

Academic Promotions Criteria

In reading both the criteria and the evidence, the following principles apply:

- Both the criteria and the evidence are accumulative – i.e. higher bands will include criteria and evidence from the lower bands;
- Examples of evidence are illustrative and there is no expectation that all forms of evidence need to be demonstrated at each band, nor is it assumed that these are the only types of evidence that can be used;
- Consideration will be given to both the extent to which evidence is sustained and also to the scale of impact (in smaller departments, the demonstration of scale may need to extend beyond departmental boundaries; in very large departments it may still be possible to demonstrate scale through activity that extends beyond individual sub areas or divisions);
- Candidates cannot “double-count” evidence for different headings – they will need to decide where to use evidence of achievement. For example, if work with PhD students is cited as part of the case for a particular band on “Research and Scholarship”, that same evidence cannot also be used in making a claim for a particular banding for “Teaching and Learning”. You are advised to give careful thought as to how best to make your case given that some activities could be relevant under multiple headings;
- Candidates can use evidence of their achievements prior to their appointment or prior to their last promotion. However, the Committee will also expect to see clear evidence that they have sustained and developed their contributions since that point in time;
- The Committee will base its assessment of the appropriate banding based on where the preponderance of the evidence lies. Some evidence of a higher band does not automatically guarantee that an individual will be assessed at that band;
- There will be an expectation that evidence of achievement will be underpinned by a broad commitment to excellence, to diversity and inclusion, and to respect in working practices;
- The promotions process will be expected to give due consideration to individual circumstances which may impact on ability to present certain types of evidence (e.g. family/caring responsibilities) or the ability to provide a particular volume of evidence (periods of parental leave, fractional contracts etc.).

Academic Promotions: Areas of Activity

Research and Scholarship

This activity includes discipline-based and interdisciplinary research, whether theoretical or empirical that makes an original contribution to knowledge, it can also encompass the academic and non-academic impacts of the research for developments, across and within disciplines. Within this category you may also wish to provide evidence of research work undertaken with business that may lead to other forms of research output including patents, reports, presentations and guidance to non-academic organisations. Research and Scholarship also encompasses pedagogical and teaching related research, practice focused research and broader scholarship within and across disciplines. Additionally, if not claimed elsewhere, the non-academic impact arising from research including but not limited to innovation, commercialisation, policy changes leading to societal, cultural and/or economic benefits beyond academia. Grant capture, PhD supervision and external presentations will also be considered as part of this activity, where relevant. In making any evaluations of individual research and scholarship, UPPC will abide by the [“Leiden Principles”](#) for the evaluation of research.

Teaching and Learning

This activity includes the development and delivery of teaching and learning at all levels (and can include teaching and learning in informal settings and research supervision such as might be undertaken by R-focused staff in a research setting). PhD support and supervision may also be included provided it has not been used as evidence in other areas of activity. It also includes activity that develops and enhances the practice of teaching and learning within and beyond the curriculum as well as encompassing activity which enhances the broader student experience. Also relevant to this activity are engagements externally with teaching and learning related events, organisations and policy.

Impact, Outreach, Engagement

This activity encompasses a broad range of activities that are focused on taking academic activity and academic knowledge out into the world and translating it into meaningful practice. This is a broad category and it is recognised that impact may be both academic (the contribution that research and teaching makes within and across disciplines, including significant advances in understanding, methods, theory, application and academic practice) as well as the broader impact that academic activity has on the economy, society, culture, public policy or services, health, the environment, or quality of life, beyond academia. This category also incorporates the related processes of engaging with stakeholders and building meaningful partnerships whether regionally, nationally or internationally. Warwick Institute of Engagement has identified the following as activities as examples of the types of evidence that you *may wish* to draw on for this activity:

Knowledge Exchange

- Licensing and spinout
- New commercial products, processes or services, or contributions thereto
- Assisting business through specialist facilities, consultancy and services
- Connecting employers with Warwick talent
- Research presentations to non-academic organisations
- Provision of CPD for external organisations
- Involving business with curriculum development and delivery – degree, degree apprenticeships, research degrees
- Creation of Impact Case Studies
- Outreach/Inclusion
- Contributions to professional/scholarly bodies/government/third sector
- Community Engagement
- Public Engagement with Research (including Research Impact)
- Engagement-related Awards and Recognition

Collegiality, Leadership and Management

This activity encompasses both working style – being willing to share responsibility within a broader community - and working activity which supports the operational and strategic needs of the institution. These are activities that provide the infrastructure to allow academic activity to prosper within the institution. The most obvious examples are the various administrative and support activities that are required within a Department and within the broader university, or where colleagues assist in the development of scholarly activities of members of the wider community, including the building of interdisciplinary networks or multi-participant partnerships with business. Activity external to the University within a discipline or another form of academic activity may also be relevant to performance in this category.

