# University of Bristol

# Academic Promotions Framework

Version for Promotion up to Senior Lecturer / Senior Research Fellow

October 2024

# Foreword

In December 2017, as Chair of the Progression and Promotions Task and Finish Group, I presented a series of recommendations to Senate, which included the development of a new promotions framework. In undertaking this work, we had the opportunity to capture the aspirations of the institution's strategy and reflect its core values, ensuring alignment between both personal and institutional goals. It also needed to be transparent and accessible, and reward and recognise the full range of contributions and achievements that are valued by our institution.

We looked at approaches adopted in many other universities and adapted these to the University of Bristol context. These included categories for research and education, as well as ones that enabled us to highlight the value of multi/inter-disciplinary work and the vital engagement and impact activities that links us with society. We also wanted to include a separate category for leadership and citizenship to capture the demonstration of our shared values and our capacity to work together towards both personal and institutional goals.

After extensive consultation, we honed the framework to four broad categories with a balance of criteria to cover the range of expectations and experiences across all three pathways and the full diversity of work at the University.

It is also worth highlighting that such a framework could be used beyond building and assessing cases for promotion. For example, it could facilitate better career discussions for individuals leading to more focused personal and professional development. It is also felt that this framework promises to inform more flexible and inclusive career progression for all our academic staff.

I hope that the revised framework captures our sense of what is needed in a fair and effective promotions process, and that it will help us to better reward and recognise the full range of talent across the institution.
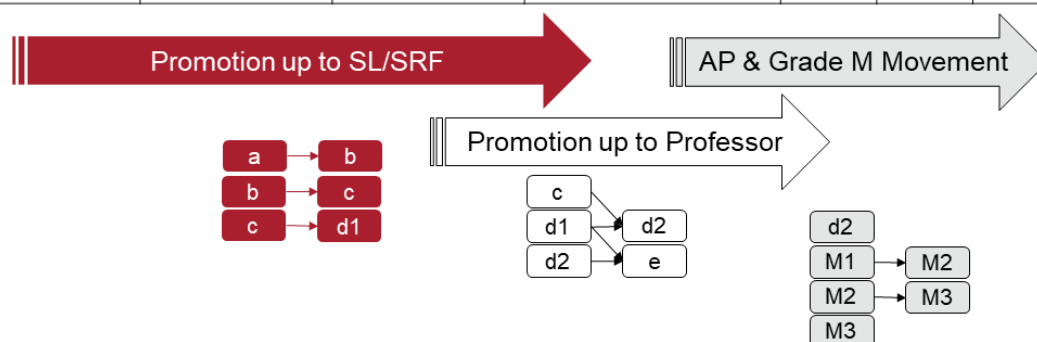

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Scope for this version of the framework (highlighted in red):

| Title | Research Associate / Teaching Associate | Lecturer / Senior Research Associate | Lecturer / Research Fellow | Senior Lecturer / Senior Research Fellow (d1) Associate Professor (d2) | | Professor | | |
|---|---|---|---|---|---|---|---|---|
| Role Profile | a | b | c | d1 | d2 | e | | |
| Grade | I | J | K | L | | M1 | M2 | M3 |

Promotion up to SL/SRF

AP & Grade M Movement

a → b
b → c
c → d1

Promotion up to Professor

c
d1 → d2
d2 → e

d2
M1 → M2
M2 → M3
M3

# 1. How to use the framework

## 1.1. Introduction

The Academic Promotions Framework describes the full extent of academic contributions that we value and recognise. It comprises four broad categories that describe the work that is part of any academic career at the University of Bristol. Each category includes several criteria to capture the full range of academic practice as shown below:

| Research | Education | Engagement & Impact | Leadership & Citizenship |
|---|---|---|---|
| Pursuing new knowledge and understanding<br><br>Adding value to discovery through outcomes, process and commitment | Facilitating active learning<br><br>Encouraging critical, creative thinking<br><br>Instilling the ability and passion for learning | Co-producing, translating and applying knowledge<br><br>Linking the University with society<br><br>Exchanging knowledge with the broader community | Actively contributing to the University<br><br>Being a role model to others<br><br>Fostering an inclusive environment |
| **R-1** Research output<br>**R-2** Research capacity and recognition<br>**R-3** Grant income<br>**R-4** Research supervision | **E-1** Education practice<br>**E-2** Supporting students<br>**E-3** Curriculum development<br>**E-4** Scholarship of teaching and learning | **EI-1** Engagement with external organisations<br>**EI-2** Translation and application of knowledge<br>**EI-3** Community dialogue | **LC-1** Leadership in the University<br>**LC-2** Leadership in your discipline<br>**LC-3** Collegiality<br>**LC-4** Contribution to the University |

There are 15 criteria in the table above (highlighted in *red italics* in the text below). All are essential to the University and are a shared responsibility across the whole academic community. They are also dependent on each other, with many important linkages across the criteria, and so should be seen as working together rather than in isolation. At an individual level, the choice of criteria needs to take into account your role/job profile, academic pathway, academic discipline, career aspirations and personal circumstances.

