

# ACADEMIC CITIZENSHIP AND LEADERSHIP CRITERIA

## Associate Professor/Research Grade 8

Criteria (definitions in italics)		Examples of evidence could include:
C1 Essential	<p>Academic citizenship</p> <p><i>Demonstration of personal commitment towards the successful development of the University and its communities, and of a commitment to our values for working together and professional behaviours. Taking a share of the many and varied activities that we carry out together that are essential to our academic success.</i></p>	<ul style="list-style-type: none"> <li>▪ Examples of good practice taken from the University's "<a href="#">Values for Working Together and Professional Behaviours</a>" document.</li> <li>▪ Constructive and active contributions to School/University life.</li> <li>▪ Significant contribution to successful programmes of Open Day activities.</li> <li>▪ Active involvement in widening participation and outreach activities.</li> <li>▪ A share in volunteering for necessary one-off duties.</li> <li>▪ Assiduous performance of personal tutor duties.</li> <li>▪ Active involvement in University staff network groups, e.g. Women@Reading, LGBT Plus.</li> <li>▪ Contributing to work towards achieving School and University diversity and inclusion and/or sustainability targets.</li> <li>▪ Effective contributions to administrative roles within Schools or the wider University.</li> <li>▪ Panel member, or other contribution, in recruitment of new staff members.</li> <li>▪ Contributions to the development of University T&amp;L strategy.</li> <li>▪ Significant contributions to University T&amp;L/student experience focused sub-committees/committees: e.g. DELT, UBTLSE, CoSED, and relevant working groups.</li> <li>▪ Leadership of initiative(s) to implement and feedback on University T&amp;L strategy (e.g. globalising the curriculum).</li> <li>▪ Contributions to and/or leadership of successful accreditation or review of programmes.</li> <li>▪ Leadership of strategy-focused working groups.</li> <li>▪ Influential contribution to STEAP process or School five year plan.</li> <li>▪ Effective liaison with external stakeholders/delivery partners to support achievement of School/University strategic aims.</li> </ul>

<p>C2 Essential</p>	<p>Continuing professional development to ensure working practice is up to date.</p> <p><i>Professional development activities, plus evidence of reflection on these activities, some of this reflection explicitly included in the promotion case. We expect that professional development will usually be achieved through a combination of undertaking new activities and roles; and of self-development through attending training courses, seminars, conferences, and/or through personal study and reading. In each case we expect to see a brief explanation in the submission of how these activities have contributed to your professional development and/or inform your working practices.</i></p>	<ul style="list-style-type: none"> <li>▪ Personal training record, this coupled to reflection on impacts that training has had on your working practice.</li> <li>▪ A record of significant conferences/workshops, etc. attended in the last three years, and reflection on how these may have shaped your subsequent work.</li> <li>▪ Details of your own contributions to support the professional development of other colleagues in the University and/or externally, for example through contributions to the delivery of staff training, through mentoring activities, etc.</li> <li>▪ An account of activities/roles that you have undertaken which have contributed to your professional development, with an explanation of/reflection on the associated development that has taken place.</li> <li>▪ Clear evidence of how engaging in professional practice has supported your development in your academic role.</li> </ul>
<p>C3 Essential</p>	<p>Academic leadership and/or management.</p> <p><i>This interpreted broadly to include leadership and management within your departments or Schools, or leadership/management associated to your discipline (this latter may be exhibited largely through externally-focused activities, or through activities locally at Reading). We interpret leadership to include leadership of groups of staff (or staff plus research students/teaching assistants); leadership of activities; leadership by example in a variety of external engagement activities; leadership through chairing (but also through active membership) of groups within the University or externally that are responsible for significant activities or developments.</i></p>	<ul style="list-style-type: none"> <li>▪ Leadership by example in external engagement, this interpreted broadly to include: external presentations of various sorts (at academic conferences, to external partners, to lay audiences, as part of schools outreach); the nurturing and development of external relationships important to the School or University.</li> <li>▪ Significant contributions to initiatives to achieve external engagement from research, and/or impact beyond academia.</li> <li>▪ Organisation of conferences, workshops etc.</li> <li>▪ Shaping the discipline within the University.</li> <li>▪ Contributing to the organisation and running of professional associations or learned societies nationally or internationally.</li> <li>▪ Robust financial management of Project/Grant budgets in line with University strategy.</li> <li>▪ Significant role in widening participation and outreach activities.</li> <li>▪ Actively promoting and/or innovative practice or leadership supporting the diversity and inclusion agenda.</li> <li>▪ Significant roles in University staff network groups, e.g. Women@Reading, LGBT Plus.</li> <li>▪ Taking significant responsibility for Health and Safety issues.</li> <li>▪ Engaging with the sustainability agenda, including working towards relevant benchmarks/awards as appropriate.</li> </ul>