Research and Scholarship criteria

Examples of Evidence

Band 2	Demonstrably knowledgeable about key concepts and developments in a given discipline (subject area expertise)	<ul style="list-style-type: none">• Completion of a (probably) research based postgraduate qualification;• Equivalent experience that demonstrates high level knowledge of subject area;• Conducting individual or collaborative scholarly projects;• Engagement in subject, professional, pedagogic or EDI-related research.
Band 3	Clearly capable of undertaking research/evidence based inquiry in their area of expertise (discipline or pedagogy) which demonstrates impact on practice/policy and/or can make an original contribution to knowledge either in research or teaching	<ul style="list-style-type: none">• Completed research which has the potential for publication in appropriate outlets, delivered research seminars and/or conference presentations;• Demonstrated ability to apply research to address policy (which would include University policy) and/or practice;• Engagement with scholarship of teaching and learning including inclusive education;• Development of good practice and guidance documentation based in literature and/or evidence;• Creation/utilisation of research to inform and change pedagogic practice.
Band 4	Demonstrated ability to undertake and disseminate or publish original, high quality, research which makes a significant contribution to the discipline or to pedagogy.	<ul style="list-style-type: none">• Completion of PhD or equivalent experience demonstrating specialist knowledge of the subject area;• Evidence of research-based innovation in learning and teaching;• Outputs, such as journal articles, conference papers, book chapters, working papers and possibly books;• Evidence of taking some leadership in team based research and scholarship, where relevant;• Effective support for diverse, marginalised, or underrepresented groups in applications for PhDs or research funding.
Band 5	Has achieved national eminence and authority for the quality and impact of their research and scholarship and is developing an international profile	<ul style="list-style-type: none">• Ability to sustain the publication of research that is clearly of a national standard;• Evidence of ability to access external funding for research related activity (which may include research councils, charities or business);• Supervision of PhDs;• Recognition within the institution and beyond for scholarship or research based innovation in learning and teaching;• Teaching related publications (journals, textbooks or conferences);• Action research outputs;• Research and evidence gathering that informs policy development (institutionally, nationally or internationally);

- Research and evidence gathering that has a positive impact on business (institutionally, nationally or internationally);
- Research and evidence gathering that informs EDI initiatives (institutionally, nationally, or internationally);
- Scholarly based contributions to professional bodies, governmental organisations or sector bodies.

Band 6 **Building an international reputation**, influencing the field, through the distinction of their research and publication, which might include significant contribution to impact for the major development of one or more fields of knowledge

- A track record of publication of excellent research in nationally excellent journals, conferences or with nationally recognised publishers;
- Growing a portfolio of outputs at international standard;
- Evidence of ability to access significant external funding for research related activity within the context of a discipline;
- Successful PhD completions;
- Case study which may merit inclusion in REF; evidence of research having wider economic/societal/EDI benefits; national/international media projects;
- Patents or licensing arrangements to allow the exploitation of research findings;
- Recognition nationally for scholarship or research based innovation in learning and teaching;
- Award of Fellowships;
- Invited keynotes and speaking engagements that would be nationally recognised;
- Leadership of successful EDI initiatives in department, discipline or subject area that would be nationally recognised.

Band 7 Has an **international reputation for research and scholarship**, demonstrating subject leadership through the encouragement of research among members of staff and suitably qualified students.

- Significant volume of publications of internationally excellent research outputs;
- National reports including commissioned reports but also text books or evidence based curriculum standards through professional bodies;
- Scholarly based contributions to professional bodies, governmental and/or sector bodies;
- Invited keynotes and speaking engagements that would be internationally recognised.
- Track record of significant research collaboration with industry, healthcare or other external partners, sustained and developing over number of years and involving a number of income-generating activities, including from outside of the UK;
- Accepted REF Impact case study.

Band 8 Has **achieved and sustained, outstanding and widely recognised international eminence** and authority in their subject through the distinction of their research, publications and leadership.

- Significant and sustained volume of publications of internationally excellent research outputs;
- Participation in standard setting policy development on basis of personal academic expertise and credibility;
- Receipt of internationally recognised prizes and related awards;
- Evidence of economic benefit of commercialisation activity (e.g. significant number of jobs created in spin-out company); a substantive record of creation, development and exploitation of intellectual property, including open access material.