The **Research** category captures what it takes to build on our position as one of the world's leading research-intensive universities. It includes our *research output (R-1)* but goes beyond publications and other formal ways to present research findings. For example, balancing quality and quantity of output, as well as how we go about our research and research integrity, are equally important.

This category also captures the essential activities that *enable* research outputs: building *research capacity and recognition (R-2)*. This is about both individual and collective efforts to develop, sustain and build our research capability in a vibrant, inclusive and collaborative research culture. Another fundamental aspect is *grant income (R-3)*, and our shared role in ensuring that Bristol continues to grow and diversify its research portfolio, especially in areas of emerging research excellence and in response to global challenges.

These criteria speak to our efforts as a research community to deliver world-leading research. The final research criterion is about our shared responsibility to help those starting their careers to progress through *research supervision (R-4)*. It captures what it is to support, challenge and inspire students to be effective researchers and contribute to a collaborative research culture.

The **Education** category captures how we create a distinctive and effective learning environment, one that makes a difference for all. Fundamental to this is our *education practice (E-1)*, which includes how we engage with a diverse range of students and reflect on our practice so that we can sustain and/or improve what we do.

Central to our role as educators and researchers is our contact with students through *supporting students (E-2)*. It goes beyond just tutorials and captures all the personal interactions that help our students to feel part of the wider University community, and to be effective in their studies, develop new skills, and foster their sense of belonging both to your discipline and the University. It is also an opportunity to engage them in the latest research and to prompt them to start thinking about their future role in the world.

*Curriculum development (E-3)* refers to the collective effort to ensure that our educational approach challenges and changes the way we think and act in the world. Essential to achieving this is our personal investment in the *scholarship of teaching and learning (E-4)*, which captures how we ensure that our teaching is innovative and evidence-led.

The **Engagement & Impact** category describes how we interact with the outside world. It talks about *engagement with external organisations (EI-1)* to be part of or bring together communities – locally, nationally and internationally – to tackle the key issues and challenges facing society. It includes both going out to work with others and bringing others in to work with us.

Fundamental to this is the *translation and application of knowledge (EI-2)*, which is about making a real difference with our research and teaching for the benefit of the wider community. Finally, we need sustained *community dialogue (EI-3)* using different media to create opportunities for discussion. Our reputation and success as a University is also about how we engage with others and work together for mutual benefit.

Finally, the **Leadership & Citizenship** category captures much of the work that enables all of the above to happen, as well as helping to create a positive culture where everyone can thrive. *Leadership in the University (LC-1)* recognises our wide-ranging leadership responsibilities at all levels and in all roles, whether this be coordinating and influencing the work of others or taking on a formal role. A vital aspect of this in higher education is *leadership in your discipline (LC-2)*. Here, the focus is on how you ensure that your discipline is visible and relevant to others both within and outside the University.

In terms of citizenship, there is *collegiality (LC-3)* to reflect our shared responsibility to each other. This includes formal processes such as Development Reviews and mentoring, as well as the numerous ways in which we can take an active role in supporting each other to thrive. Finally, we want to recognise your *contribution to the University (LC-4)* as a whole. These are often the small things, such as getting involved in local initiatives, that help create a positive and inclusive working climate to encourage a sense of belonging and pride in where we work.

## 1.2.  Distinguishing between the levels

Promotion from Research or Teaching Associate up to Senior Lecturer / Senior Research Fellow (level d1) marks the transition for someone early in their academic career becoming an established and independent academic. It is the movement from a period developing and acquiring the fundamental skills, habits, knowledge and experience of effective academic practice.

The **first step to Senior Research Associate / Lecturer** (level b, Grade J) recognises that someone is developing as a more independent member of the academic community and is acquiring the necessary skills, both practical and personal. They are developing their academic practice by doing things and often with support from others. The process takes time and includes getting things wrong at first in order to learn and improve. They will also learn about their working environment and what they need for this to be effective. It includes their physical space as well as the people they need to work with as they work out how they fit in. Through this, they will also be

making sense of the wider context and starting to speak up, asking more questions and taking a more active role in university life. They will be starting to put things together, to perform and to make a positive contribution.

The **second step to Lecturer / Research Fellow** (level c, Grade K) is characterised by those taking individual responsibility for their work. There is a shift from undertaking tasks and producing outputs to considering the outcomes and impact of what they do over time, especially on those around them. They include undergraduate and postgraduate students, and academic and professional services colleagues, as well as funders, publishers, professional bodies and other collaborators outside the University. Those making this step have developed their voice as an academic and are more aware of how they are performing, with evidence of more established and mature networks, and an increasing leadership and management contribution.

