning activities at school, faculty or university level, which may include provision in association with partner institutions. Indicators of such leadership will include: the successful leadership and management of a school or faculty; successful leadership in innovative and sustainable course provision, including, course promotion and marketing; successful engagement with professional bodies; short course development; successful leadership in innovative and sustainable widening participation activities; successful leadership of sustainable quality assurance and enhancement activities; successful leadership of work-based learning activity; and successful leadership of partnership activity, including international partnerships. Candidates will have a substantial record of successful leadership across a range of the above areas, the depth of achievement expected in any one of which depending on the range of activities in which achievement is being presented.

2. Candidates will be recognised as high quality teachers in their own subject area (for example, as evidenced by student feedback), will be able to demonstrate a commitment to their own CPD, evidence of successful teaching innovation, and will have actively disseminated best-practice (for example, through school, faculty, or university initiatives, the mentoring of staff, programme innovation and design, including e-learning activities).

3. Candidates will hold as a minimum Senior Fellowship HEA.

4. Candidates will be able to demonstrate excellence in a number of the following areas. The depth of achievement required in any area will depend on the range of areas in which achievements have been made.

(a) The area not used in meeting the requirements of 1 above.

(b) One or more of the qualifications not used in meeting the requirements of 3 above.

1. Recognition through the University’s Distinguished Teaching Fellowship scheme (or predecessor schemes) and/or the National Teaching Fellowship scheme.

(d) The authorship of well-received textbooks. Evidence of esteem and impact will include reviews and usage.

1. Grants relevant to the Faculty awarded in support of pedagogic research and/or of other research, the amounts being appropriate to their subject area.

(f) Successful record of research student supervision to completion of award.

(g) Leadership in regard to the pastoral care of students, including international students and those with disabilities.

(h) Membership of editorial board of international journals or conferences.

(i) Contribution to the debate in pedagogy at least at national level as evidenced by inter alia, work for learned societies, the Higher Education Academy and/or the Leadership Foundation.

(j) Membership of national or international committees associated with pedagogic research.

(k) Non-pedagogic research publications or output.

(l) Leadership in the design and delivery of CPD accredited and/or non-accredited programmes.

(m) Involvement in regional and/or national academic enterprise which may include inter alia, FUSION, KTPs consultancy or other income generating activities.

(n) External experience of the evaluation of learning, teaching and assessment eg QAA reviewer, consistent involvement in external examining.

(o) Recognition through the Students’ Union Learning and Teaching Awards.

(p) Principal Fellowship of the Higher Education Academy (where not used in meeting essential criterion 3 above).

**Note:** In all cases evidence will be sought to demonstrate that candidates are contributing fully to University/Faculty learning and teaching initiatives, including: assessment and feedback employability; employability; participation in the peer review scheme; participation in student evaluation of teaching scheme; participation in the Developmental Appraisal Review Scheme; the provision of detailed teaching/learning plans for each module taught in line with University/Faculty guidelines; the provision of comprehensive feedback to students; and adherence to University/Faculty policy on moderation, assessment and plagiarism.

# Band 2

# Candidates will be expected to demonstrate achievement in each of the following four areas.

1. Either

 Through their publications in peer-reviewed academic journals, refereed conference proceedings, and/or books, and particularly in the case of the creative and performing arts, other research output that demonstrates quality, impact and longevity, candidates will have established themselves as recognised international authorities in pedagogy. Indicators of excellence will include the quality of journals and conferences, citations, reviews of their work and other appropriate measures of their research and scholarship. Candidates will have a substantial recent record of high quality pedagogic related publications.

 Or

 Candidateswill be able to demonstrate outstanding leadership of teaching and learning activities at school, faculty or university level, which may include provision in association with partner institutions. Indicators of such leadership will include: the successful leadership and management of a school or faculty; successful leadership in innovative and sustainable course provision, including, course promotion and marketing; successful engagement with professional bodies; short course development; successful leadership in innovative and sustainable widening participation activities; successful leadership of sustainable quality assurance and enhancement activities; successful leadership of work-based learning activity; and successful leadership of partnership activity, including international partnerships. Candidates will have a substantial record of successful leadership across a range of the above areas, the depth of achievement expected in any one of which depending on the range of activities in which achievement is being presented.