Teaching and Learning criteria

Examples of Evidence

Band 2	Able to deliver routine teaching to a satisfactory standard	<ul style="list-style-type: none">• Positive student feedback, sound peer review/ evaluation of teaching and assessment outcomes, peer observation outcomes;• Evidence of effective informal delivery of teaching and learning based on a recognised area of expertise;• Evidence of effective use of inclusive pedagogies.
Band 3	Able to develop and deliver teaching to a standard evidencing good practice at Foundation, UG or PG Level with evidence of enhancement and engagement with national frameworks and standards	<ul style="list-style-type: none">• Positive student feedback regarding modules, review by peers for instance on teaching materials, departmental leadership testimonials;• Examples of good practice which enhance the student learning experience;• Evidence of being regularly engaged in supporting the learning of others in a research or practice based context;• Effective supervision of PhD students;• Associate Fellowship of the HEA or equivalent professional body;• Evidence of engagement with EDI staff development or student support e.g. Community Values Education Programme.
Band 4	Able to design, deliver, evaluate and assess teaching to a good standard , to engage effectively with students and collaborate with colleagues to inform the enhancement of own and others' teaching practices.	<ul style="list-style-type: none">• Feedback from student, peers and seniors relating the impact of changes made to teaching practices to benefit learning. May include own structured evaluation using scholarly methods to evaluate innovations and changes in teaching practices;• Creative and effective use of different methods of delivery and support to benefit learning, inclusivity and/or widening participation;• Constructive engagement with personal tutoring with positive feedback from personal tutees and Departmental Senior Tutor review;• Effectively supporting a diverse range of students and particularly those who are disadvantaged or marginalised;• Fellowship of the HEA or equivalent professional body;
Band 5	Able to design, deliver, evaluate and assess teaching to a high standard , engage effectively with students and collaborate with colleagues to inform	<ul style="list-style-type: none">• Evidence of challenging thinking, fostering debate and developing the ability of students to engage in critical discourse and rational thinking;

the enhancement of own and others' teaching practices.

- Evidence of successful development in teaching, with reference to professional body expectations, national standards (HEA, OfS, QAA or other) or external partners (industry programme partners, NHS, international collaborative partners);
- Effective engagement with communities of practice relevant to their discipline or in interdisciplinary contexts;
- Participation in institutional or external projects or programmes with evidence of how teaching has changed consequently;
- Active involvement with IATL, WIHEA, ADC or WIE showing educational impact including in inclusive education;
- Departmental recommendations for recognition for teaching performance.

Band 6 Demonstrates leadership in relation to enhancement of teaching or the engagement of students, the development of educational practice of colleagues, local policy and/or guidance development, or change in educational practice.

- Reports, publications, conference talks, (annual) evaluations (including surveys) by the applicants or others, evaluating the impact on students' learning (opportunities) of the work (leadership) the candidate is responsible for;
- Own structured evaluations or evaluations by others of leadership impact. Evidence may be part of a wider review (ITLR or accreditation), student surveys or external reviews (professional accreditation, QAA, TEF and similar);
- Evidence of successful programme leadership (survey results, admissions trend, etc.) , project leadership (evaluation reports, funding achievements, output and outcome indicators) or peer learning effort (evidence of change to academic practice);
- Evidence of successful enhancement of teaching, assessment or engagement with students related to inclusion, or the reduction of awarding gaps at departmental level;
- Enhancement of teaching or the engagement of students, the development of educational practice of other academics, external educational policy development, and/or societal change.

Band 7 Demonstrates leadership in learning and teaching which is of a national standard impacting positively on a wide range of learners

- Senior Fellowship of the HEA or equivalent professional body, WATE award;
- Other professional body recognition, external project income, contribution to institutional KPIs;
- IATL, WIHEA or WIE project leadership (with relevance to institutional strategic direction or core education narrative);
- Developing and/or leading EDI programmes e.g. TRIW programme, Community Values Education Programme;
- National recognised scholarly and research publications;

Band 8 Sustained leadership through the enhancement of teaching or the engagement of students, the development of educational achievement by other academics, external educational policy development, and/or societal change.

- External recognition including invitations for key notes, panel memberships, national governance roles (boards, committees, enquiries, reviews), collaborative project leadership, engagement with HE policy development, expert advisory roles, public engagement, national press and similar;
- National or international expert advisory, review or representation roles including in relation to inclusive education;
- Internationally recognised scholarly and research publications;
- National and/or international awards and prizes including National Teaching Fellowships.