With the **third step to Senior Lecturer / Senior Research Fellow** (level d1, Grade L) comes an established voice and reputation for their academic contribution. They are able to foresee and plan for changing requirements and future needs, adapting their practice and improvising as necessary. This will be characterised by taking on more visible leadership roles (formal or informal), being consulted by others and a growing reputation for their work and approach both within and outside the University. It comes with a greater self-awareness and the interpersonal and professional skills to enable them to lead, manage and influence more widely.

The framework captures a number of examples of activity for those taking these steps. There will be differences by discipline, as well as varying expectations in faculties and schools. Given the time available for undertaking different aspects across the framework categories, there will also be variations across the three pathways. For those on Pathway 1 dividing their time between research and teaching, there might be more evidence for how they are making the links between the two as they progress through the levels. For those on Pathway 2 and 3, there is likely to be more evidence for their leadership and influence in research and teaching practices respectively as they progress. For all, their knowledge and experience at the higher levels will have led to internal and external recognition as an expert and they will be widely consulted.

## 1.3.  Making a case

To recognise and reward the wide variety of work undertaken at Bristol, the framework includes examples of typical activities for each criterion that will demonstrate that you are ready for promotion to that level. These are indicative and not exhaustive, and no one is expected to meet all of the criteria and examples provided. Rather, they are a guide that should be considered in the context of your discipline, academic pathway and relevant role profile. It is also expected that you will have your own examples and that we will include others over time.

The following sections provide all the details you need to make a case for these promotion steps:

1. Promotion to Senior Research Associate / Lecturer (Section 2)
2. Promotion to Lecturer / Research Fellow (Section 3)
3. Promotion to Senior Lecturer / Senior Research Fellow (Section 4)

**Important considerations**

When building your case, you should make clear the impact you have made, focusing on the quality of your contribution over the quantity of activity. This is especially important if you want anything that reduces the time you have available compared to a typical full-time working pattern on your pathway to be taken into consideration. For example, it could be that you work part-time or in a job-share, or that there has been a change in work priorities and a re-balancing of your workload, or that your personal circumstances are a factor. These should be quantified as much as possible, e.g. as fractional changes to your available time to work on specific activities, and be made clear in your application.

Other support is also available. For research, the principles highlighted on the responsible research evaluation webpage are a useful guide, along with the adoption of open research practices. The Division of Research, Enterprise and Innovation (DREI) webpages also contain numerous resources. Likewise for education, the Education and Student Success webpages provide a full range of support, e.g. Bristol Institute of Learning and Teaching (BILT) is a source of good practice and of learning and teaching innovation and excellence.

**Clinical contribution**

The assessment for promotion is on academic work done for the University with full regard for the time available for these duties. Clinical duties will be considered only when undertaken for the University and connected to academic work.

**Context and individual circumstances**

The context for your work is essential in determining where to focus and prioritise your efforts across the framework. For example, it includes the recent Covid-19 crisis along with any other equality issues or individual circumstances that have impacted your capacity to work. Anyone seeking promotion is invited to detail any such impacts in their paperwork, along with any support that has been agreed to mitigate the impact, and these will be taken into account. At a University, Faculty and School level, it might mean a change in priorities and a rebalancing of activities across the framework. Your contribution in this context will be recognised and rewarded. To accomplish this, it is vital that you engage with your academic line manager and the Development Review process to discuss and agree how best to spend your time.

The application form gives you the opportunity to describe the impact of any individual circumstances that you would like to be taken into consideration. These include anything that impacts your ability to meet the expectations outlined in this framework. For example, prolonged absences, restrictions on travel or networking opportunities, flexible working patterns or reduced working hours, including any equality factors and/or the impact on your work due to Covid-19. Please include any local arrangements that have been made and formally agreed with your line manager, such as a pro-rata reduction in your contribution across your selected criteria if working part-time. Note that evidence is still required against the specified number of criteria. Although contributions will be considered within the context of the impact of any individual circumstances, a consistent level of quality in all areas will be required.

**Next steps**

All applicants and anyone involved in supporting or assessing cases should refer to the Promotion up to SL/SRF Procedure for full details of who does what and when.