2. Candidates will be recognised as high quality teachers in their own subject area (for example, as evidenced by student feedback and/or membership of the HEA), will be able to demonstrate a commitment to their own CPD, evidence of successful teaching innovation, and will have actively disseminated best-practice (for example, through school, faculty, or university initiatives, the mentoring of staff, programme innovation and design, including e-learning activities)

3. Candidates will hold as a minimum Senior Fellowship HEA.

4. Candidates will be able to demonstrate excellence in *a number* of the following areas. The depth of achievement required in any area will depend on the range of areas in which achievements have been made.

 (a) The area not used in meeting the requirements of 1 above.

1. External recognition through, national awards and distinctions and for example, the

 National Teaching Fellowship scheme and/or subject recognition.

1. The authorship of well-received textbooks. Evidence of esteem will include reviews, usage and publisher.
2. Significant grant funding relevant to the Faculty awarded in support of pedagogic research and/or of other research, the amounts being appropriate for their subject area.

(e) Successful record of research student supervision to completion of award and/or staff supervision.

1. Leadership in regard to the pastoral care of students, including international students and those with disabilities.
2. Membership of editorial board(s) of international journals or conferences.
3. Membership of prestigious national or international committees associated with pedagogic research.
4. Quality non-pedagogic research publications or output.
5. Indicators of esteem as evidenced by invitations to deliver keynote addresses at national and international symposia and conferences and/or membership of national and/or international advisory and/or working groups.
6. External experience of the evaluation of learning, teaching and assessment eg QAA reviewer, consistent involvement in external examining.
7. Recognition through the Students’ Union Learning and Teaching Awards.
8. Principal Fellowship of the Higher Education Academy (where not used in meeting essential criterion 3 above).

**Note**: In all cases evidence will be sought to demonstrate that candidates are contributing fully to University/Faculty learning and teaching initiatives, including: assessment and feedback; employability; participation in the peer review scheme; participation in the Developmental Appraisal Review Scheme; participation in the student evaluation of teaching scheme; the provision of detailed teaching/learning plans for each module taught in line with University/Faculty guidelines; the provision of comprehensive feedback to students; and adherence to University/Faculty policy on moderation, assessment and plagiarism.

**Band 3**

# Candidates will be expected to demonstrate achievement in each of the following five areas.

1. Either

Through their publications in peer-reviewed academic journals, refereed conference proceedings, and/or books, and particularly in the case of the creative and performing arts, other research output that demonstrates high quality, impact and longevity, candidates will have established themselves as recognised international authorities in pedagogy. Indicators of excellence will include the quality of journals and conferences, citations, reviews of their work and other appropriate measures of their research and scholarship. There will be an expectation that candidates will normally have a substantial professorial record of high quality pedagogic related publications.

 Or

Candidateswill be able to demonstrate outstanding leadership of teaching and learning activities at school, faculty or university level, which may include provision in association with partner institutions. Indicators of such leadership will include: the successful leadership and management of a school or faculty; successful leadership in innovative and sustainable course provision, including, course promotion and marketing; successful engagement with professional bodies; short course development; successful leadership in innovative and sustainable widening participation activities; successful leadership of sustainable quality assurance and enhancement activities; successful leadership of work-based learning activity; and successful leadership of partnership activity, including international partnerships. Candidates will have a substantial record of successful leadership across a range of the above areas, the depth of achievement expected in any one of which depending on the range of activities in which achievement is being presented.

2. Candidates will be recognised as high quality teachers in their own subject area (for example, as evidenced by student feedback), will be able to demonstrate evidence of successful teaching innovation and CPD, and will have actively disseminated best-practice (for example, through school, faculty, or university initiatives, the mentoring of staff, programme innovation and design, including e-learning activities).

3. Candidates will hold as a minimum Senior Fellowship HEA.

4. Candidates should be recognised at leading authorities in the field as evidenced by the level of awards, prizes, distinctions and/or appointment at both national and international level.

5. Candidates will be able to demonstrate excellence in *a number* of the following areas. The depth of achievement required in any area will depend on the range of areas in which achievements have been made.

1. The area not used in meeting the requirements of 1 above.
2. The authorship of well-received textbooks. Evidence of esteem will include Reviews, usage and publisher.

(c ) Significant quality grant funding relevant to the Faculty awarded in support of pedagogic research and/or of other research, the amounts being appropriate for their subject area.

(d) Successful record of research student supervision to completion of award and/or staff supervision and provide other evidence of effective research leadership.