Impact, Outreach, Engagement criteria

Examples of Evidence

Band 1 Building a **reputation for academic contributions** in specialist area.

- An openness to and a willingness to share knowledge in expertise in a specialist area;
- Conference attendance, event attendance, presenting work to others, network-building
- Active membership of a professional body;
- Completion of appropriate WIE/R&IS/WP training

Band 2 **Recognised externally for work in specialist field**

- Invitations to peer review (journals, conferences, academic programmes or modules);
- Participation in external/public engagement activity that promotes activity from the Department and University (eg exhibitions, talks, presentations);
- Participation in external activities that have a positive reputational impact (for example engagement with local schools, businesses, cultural organisations, festivals, public performances, community networks etc.);
- Involvement in inclusion/ widening participation activities, STEM ambassador;
- Community and/or public engagement in EDI activities;
- Development of a new Public Engagement assessment/ taught element of a UG/ PGT module
- Membership of internal or external groups organising public engagement events.

Band 3 Developing a reputation and recognition with key stakeholders for the broader value of specialist activity	<ul style="list-style-type: none"> • Involvement in key projects, conferences and events (e.g. organising committees;) • Evidence of the ability to set up and develop relationships with external organisations or other Universities; • Evidence of the ability to generate business for the University; • National or international student recruitment activity; • Supporting Public Engagement URSS student projects; • Evidence of activities having wider economic/societal benefits; national/international media projects; development of a new Public Engagement Module relevant to your discipline at UG/PGT level; • Collaboration with other Universities, community groups, or external organisations on EDI activities, e.g. contributions to policy; • Contribution to policy making with public/third sector bodies locally, nationally or internationally; • WIE Fellow; official recognition from relevant sector organization (e.g. NCCPE); winning of research grant with explicit Public Engagement/ Impact agenda; recipient of impact leave award.
Band 4 Developing regional/national recognition for work demonstrating value of broad based academic activity.	<ul style="list-style-type: none"> • Record of collaboration with industry; generation of income; active participation in development of Warwick KE strategy (e.g. through WIE Learning Circles/ Faculty Impact committees); • Engaging with external networks and stakeholders, nationally and/or internationally, to demonstrate the significance and value of relevant academic work; • Engaging with external stakeholders to support and encourage inclusion, access and participation in HE; • Developing links with business, public, cultural or community engagement in line with the University's strategic aims; • Case study which may merit inclusion in REF; • Evidence of active engagement with the University's international activities and partnerships; • Securing positive interest from media nationally or internationally for academic activity • WIE leadership role (e.g. major contribution to Learning Circle outputs, providing engagement training); national/international recognition from relevant sector organisations; receiving Warwick funded non-research related grants for public engagement events.
Band 5 An established regional or national reputation, which might include significant contribution to	<ul style="list-style-type: none"> • Track record of teaching and learning or research collaboration with industry, healthcare or other external partners, sustained and developing over number of years and involving a number of income-generating activities, including from outside of the UK;

impact for the major development of one or more fields of knowledge at an international level

- Evidence of economic benefit of commercialisation activity (e.g. significant number of jobs created in spin-out company); a record of creation, development and exploitation of intellectual property, including open access material;
- The provision of services rendered e.g. delivery of Continuous Professional Development (CPD) and consultancy activity delivery on behalf of the University;
- Communication of teaching innovations to interested stakeholders leading to changes in practice/policy;
- Communication of research results to the public or public bodies leading to changes in practice/policy;
- Application of knowledge to improve public sector performance and quality of life by informing public policy and government and/or through partnership with the voluntary sector, or the cultural and heritage sector;
- Contributing to productive high-impact partnerships with business, policy makers or other users of our research and teaching expertise with evidence of significant income generation or reputational benefits for the University;
- Involvement and engagement in significant national or international projects, working groups policy, and networks to enhance University reputation;
- A record of sustained success in significant business generation, securing new or repeat business with significant levels of income generation for the University;
- Leading major specialist consultation activities with external clients;
- Formal development of REF Impact case;
- WIE Leadership Role (e.g. Senior Fellow; chairing Learning Circle or University award recognition); external recognition of media and communication contribution e.g. media fellowship; receiving external non-research related grants for public engagement events.

Band 6 Developing an international reputation for impact, outreach or engagement, which demonstrates the broader external value of academic activity.