# 2. Promotion to Senior Research Associate / Lecturer

For promotion to Senior Research Associate / Lecturer (level b, Grade J), you will need to provide evidence in two parts using a narrative form:

1. **Developing as an academic**

   There is an expectation that Research or Teaching Associates are developing as more independent members of the academic community. That means being intentional about acquiring the necessary skills for your role. It could be part of your 10 days of professional development (pro rata) per year or simply learning as you perform in your role. It starts with the main focus of your role, which will be the criteria under the Research category for those on Pathway 2 or the Education category for those on Pathway 3. Additionally, you should also be looking for opportunities to develop in the Engagement & Impact and leadership & Citizenship categories. The APF provides examples of activity for the criteria in each category that could be where skills development is needed. For example:

   - Writing and presenting your research under R-1 Research output (e.g. communication skills)
   - Using different approaches to teaching in various settings to enhance student learning under E-1 Education practice (e.g. teaching skills)
   - Networking and collaborating with others outside the University under EI-1 Engagement with external organisations (e.g. collaboration skills)
   - Speaking up on important issues that impact you and others you work with under LC-1 Leadership in the University (e.g. influencing skills)

   You are not expected to be developing under all of the criteria and might select only the skills you need to make an impact as described below. In your narrative, please state the skills you are developing and why, as well as describing how are you developing them, what support and feedback you are getting, and what you are learning and doing as a result. Please also reference the specific criteria for which these skills are needed.

2. **Making an impact**

   In this part, we are looking for how you have used the skills, knowledge and experience you have acquired to start to distinguish yourself as an academic, i.e. putting it all together and developing the fundamental habits of effective academic practice. It is expected that you will be making an impact by:

   - Being recognised for your contribution as an academic through working more independently as a specialist in your area, using initiative and adding value, e.g. under Research for those on Pathway 2 or Education for those on Pathway 3
   - Starting to develop your networks and sharing your work, practices and ideas with others across and outside the University, e.g. under Engagement & Impact
   - Demonstrating support for others and participating more in your school/area, while also speaking up on important issues that affect you and your environment, e.g. under Leadership & Citizenship

   Your evidence needs to satisfy all of these statements in terms of your contribution under the broader framework categories highlighted rather than the specific criteria within them. This recognises that your time and energy will be focused on fewer of the criteria at this stage of your career. Also, you might not have the same opportunities to produce evidence under as many of the criteria that will be required later. In writing your evidence, you should describe the impact you are making along with what you did and how you did it.

## 2.1. Research

| | Definition | Examples of activity |
|---|---|---|
| R-1 | **Research output** <br> Delivering original work to make an observable impact on the subject and/or other disciplines. | • Generating research outputs in line with expectations in your area <br> • Starting to lead on disseminating the progress and outcomes of your research, and demonstrating your ability to communicate complex information clearly, both orally and in writing <br> • Writing up your research for publication in respected journals as appropriate to your discipline and as an individual or part of a team, drawing on support as necessary <br> • Presenting your research at conferences and seminars, and starting to demonstrate how you are contributing to your discipline <br> • Producing open research outputs as appropriate by adopting good practice in, for example, sharing data and code, sharing materials, sharing digital outputs, publishing preprints and pre-registering study protocols |
| R-2 | **Research capacity and recognition** <br> Building research capacity and reputation to ensure long-term research prospects. | • Taking the initiative in your research by using and extending your knowledge and skills to advance research and scholarship in your area, e.g. by identifying and initiating new work, and/or contributing and adding value to research projects <br> • Collaborating with others (academic, professional services and students) involved in the wider research in your area to help build capacity <br> • Starting to identify your own research objectives and plans, drawing on the support of others as required <br> • Beginning to referee papers for external bodies <br> • Identifying and undertaking suitable development to enhance your abilities to take on a wider range of responsibilities |
| R-3 | **Grant Income** <br> Generating external research income to fund original research. | • Starting to contribute to grant applications submitted by others <br> • Beginning to write, with appropriate support, bids for individual research funding or other funding for related activities <br> • Learning from your own experiences and those of others about writing effective bids, e.g. through internal peer-review and proof-reading |
| R-4 | **Research supervision** <br> Supporting students carrying out research to thrive and become autonomous researchers. | • Seeking out supervisory opportunities (formal or informal) with students, e.g. research projects and dissertations <br> • Starting to supervise, with guidance, final year undergraduate or taught postgraduate research projects/dissertations |

## 2.2. Education

| | Definition | Examples of activity |
|---|---|---|
| E-1 | **Education practice**<br>Facilitating active learning and reviewing teaching quality to encourage critical, creative thinking and instil a passion for learning. | • Assisting or teaching on units prepared by others and undertaking a range of teaching responsibilities, e.g. preparing course materials, setting and marking coursework, examinations and other assessment tasks, and providing formative feedback to students<br>• Recognising the need for and contributing to the use of different approaches to ensure that content, methods of delivery and learning materials meet the defined learning objectives<br>• Reflecting on your teaching practice and seeking feedback, e.g. from students or peer observation, to inform your development |
| E-2 | **Supporting students**<br>Supporting taught students to thrive and get the most from their studies. | • Seeking out opportunities to support students with their learning, e.g. taking small-group tutorials or assisting in teaching sessions or laboratories<br>• Starting to act as a tutor to undergraduate and, where relevant, taught postgraduate students, providing academic advice and pastoral support, referring them on for further help and/or guidance as necessary |
| E-3 | **Curriculum development**<br>Developing our educational offer to provide students with an education that is evidence-based, innovative, inclusive and effective. | • Starting to plan your own teaching activities and, with appropriate support, to contribute to the development of relevant courses / units<br>• Contributing as part of the team to the organisational and administrative tasks related to teaching in your area |
| E-4 | **Scholarship of teaching and learning**<br>Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching. | • Starting to demonstrate a developing awareness of pedagogic research related to your discipline and engaging in some limited research relating to scholarship in your area<br>• Identifying and undertaking suitable development to enhance your learning, e.g. engaging with the University's CREATE scheme (to achieve Associate Fellowship) or equivalent |

