ACADEMIC CITIZENSHIP AND LEADERSHIP CRITERIA

Professor/Research Grade 9

Criteria (definitions in italics)		Examples of evidence could include:
C1 Essential	Academic citizenship *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.*	▪ Examples of good practice taken from the University's "Values for Working Together and Professional Behaviours" document. ▪ Constructive and active contributions to School/University life. ▪ Significant contribution to successful programmes of Open Day activities. ▪ Active involvement in widening participation and outreach activities. ▪ A share in volunteering for necessary one-off duties. ▪ Assiduous performance of personal tutor duties. ▪ Active involvement in University staff network groups, e.g. Women@Reading, LGBT Plus. ▪ Contributing to work towards achieving School and University diversity and inclusion and/or sustainability targets. ▪ Effective contributions to administrative roles within Schools or the wider University. ▪ Panel member in recruitment of new staff members. ▪ Leading development of partnerships with external stakeholders/delivery partners to support achievement of School/University strategic aims.
C2 Essential	Continuing professional development to ensure working practice is up to date. *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*	▪ Personal training record, this coupled to reflection on impacts that training has had on your working practice. ▪ A record of significant conferences/ workshops etc. attended in the last three years, and reflection on how these may have shaped your subsequent work. ▪ 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 design, management and/or delivery of staff training, through mentoring activities etc. ▪ 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.

	professional development and/or inform your working practices.	
C3 Essential	Academic leadership and/or management. *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 possibly 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. For promotion to professorial level contributions are expected to be more significant, and roles taken on are likely to carry more responsibility.*	- Leadership by example in external engagement, this interpreted broadly to include: significant leadership of the nurturing and development of external relationships important to the School or University; external presentations of various sorts (at academic conferences, to external partners, to lay audiences, as part of schools outreach). External presentations might include keynote presentations at larger-scale conferences. - Leadership of and active involvement in initiatives which achieve engagement with research and/or impact beyond academia. - Leading role in organisation of conferences. - Leading role in shaping the discipline within the University, or significant contributions nationally/internationally. - Significant contributions, for example through offices held, to the organisation and running of professional associations or learned societies nationally or internationally. - Panel membership and advising on senior academic appointments elsewhere. - Government appointments. - Develop and successfully implement School strategy/5 year plan initiatives. - Contribute to the development and successful implementation of University strategy. - Robust financial management of Department/ School budgets in line with University strategy. - Leadership of and active involvement in widening participation and outreach activities. - Actively promoting and/or innovative practice or leadership supporting the diversity and inclusion agenda. - Leadership roles in University staff network groups, e.g. Women@Reading, LGBT Plus. - Taking significant responsibility for Health and Safety issues. - Leadership of the sustainability agenda, including working towards relevant benchmarks/awards as appropriate. - Significant trade union and employee representation activities. - Hall Warden. - Effective performance in positions of significant responsibility within the School/ University/UoRM/major partnerships (e.g. NUIST).

		- Representing the School in working constructively with other parts of the University and/or external organisations on significant developments. - Significant role in staff recruitment and selection within the School/University. - Spending time mentoring staff and developing a team. - Chairing School/University committees and working groups. - Active leadership of School/Departmental/ University Global Engagement Strategy initiatives. - Contributing to the wider University's Global Engagement Strategy by being part of wider appropriate University committees, working groups and projects. - Undertaking Performance Development Reviews of staff.

RESEARCH CRITERIA

Professor/Research Grade 9

Criteria		Examples of evidence could include:
R1 Outputs Essential (T&R, RI)	Track record of excellent research of international standing, built on outstanding quality of research outputs.	▪ A track record of 3* and 4* publications, confirmed by peer review and, where appropriate, supported by bibliometric data.
R2 Research Leadership and Recognition Essential (T&R, RI)	Providing research leadership within and beyond the University and the own discipline; significant international research impact on academia (nationally and internationally).	▪ Significant achievements from roles such as: Research Division Leader, IDRI Director, leading major research centres or cross university research initiatives. ▪ Leading major collaborative projects and networks, DTPs, partnerships with key end-users and stakeholders of research. ▪ Active contribution to research-related committees, research councils, or professional or learned societies. ▪ National or international awards for research, invitations for keynote presentations and lectures. ▪ Evidence of being consulted by national/international research bodies (e.g. Government, Research Councils) on strategy or policy making. ▪ Journal editorships or membership of editorial boards. ▪ Regularly acting as a reviewer or assessor for significant bodies (major funders, leading journals). ▪ Consultancy services for industrial companies and external bodies.
R3 Research Income	Track record of excellent external income generation as defined within the discipline (excluding funding for PGR students).	▪ External grants and awards as PI and/or Co-I (with evidence of active role in securing funding), senior fellowships, charitable and industrial income, as appropriate to discipline.
R4 PhD Supervision	Record of successfully supervising to completion a number of research students, as appropriate to the discipline.	▪ A track record of successful Doctoral supervision to timely completion. ▪ Leadership of Doctoral Training programmes. ▪ External examination of Doctoral Students. ▪ Winning of externally funded PGR students, funding for CDTs or DTPs.
R5 Public Engagement	Substantial national and international track record of planned public engagement and communication of research.	▪ Delivery of invited public lectures ▪ Substantial and meaningful engagement with the media, involvement in public events, use of blogs and other social media to communicate research.