- Significant Public and/or cultural engagement, policy development in public institutions and/or significant 'impact' as defined by UKRI's impact strategy (including an accepted departmental impact case study);
- Application of knowledge to improve public sector performance and quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector;
- Major contribution to the role of the University in its local setting, including public engagement, outreach and knowledge transfer activities with demonstrable beneficial impacts outside the University;
- Leading the public understanding of one's subject at a national or international level;

- Senior advocate for public engagement, with substantial leadership contribution to training and development programmes; Significant new processes put in place to recognise and celebrate research and/or education impact;
- Outstanding leadership of productive high-impact partnerships with business, policy makers or other users of our research and teaching expertise with evidence of outstanding income generation and/or transformational reputational benefits for the University;
- Formation of significant national and international partnerships that deliver significant financial or reputational benefits to the University as a whole;
- Successful leadership in relation to the University's international activities and partnerships.
- International leadership of EDI work

Collegiality, Leadership, Management criteria

Examples of Evidence

Band 1 Able **satisfactorily to plan and organise own academic activity.**

- Track record of managing own teaching and/or research responsibilities in without intervention;
- Willingness to be involvement and engaged in activities within the department e.g. engagement with students beyond teaching, visits, open days, staff meetings, relevant committees;
- Constructive engagements with colleagues across the university, students and other relevant stakeholders.

Band 2 Able **satisfactorily to contribute across a variety of administrative roles relating to academic activity.**

- Experience of engaging inside and outside of the department in academic and/or non-academic activity in a way that contributes to broader departmental agendas (contributing to administrative duties with the department, involvement in organising events, visits etc.);
- Involvement in organisation and planning activities within a given discipline (e.g. helping with meetings, conferences etc.).

Band 3	Demonstrate the ability actively to organise and manage activity in support of academic processes, showing emerging leadership ability within immediate group.	<ul style="list-style-type: none"> • Active participation in departmental (or divisional) policy initiatives, possibly through membership of departmental committees (e.g. helping to organise student activities, assisting with admissions and recruitment, assisting with seminar/event organisation, etc.); • Successful initiatives or innovations in administrative processes, or taking on significant departmental (or divisional) responsibilities which are carried out successfully.
Band 4	Track-record of management capability within the Department. Demonstrates leadership ability within a wider group or department	<ul style="list-style-type: none"> • Effective and active involvement and engagement in significant committees or projects which are important for the effective operation of the department (these may be at University or Faculty level in smaller departments but could be also be significant initiatives at departmental level); • Leading on significant initiatives for the department (or Division) to enhance the operation of the department (e.g. Recruitment and Admissions, Senior Tutor, new programme development, major research networks etc.); • Acting within the department as a champion for initiatives such as student surveys (NSS, PTES, PRES etc.), Athena Swan, staff & student wellbeing etc; • Academic mentoring, and support for early career staff, within the Department; • Engaging with activities in support of diversity and inclusion within and/or beyond the University.
Band 5	Effective management and development of academic activities important to income and/or reputation within or beyond the University.	<ul style="list-style-type: none"> • Effective leadership of strategic change at departmental or faculty level (e.g. new course development, , active committee chairing, supporting the development of new research centres or cross disciplinary collaborations); • Effective leadership of departmental engagement with institutional initiatives in relation to external EDI schemes such as Athena Swan Awards, Race Equality Charter Mark, and in relation to disability, sexual orientation; • Effective leadership of strategic initiatives at departmental level (eg EDI initiatives, sustainability, social impact, regional engagement, international); • Willingness to contribute and impact at University level in terms of policy formation and strategic development (e.g. membership of key strategic committees such as Senate, membership of University working groups); • Effective management of colleagues and facilitation of their academic and personal development and performance on the scale of a Department of equivalent; • Academic leadership, mentoring, and support for junior staff, both within the Department and in the wider University community.

Band 6 Leadership which may be within the University or within a discipline or related academic activity.

- Effective leadership of major activities (such as Teaching, Research Student Support) at a Departmental level;
- Editing leading journals;
- Has established reputation and acknowledged expertise with senior managers in partner organisations and/or professional associations;
- Leading internal and external partnerships and networks which enable the University to meet significant strategic aims;
- Demonstrable contribution to the professional development of senior colleagues within the academic community, including mentoring, leading on training and development initiatives;
- Exercising significant management and leadership responsibility at University level or within an external academic community;
- Effective development and leadership of university-wide staff/student development (eg Community Values Education Programme, Carbon Literacy, Engagement);
- Successful performance as Head of Division/Department, Director of a Research Centre or Institute, Chair of a major committee or working group;
- Leading or chairing prestigious and internationally recognised conferences;
- Leadership roles in professional societies.