## 2.3. Engagement and Impact

|  | Definition | Examples of activity |
|---|---|---|
| EI-1 | **Engagement with external organisations**<br><br>Engaging with relevant external stakeholders to help tackle the key issues and challenges facing society. | • Starting to develop collaborative links with external organisations and universities, or with in-house companies<br>• Joining existing academic networks, or establishing your own, to exchange ideas with other institutions nationally and/or internationally |
| EI-2 | **Translation and application of knowledge**<br><br>Translating and applying knowledge to increase participation and effect change for the benefit of the broader community. | • Writing for non-academic audiences<br>• Starting to explore and try different ways to share, and possibly exploit if appropriate, your work outside the University |
| EI-3 | **Community dialogue**<br><br>Communicating externally using different media to create relevant opportunities for dialogue and collaboration. | • Communicating with communities outside the University who are relevant to your research and/or teaching<br>• Developing, initiating, participating in or supporting outreach or public engagement activities |

## 2.4. Leadership and Citizenship

|  | Definition | Examples of activity |
|---|---|---|
| LC-1 | **Leadership in the University**<br>Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University. | • Taking an active role in supporting others in a similar position to you in your school by being a point of contact and giving them a voice, e.g. become a Research Staff Representative<br>• Seeking out opportunities to speak up and ask questions on important issues that impact you and your working environment, e.g. taking part in a reciprocal mentoring scheme or equivalent |
| LC-2 | **Leadership in your discipline**<br>Developing your discipline within and outside the University through working with others to build relationships and enhance its profile. | • Giving invited talks about your work / specialism to others within and outside the University, e.g. at seminars or conferences |
| LC-3 | **Collegiality**<br>Building supportive relationships with colleagues to enable them to perform at their best. | • Supporting others across your school, e.g. acting as a buddy to those that have recently joined or being an informal mentor to postgraduates seeking career advice<br>• Being mentored by more senior colleagues, including those outside your area |
| LC-4 | **Contribution to the University**<br>Taking a meaningful role in University activities and initiatives to improve the working environment and create an inclusive culture. | • Starting to take on organisational duties and participating more in the daily working life of your area/school<br>• Noticing what could be changed in your local environment and working with colleagues to make improvements |

# 3. Promotion to Lecturer / Research Fellow

For promotion to Lecturer / Research Fellow (level c, Grade K), you will need to provide evidence for 9 out of the 15 criteria as specified in the following table. These include a mixture of seven core criteria (you must have evidence for) and two additional criteria (you choose which to provide evidence for). The mix of core criteria varies depending on your pathway.

| Lecturer/Research Fellow (level c) | | Research | Education | Engagement & Impact | Leadership & Citizenship |
|---|---|---|---|---|---|
| **Pathway 1** | **Core** | **R-1, R-2** | **E-1, E-2** | | |
| | Additional | R-3, R-4 | E-3, E-4 | | |
| **Pathway 2** | **Core** | **R-1, R-2, R-3, R-4** | | **One of them** EI-1, EI-2, EI-3 | **LC-3 plus one** LC-1, LC-2, LC-4 |
| | Additional | | E-1, E-2, E-3, E-4 | | |
| **Pathway 3** | **Core** | | **E-1, E-2, E-3, E-4** | | |
| | Additional | R-1, R-2, R-3, R-4 | | | |
| **Requirement:** You are expected to meet **9 out of the 15 criteria**, including the core criteria above. Please also refer to your School Context Report for any local expectations linked to the criteria. | | | | | |