		<ul style="list-style-type: none"><li>▪ Trade union and employee representation activities.</li><li>▪ Hall Warden.</li><li>▪ Effective performance in positions of responsibility within the Department/School.</li><li>▪ Representing the School in working constructively with other parts of the University and/or external organisations.</li><li>▪ Participating in staff recruitment and selection within the School/University.</li><li>▪ Spending time developing students and/or staff, for example through mentoring, line management, carrying out PDRs for research staff.</li><li>▪ Constructive and active contributions to School/University committees and working groups.</li></ul>
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# RESEARCH CRITERIA

## Associate Professor/Research Grade 8

Criteria		Examples of evidence could include:
R1 Outputs  Essential (T&R, RI)	Track record of research of at least national standing, built on high quality research outputs.	<ul style="list-style-type: none"> <li>▪ A majority of at least 3* outputs, or 2* outputs that have high impact (publications or recognised equivalent for discipline, including widely respected books).</li> </ul>
R2 Recognition and Leadership  Essential (T&R, RI)	Contribution to research leadership, and recognition (externally and internally) as a researcher, with a national profile and/or emerging international profile.	<ul style="list-style-type: none"> <li>▪ Demonstrable achievements from a role such as SDPGRS: leading research centres or research clusters, managing a sizeable research group, leading cross University research initiatives.</li> <li>▪ Invitations to speak at national or international events/conferences; reviewing for leading journals/publishers; editing journals.</li> <li>▪ Active contribution to research-related committees, research councils, or professional or learned societies.</li> <li>▪ Acting as an external PhD examiner.</li> <li>▪ Acting as a reviewer or assessor for significant bodies (major funders, leading journals).</li> <li>▪ University or national prizes for research.</li> </ul>
R3 Research Income	Record of gaining external research funding, or equivalent, as appropriate to the discipline (excluding funding for PGR students).	<ul style="list-style-type: none"> <li>▪ Evidence for high quality external grant applications (e.g. progression to second stage of external two-stage competitions; details of scores awarded by reviewers and panels for RCUK competitions; comments from internal grant development colleges).</li> <li>▪ External grant income and expenditure (as PI or Co-I), applications for PDRA funding, exhibition funding, time at National Facilities and Institutes; individual fellowship funding.</li> </ul>
R4 PhD Supervision	Formal supervision of, and/or demonstrable support for Doctoral students.	<ul style="list-style-type: none"> <li>▪ Contributing to students' broader skills development through the Graduate School and/or Doctoral training partnerships.</li> <li>▪ Number of students (FTE and progress towards completion).</li> <li>▪ Evidence of active recruitment of PhD and Professional Doctorates.</li> <li>▪ Active participation in mentoring and monitoring processes.</li> <li>▪ Internal examination of PhD students.</li> <li>▪ Winning of externally funded PGR students.</li> </ul>
R5 Public Engagement	Demonstrable track record of planned public engagement and communication of research; dissemination of research	<ul style="list-style-type: none"> <li>▪ Delivery of public lectures, engagement with the media, involvement in public events, use of blogs and other social media to communicate research.</li> </ul>