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.	- Impact projects (e.g. REF Impact case studies) and equivalent activities that are rated 3*/4*. - Evidence of influencing social/economic/ cultural policy. - Evidence of impact on end-users of research. - Evidence of engagement with the University's guidance on Open Research https://www.reading.ac.uk/research/research-environment/open-research/open-research-12-tips

TEACHING AND LEARNING CRITERIA

Professor/Research Grade 9

	Fellow of the Higher Education Academy (HEA) or equivalent at D2 or above	
	Criteria	Examples of evidence could include:
T1 Excellent teaching Essential (T&R, TI)	Track record of excellent T&L practice, with evidence of positive impact on students, colleagues and mentees (either internal or external) and excellent feedback.	- Positive student module or programme evaluation. - Positive student feedback. - Positive feedback from student experience surveys. - Improvements to student recruitment. - A record of good levels of student progression/ completion/attainment. - Successful outcomes of supervision of UG and/or PGT and/or PGR projects. - Positive feedback from peer review of teaching. - Positive feedback from External Examiners. - Award of RUSU excellence award. - The award of a University Teaching Fellowship. - The award of a National Teaching Fellowship. - The award of a University Collaborative Award for Outstanding Contribution to T&L. - Discipline/subject/School awards for T&L. - Positive comments from Periodic Review. - Mentees' success in completion of Academic Practice Programme/CPD route to FHEA/SFHEA/ PFHEA. - Leadership of significant initiatives to support specific groups of students.
T2 Improving student outcomes/ experience Essential (T&R, TI)	Leadership of activities in T&L that improves student outcomes and/or student experience.	- Significant contribution in leading student support. - Leadership of a University strategic project in T&L and/or responsibility for T&L priorities. - Leadership of student access, employability, professional practice and/or engagement initiatives. - Leadership of curriculum development project(s). - Leadership of significant collaboration(s) with students.
T3 Leadership of strategic initiatives in T&L/ professional training Essential (TI)	Evidence of successful leadership in steering Teaching and Learning strategic initiatives at disciplinary, interdisciplinary, School or University levels	- Influential membership of working group(s). - Success in shaping T&L strategy. - Leading a team implementing a T&L initiative. - Influential contribution to Programme development. - Influential contribution to a TEF return. - Leading collaboration between UoR and UoRM. - Leading collaboration with existing partner institutions/delivery partners, in UK and/or internationally.

		▪ Establishing and developing teaching-related networks with other institutions which bring benefit to the UoR.
T4 National/ International standing in T&L Essential (TI)	Evidence of significant contribution of national or international impact to teaching and learning.	▪ Authorship of/major contributions in any media of high quality teaching materials that are widely acknowledged as central to the discipline or related to T&L in Higher Education in UK and/or internationally. ▪ Contribution to national and international T&L journals. ▪ Adviser to accrediting bodies, international societies or other professional bodies. ▪ National Teaching Fellowship. ▪ Invitations to give keynote presentations or contribute to other high profile T&L events nationally/internationally. ▪ Active membership of national or international subject body committees. ▪ Major contributions at national/international levels to widening participation and access activities. ▪ Influence on T&L and/or QA at other HEIs.
T5 **EITHER** Research/ scholarship **and/or** income generation	Pedagogic research and/or significant and impactful Scholarship and/or significant income generation.	▪ Publications based on pedagogic research in your discipline. ▪ Publications based on pedagogic research in HE. ▪ Collaboration with pedagogic researchers in other institutions. ▪ National/international presentations/conference papers on pedagogic research/scholarship. ▪ Major involvement in projects investigating how students learn and/or of teaching practice. ▪ Collaboration with colleagues in UoR Research centres/institutes to explore T&L-related aspects of research themes. ▪ Gaining external funding for pedagogic research or curriculum development. ▪ Identifying market need and establishing and running a financially significant new programme.
T6 Engagement with innovation in T&L	Effective consideration and/or application of new pedagogies or innovative teaching methods.	▪ Initiating and/or leading University-wide T&L innovations. ▪ Significant innovation in design of teaching. ▪ Significant personal contribution or leadership in technology enhanced learning. ▪ Evidence of reputation for innovatory approaches to teaching and learning. ▪ Effective contribution to discussion and decision-making with regard to T&L.