## 3.1. Research

| | Definition | Examples of activity |
|---|---|---|
| R-1 | **Research output**<br>Delivering original work to make an observable impact on the subject and/or other disciplines. | • Publishing as an individual and/or as part of a team and advancing knowledge in your discipline<br>• Disseminating personal research findings as is appropriate to your work and to inform future approaches<br>• Building a publication record that is showing greater reach in terms of audience and impact<br>• Producing open research outputs as appropriate by adopting good practice in, for example, sharing data and code, sharing materials, sharing digital outputs, publishing preprints and pre-registering study protocols |
| R-2 | **Research capacity and recognition**<br>Building research capacity and reputation to ensure long-term research prospects. | • Demonstrating your research independence by using and extending your knowledge and skills to advance research and scholarship in your area, e.g. by identifying and initiating new work and/or contributing to research projects<br>• Receiving and accepting invitations to use your research expertise externally<br>• Managing your own work and your contribution to research and administration, including to collective research where appropriate<br>• Identifying personal research objectives, developing a plan for personal research and initiating research that leads to the development of knowledge and theoretical understanding<br>• Identifying and meeting your own professional and personal development needs through formal and/or informal means as appropriate to your role and reaching the next level, e.g. research leadership skills, collaboration skills, etc. |
| R-3 | **Grant Income**<br>Generating external research income to fund original research. | • Contributing to and writing grant applications, which could include being (or building towards being) a Co- or Principal Investigator<br>• Adapting your approach based on feedback and learning from your own and others successful and unsuccessful bids<br>• Growing evidence of funding application success as appropriate for your discipline and aligned to the needs of your school |
| R-4 | **Research supervision**<br>Supporting students carrying out research to thrive and become autonomous researchers. | • Supervising the work of research students and/or final year undergraduate projects/dissertations<br>• Supervising practical and/or clinical/professional work, and providing advice on techniques<br>• Co-supervising those on higher research degrees such as PhDs<br>• Identifying, initiating and supervising undergraduate/ postgraduate research projects<br>• Supervising student projects, field trips and (where appropriate) placements |

## 3.2. Education

| | Definition | Examples of activity |
|---|---|---|
| E-1 | **Education practice**<br>Facilitating active learning and reviewing teaching quality to encourage critical, creative thinking and instil a passion for learning. | • Teaching on established courses at undergraduate level, and/or taught postgraduate level where appropriate<br>• Delivering effective and inclusive student learning within your school in different forms, usually within your own field of expertise and linked to you areas of scholarship, using initiative and applying creativity to solve problems<br>• Contributing to the successful review and quality control of the courses with which you are involved<br>• Enhancing your future teaching using self-reflection, e.g. in response to student feedback or peer observation |
| E-2 | **Supporting students**<br>Supporting taught students to thrive and get the most from their studies. | • Providing effective tutor support at different levels, building collaborative student-centred relationships that encourage reflection and personal development against appropriate frameworks<br>• Directing students to specialist support if needed, e.g. the Senior Tutor, the Student Wellbeing Service, Residential Life, the Careers Service, the Library, or the Study Skills team<br>• Providing academic advice and support to students, e.g. advising on reading appropriate to the course, the level of study and availability of library resources<br>• Continuing your personal development as a tutor |
| E-3 | **Curriculum development**<br>Developing our educational offer to provide students with an education that is evidence-based, innovative, inclusive and effective. | • Contributing to the improvement of teaching materials and/or development of new techniques, methods and tools to engage a diverse range of students, e.g. moving to online teaching and assessment, and using digital technology<br>• Contributing to the organisational and administrative tasks related to teaching, managing and prioritising your own time |
| E-4 | **Scholarship of teaching and learning**<br>Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching. | • Contributing to pedagogy and teaching methodologies, e.g. through discussions and involvement in educational initiatives such as conferences or seminars (which could be held locally through BILT or outside the University), demonstrating a commitment to enhancing and supporting learning<br>• Identifying and meeting your own professional and personal development needs through formal and/or informal means as appropriate to your role and reaching the next level, e.g. engaging in the CREATE schemes (Postgraduate Certificate in Academic Practice or the CREATE Fellowship scheme) or the Health Professionals Education programme as appropriate |

## 3.3. Engagement and Impact

| | Definition | Examples of activity |
|---|---|---|
| EI-1 | **Engagement with external organisations**<br>Engaging with relevant external stakeholders to help tackle the key issues and challenges facing society. | • Establishing collaborative contacts and networks with others in your and related disciplines outside the University<br>• Increasing the relevance of your research and/or teaching to society by involving the public, private or third sector |
| EI-2 | **Translation and application of knowledge**<br>Translating and applying knowledge to increase participation and effect change for the benefit of the broader community. | • Engaging with non-academic audiences about your research or teaching, including activities which achieve impact beyond academia, e.g. delivering open lectures and taking part in outreach activities |
| EI-3 | **Community dialogue**<br>Communicating externally using different media to create relevant opportunities for dialogue and collaboration. | • Making use of opportunities for community dialogue and collaboration to explore issues relevant to your work<br>• Engaging with different media, finding ways for external communication that are responsive and inclusive |