	across the University and beyond.	
R6 Research Impact	Has drawn upon own research to achieve, or is in the process of achieving, an effect on, change or benefit, to the national and/or international economy, society, culture, public policy or services, health, the environment, education, or quality of life, beyond academia.	<ul style="list-style-type: none"> <li>▪ Preparation of an impact project (e.g. REF case study) that has been graded at either A or B.</li> <li>▪ Citation of research in policy documents.</li> <li>▪ Evidence of engagement with stakeholders and end-users of research.</li> <li>▪ Evidence of engagement with the University's guidance on Open Research  <a href="https://www.reading.ac.uk/research/research-environment/open-research/open-research-12-tips">https://www.reading.ac.uk/research/research-environment/open-research/open-research-12-tips</a> </li> </ul>

# TEACHING AND LEARNING CRITERIA

## Associate Professor/Research Grade 8

	Fellow of the Higher Education Academy (HEA) or equivalent at D2 or above	
	Criteria	Examples of evidence could include:
<p>T1</p> <p>Excellent Teaching</p> <p>Essential (T&amp;R, TI)</p>	<p>Track record of excellent T&amp;L practice, impacting on the student experience/outcomes.</p>	<ul style="list-style-type: none"> <li>▪ Positive student module or programme evaluation.</li> <li>▪ Positive student feedback.</li> <li>▪ Positive feedback from student experience surveys.</li> <li>▪ Student recruitment to modules /programmes.</li> <li>▪ A record of good levels of student progression/completion/attainment.</li> <li>▪ Successful outcomes of supervision of UG and/or PGT and/or PGR projects.</li> <li>▪ Evidence of improvements in student attainment.</li> <li>▪ Positive feedback from peer review of teaching.</li> <li>▪ Positive feedback from External Examiners.</li> <li>▪ Nomination for, or award of, RUSU excellence award.</li> <li>▪ The award of a University Teaching Fellowship.</li> <li>▪ The award of a University Collaborative Award for Outstanding Contribution to T&amp;L.</li> <li>▪ Discipline/subject/School awards for T&amp;L.</li> <li>▪ Positive comments from Periodic Review.</li> <li>▪ Evidence of role-modelling good teaching and learning practices to others.</li> <li>▪ Overt support for student learning and the student experience.</li> <li>▪ Positive peer and/or student reviews of self-generated learning resources or materials.</li> <li>▪ External recognition of good teaching and learning practices.</li> <li>▪ Other recognition of the quality and impact of your teaching on student learning.</li> </ul>
<p>T2</p> <p>Contribution to T&amp;L beyond one's own classroom</p> <p>Essential (T&amp;R, TI)</p>	<p>A valued contribution to Teaching and Learning at disciplinary, interdisciplinary School and/or University Level.</p>	<ul style="list-style-type: none"> <li>▪ Positive contribution to the design of new modules and/or programmes.</li> <li>▪ Effective module co-ordination.</li> <li>▪ Effective programme and/or subject leadership.</li> <li>▪ Effective contributions to curriculum development/delivery and/or assessment.</li> <li>▪ Effective contribution to specific innovations in curriculum design/planning and/or delivery.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ The valued introduction of new approaches to T&amp;L.</li> <li>▪ Effective contributions to BoSSE (Boards of Studies and Student Experience).</li> <li>▪ Effective contribution to interdisciplinary initiatives.</li> <li>▪ Effective contributions to teaching collaboration between UoR and UoRM.</li> <li>▪ Effective contributions to collaboration with partner institutions/delivery partners, in UK or internationally.</li> <li>▪ Evidence of successful collaboration with students in curriculum development projects.</li> <li>▪ Successful promotion of initiatives to support specific groups of students.</li> <li>▪ Effective contribution to University QA processes.</li> <li>▪ Effective contribution to subject/disciplinary initiatives across HEIs.</li> <li>▪ Effective contributions to University T&amp;L/student experience focused sub-committees/committees.</li> <li>▪ Effectiveness in mentoring roles in relation to T&amp;L.</li> <li>▪ Effective contribution to and/or co-ordination of T&amp;L committees/working groups/communities of practice.</li> <li>▪ Service on and/or chairing of committees/reviews/policy reviews.</li> <li>▪ Effective contribution to MOOCs.</li> </ul>
<p>T3 Contribution to T&amp;L strategic initiatives Essential (TI)</p>	<p>Valued participation in teaching and learning strategic initiatives at disciplinary, interdisciplinary, School or University levels.</p>	<ul style="list-style-type: none"> <li>▪ Effective contribution to the expansion of the School's portfolio of taught programmes.</li> <li>▪ Effective contribution to internationalisation/globalisation.</li> <li>▪ Effective contribution to employability initiatives.</li> <li>▪ Effective contribution to interventions which have had a positive impact on School T&amp;L KPIs.</li> <li>▪ The development of collaborative partnerships.</li> <li>▪ Effective contribution to activities which aim to widen participation and/or promote access.</li> <li>▪ Effective contribution to TEL.</li> <li>▪ The introduction of new practices which further students' engagement with research and enquiry.</li> <li>▪ Effective contribution to activities which aim to promote diversity and inclusion.</li> <li>▪ Effective support for development of professional practice skills among students.</li> </ul>