1. Leadership in regard to the pastoral care of students, including international students and those with disabilities.
2. Membership of editorial board(s) of prestigious international journals or conferences.
3. Evidence of esteem as evidenced by senior appointments to influential bodies including PRSBs and by invitations and contributions to international committees, advisory groups and/or conferences.
4. High quality non-pedagogic research publications or output.
5. Contributions to cultural outreach, where appropriate to the subject area.
6. Leadership in regional and national academic activities which may include, inter alia, FUSION, KTPs, consultancy or other income generating activities.

**Note:** In all cases evidence will be sought to demonstrate that candidates are contributing fully to University/Faculty learning and teaching initiatives, including: assessment and feedback; employability; participation in the peer review scheme; participation in the Developmental Appraisal Scheme; participation in the student evaluation of teaching scheme; the provision of detailed teaching/learning plans for each module taught in line with University/Faculty guidelines; the provision of comprehensive feedback to students; and adherence to University/Faculty policy on moderation, assessment and plagiarism.

**Band 4**

# Candidates will be expected to demonstrate achievement in each of the following five areas.

1. Either

 Through their publications in peer-reviewed academic journals, refereed conference proceedings, and/or books, and particularly in the case of the creative and performing arts, other research output that demonstrates high quality, impact and longevity, candidates will have established themselves as recognised international authorities in pedagogy. Indicators of excellence will include the quality of journals and conferences, citations, reviews of their work and other appropriate measures of their research and scholarship. There will be an expectation that candidates will normally have a substantial professorial record of high quality pedagogic related publications.

Or

Candidateswill be able to demonstrate outstanding leadership of learning and teaching activities at school, faculty or university level, which may include provision in association with partner institutions. Indicators of such leadership will include: the successful leadership and management of a school or faculty; successful leadership in innovative and sustainable course provision, including, course promotion and marketing; successful engagement with professional bodies; short course development; successful leadership in innovative and sustainable widening participation activities; successful leadership of sustainable quality assurance and enhancement activities; successful leadership of work-based learning activity; and successful leadership of partnership activity, including international partnerships. Candidates will have a substantial record of successful leadership across a range of the above areas, the depth of achievement expected in any one of which depending on the range of activities in which achievement is being presented.

2. Candidates will be recognised as high quality teachers in their own subject area (for example, as evidenced by student feedback), will be able to demonstrate evidence of successful teaching innovation and CPD, and will have actively disseminated best-practice (for example, through school, faculty, or university initiatives, the mentoring of staff, programme innovation and design, including e-learning activities).

3. Candidates will hold as a minimum Senior Fellowship HEA.

4. Candidates should be recognized as leading international authorities in the field as

 evidenced by the level of awards, prizes, distinctions and/or appointments.

5. Candidates will be able to demonstrate excellence in many of the following areas. The depth of achievement required in any area will depend on the range of areas in which achievements have been made.

1. The area not used in meeting the requirements of 1 above.
2. Evidence of pedagogic impact at both national and international level through changes

 to policy and practice.

1. The authorship of well-received textbooks. Evidence of esteem will include reviews,

 usage and publisher.

1. A substantial record of securing quality external funding for pedagogic research and/or

 of other research, the amounts being appropriate for their subject area.

1. Successful record of research student supervision to completion of award and/or staff supervision and provide other evidence of significant effective research leadership.
2. Leadership in regard to the pastoral care of students, including international students and those with disabilities.
3. Membership of editorial board(s) of prestigious national and international journals or conferences.
4. High quality and volume of non-pedagogic research publications or output.
5. Contributions to cultural outreach, where appropriate to the subject area.
6. Highly effective leadership in regional, national and international academic enterprise which may include inter alia, FUSION, KTPs, consultancy or other income generating activities.
7. Evidence of esteem as demonstrated by senior appointments to influential bodies, including PRSBs and by invitations and contribution to highly prestigious international committees, advisory groups and/or conferences.

**Note**: In all cases evidence will be sought to demonstrate that candidates are contributing fully to University/Faculty learning and teaching initiatives, including: assessment and feedback; employability; participation in the peer review scheme; participation in the Developmental Appraisal Scheme; participation in the student evaluation of teaching scheme; the provision of detailed teaching/learning plans for each module taught in line with University/Faculty guidelines; the provision of comprehensive feedback to students; and adherence to University/Faculty policy on moderation, assessment and plagiarism.