## 3.4. Leadership and Citizenship

| | Definition | Examples of activity |
|---|---|---|
| LC-1 | **Leadership in the University**<br>Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University. | • Coordinating the work of others and creating an inclusive environment where everyone can perform to their full potential<br>• Seeking out opportunities to influence and shape your working environment |
| LC-2 | **Leadership in your discipline**<br>Developing your discipline within and outside the University through working with others to build relationships and enhance its profile. | • Developing links with external contacts that relate to your discipline, e.g. with other academics/groups, relevant professional bodies, research funders, etc.<br>• Contributing to initiatives in your area/school that relate to your discipline, e.g. coordinating guest lectures or seminars |
| LC-3 | **Collegiality**<br>Building supportive relationships with colleagues to enable them to perform at their best. | • Mentoring others across the school/faculty either as part of a formal scheme or more informally with colleagues<br>• Supporting the career development and wellbeing of others<br>• Being mentored by more senior colleagues, including those outside your area |
| LC-4 | **Contribution to the University**<br>Taking a meaningful role in University activities and initiatives to improve the working environment and create an inclusive culture. | • Taking on administrative duties and participating fully in the daily working life of your area/school, behaving as a role model for others<br>• Helping to drive the structural and cultural change that is fundamental to developing and sustaining an inclusive working and learning environment, e.g. through participation in local inclusion initiatives |

# 4. Promotion to Senior Lecturer / Senior Research Fellow

For promotion to Senior Lecturer / Senior Research Fellow (level d1, Grade L), you will need to provide evidence for 10 out of the 15 criteria as specified in the following table. These include a mixture of eight core criteria (you must have evidence for) and two additional criteria (you choose which to provide evidence for). The mix of core criteria varies depending on your pathway.

| Senior Lecturer/ Senior Research Fellow (level d1) | | Research | Education | Engagement & Impact | Leadership & Citizenship |
|---|---|---|---|---|---|
| **Pathway 1** | **Core** | **R-1, R-2** | **E-1, E-2** | | |
| | Additional | R-3, R-4 | E-3, E-4 | | |
| **Pathway 2** | **Core** | **R-1, R-2, R-3, R-4** | | **One of them** EI-1, EI-2, EI-3 | **LC-1, LC-2, LC-3** LC-4 |
| | Additional | | E-1, E-2, E-3, E-4 | | |
| **Pathway 3** | **Core** | | **E-1, E-2, E-3, E-4** | | |
| | Additional | R-1, R-2, R-3, R-4 | | | |
| **Requirement:** You are expected to meet **10 out of the 15 criteria**, including the core criteria above. Please also refer to your School Context Report for any local expectations linked to the criteria. | | | | | |

## 4.1. Research

| | Definition | Examples of activity |
|---|---|---|
| R-1 | **Research output**<br>Delivering original work to make an observable impact on the subject and/or other disciplines. | • Publishing in ways that attracts more attention based on the reputation of where you publish and the subsequent impact of your work<br>• Disseminating your own and/or your team's research in ways that extends the reach and impact of your work<br>• Growing a body of published work that is sustained over a period of time and builds international recognition for your expertise<br>• Producing open research outputs as appropriate by adopting good practice in, for example, sharing data and code, sharing materials, sharing digital outputs, publishing preprints and pre-registering study protocols |
| R-2 | **Research capacity and recognition**<br>Building research capacity and reputation to ensure long-term research prospects. | • Demonstrating your research independence by using your knowledge and skills to adapt and improvise to meet competing demands and inform research activities, including supporting research colleagues to develop their research skills<br>• Building international recognition for you and your research area through receiving and accepting invitations to contribute, e.g. at conferences, for journals, to peer review, etc.<br>• Monitoring and managing research resources effectively, including contributing to the planning of research activities and supporting the selection and development of new team members<br>• Playing a leading role in research teams to which you belong, including on progressively larger and/or more complex projects, or as an individual researcher in your specific area<br>• Seeking out, developing and participating in research networks internally and externally, especially those with opportunities for multi/interdisciplinary research<br>• Identifying and meeting your own professional and personal development needs through formal and/or informal means as appropriate to your role and reaching the next level, e.g. improving research leadership and management skills |
| R-3 | **Grant Income**<br>Generating external research income to fund original research. | • Recognising research opportunities and preparing and writing bids, e.g. as a Co- or Principal Investigator<br>• Building a track record of successful outcomes through initiating, designing, implementing and completing funded research projects/ programmes/ activities as appropriate for your discipline and aligned to the needs of your school<br>• Supporting others using your bid-writing experience (both successful and unsuccessful), e.g. through internal peer-review and giving advice |
| R-4 | **Research supervision**<br>Supporting students carrying out research to thrive and become autonomous researchers. | • Supervising (or co-supervising) doctoral research students and acting as an internal examiner for PhD degrees<br>• Supervising research students and/or postgraduate clinical students, including taking responsibility for their training, e.g. as part of a Doctoral Training Entity<br>• Possibly being an external examiner for research students and interacting with external examiners for your own students |