<p>T4</p> <p>Dissemination of good practice in T&amp;L</p> <p>Essential (TI)</p>	<p>Sharing/promoting pedagogic good practice at disciplinary, interdisciplinary, School or University levels.</p>	<ul style="list-style-type: none"> <li>▪ Well-regarded T&amp;L-related presentations.</li> <li>▪ Well received delivery of CPD and other forms of professional training.</li> <li>▪ Well-regarded contributions to T&amp;L webpages, blogs, social media.</li> <li>▪ Publications about T&amp;L in recognised journals/edited collections.</li> <li>▪ Publication and dissemination of T&amp;L case studies.</li> </ul>
<p>T5</p> <p><b>EITHER</b> Research/scholarship/ <b>and/or</b> income generation</p>	<p>Pedagogic research and/or impactful scholarship and/or income generation in Teaching and Learning.</p>	<ul style="list-style-type: none"> <li>▪ Authorship or co-authorship of: <ul style="list-style-type: none"> <li>-peer reviewed research publications in T&amp;L</li> <li>-externally published teaching materials</li> <li>-scholarly publications in T&amp;L</li> <li>-textbook(s)</li> <li>-published case studies</li> </ul> </li> <li>▪ The development of a coherent body of open educational resources.</li> <li>▪ Identifying market need and establishing and running a financially significant new programme.</li> <li>▪ Funding for learning technologies, T&amp;L research or teaching-related equipment.</li> <li>▪ Dissemination of research and/or scholarship in T&amp;L.</li> <li>▪ Success in gaining T&amp;L related grants and bursaries.</li> <li>▪ Acting as a referee for journal(s) in T&amp;L.</li> <li>▪ Acting as a reviewer of pedagogic grant applications.</li> </ul>
<p>T6</p> <p>Engagement with innovation in T&amp;L</p>	<p>Effective consideration and/or application of new pedagogies or innovative teaching methods at disciplinary, interdisciplinary, School or University levels.</p>	<ul style="list-style-type: none"> <li>▪ Innovative use of new technologies.</li> <li>▪ Adoption of new pedagogies.</li> <li>▪ Effective incorporation into programmes of experiences which improve student learning e.g. fieldwork, industry links, placement experiences, live projects.</li> <li>▪ Development of co-curricular activities which support student learning.</li> <li>▪ Development or incorporation of new assessment and/or feedback strategies.</li> <li>▪ Incorporation of innovative student engagement and feedback activities.</li> <li>▪ The development of innovative methods/activities to promote academic integrity/good academic practice.</li> <li>▪ Devising/incorporating new/innovative approaches to student support.</li> <li>▪ Effective contribution to discussion and decision-making with regard to T&amp;L innovation.</li> </ul>