## 4.2. Education

| | Definition | Examples of activity |
|---|---|---|
| E-1 | **Education practice**<br>Facilitating active learning and reviewing teaching quality to encourage critical, creative thinking and instil a passion for learning. | • Building a track record of teaching at undergraduate level, and/or taught postgraduate level where appropriate<br>• Delivering effective and inclusive student learning within your school using a range of approaches, ensuring that is sustainable, creative and adaptable to changing circumstances, e.g. innovating in response to changes in the subject area and learning environment<br>• Reviewing teaching quality (using internal and external processes) for undergraduate and/or postgraduate courses, typically within an established teaching programme<br>• Enhancing the quality of yours and others teaching by reflecting on teaching practices, e.g. through peer observation |
| E-2 | **Supporting students**<br>Supporting taught students to thrive and get the most from their studies. | • Providing effective tutor support at all levels, facilitating a supportive and inclusive environment for reflection and personal development against appropriate frameworks<br>• Directing students to specialist support if needed, e.g. the Senior Tutor, the Student Wellbeing Service, Residential Life, the Careers Service, the Library, or the Study Skills team<br>• Adapting your practice and adopting different approaches to meet the needs of a diverse range of students and the academic environment, e.g. blending learning<br>• Continuing your personal development as a tutor, supporting colleagues and exploring different approaches, e.g. tutorial programmes, activities, workshops, online resources, etc. |
| E-3 | **Curriculum development**<br>Developing our educational offer to provide students with an education that is evidence-based, innovative, inclusive and effective. | • Contributing to the development and quality enhancement of curricula and teaching methods in the school, which might include revising or designing units and course materials<br>• Identifying needs and enhancing or developing teaching in your subject area or school, including using digital technology and reflecting evolving practices elsewhere<br>• Contributing to the school's planning of teaching activities, including monitoring and managing teaching resources |
| E-4 | **Scholarship of teaching and learning**<br>Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching. | • Broadening your knowledge and depth of expertise by engaging in relevant scholarly activity and/or pedagogic research related to the discipline either individually or collaboratively, and communicating your findings widely within the University and outside<br>• Identifying and meeting your own professional and personal development needs through formal and/or informal means as appropriate to your role and reaching the next level, e.g. completing the Postgraduate Certificate in Academic Practice, the CREATE Fellowship scheme or the Health Professionals Education programme as appropriate |

## 4.3. Engagement and Impact

|  | **Definition** | **Examples of activity** |
|---|---|---|
| EI-1 | **Engagement with external organisations**<br><br>Engaging with relevant external stakeholders to help tackle the key issues and challenges facing society. | • Sustaining effective networks and collaborative working with other academics outside the University and partners beyond academia<br>• Informing policy development and/or contributing to external advisory boards/panels<br>• Developing entrepreneurial or collaborative links with external organisations or with existing University-led initiatives with outside links |
| EI-2 | **Translation and application of knowledge**<br><br>Translating and applying knowledge to increase participation and effect change for the benefit of the broader community. | • Leading the engagement with a range of audiences outside of academia about yours and others research and teaching, especially those activities which achieve impact beyond academia |
| EI-3 | **Community dialogue**<br><br>Communicating externally using different media to create relevant opportunities for dialogue and collaboration. | • Leading the organisation of community engagement activities to create opportunities for dialogue and collaboration<br>• Sustaining effective engagement and dialogue with outside communities using appropriate media |

## 4.4. Leadership and Citizenship

| | Definition | Examples of activity |
|---|---|---|
| LC-1 | **Leadership in the University**<br>Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University. | • Taking a leading role in the research or teaching in your area, e.g. leading a project or team and creating an inclusive environment where everyone can perform to their full potential<br>• Taking specific responsibilities within your area/school and contributing to broader University governance and management processes, e.g. hearing complaints from research students, representing your area on school/faculty committees, etc. |
| LC-2 | **Leadership in your discipline**<br>Developing your discipline within and outside the University through working with others to build relationships and enhance its profile. | • Developing relationships with external contacts that relate to your discipline, e.g. with other academics/groups, relevant professional bodies, research funders, etc.<br>• Contributing to national educational or research partnerships<br>• Contributing to engagement opportunities between students and outside organisations |
| LC-3 | **Collegiality**<br>Building supportive relationships with colleagues to enable them to perform at their best. | • Mentoring others across the University either as part of a formal scheme or more informally with colleagues<br>• Engaging in the Development Review process as a reviewer<br>• Contributing to maintaining the health, safety and wellbeing of yourself and others in your area |
| LC-4 | **Contribution to the University**<br>Taking a meaningful role in University activities and initiatives to improve the working environment and create an inclusive culture. | • Taking responsibility for specific roles within your area/school, e.g. running a seminar programme, participating in student recruitment, contributing to school meetings<br>• Creating and delivering community building initiatives within your area/school<br>• Helping to drive the structural and cultural change that is fundamental to developing and sustaining an inclusive working and learning environment, e.g. through participation in local inclusion initiatives |