

APPENDIX A

Criteria for Academic Promotion to Grade 10 and above

		Senior Lecturer	Reader	Chair
Research	Ability	A developing publication record (appropriate for the subject area) typically including the equivalent of at least 1 publication per year in a good quality internationally recognised journal (2* or above) and publications in other journals, refereed conferences; scholarly articles and textbooks, etc.	An established publication record (appropriate for the subject area) and continuing scholarly activity as per Senior Lecturer.	A good publication record (appropriate for the subject area) and continuing scholarly activity as for SL and Reader plus examples of research impact.
	Excellence	An established research profile, at least at national level, including evidence of a growing body of recent internationally excellent and leading publications (3* and 4*); invited conference presentations and seminars; and/or other evidence of research impact and esteem; making the candidate submissible for the REF. Evidence of research student supervision and successful completion; developing research leadership including attracting grant income at levels appropriate for the subject area.	A rapidly developing international research profile; a strong publication record of internationally excellent and leading publications (3* and 4*) on an upward trajectory; invited keynote conference presentations and prestige lectures; and/or other evidence of significant research impact and esteem including prizes and awards; an established record of research student supervision and successful on-time completion; evidence of research leadership with a track record of, and current active, grants at levels appropriate for the subject area; esteem indicators such as membership of appropriate professional bodies	An established international research profile; a record of internationally excellent and leading publications (3* and 4*) demonstrating impact on the subject area; a record of invited international keynote conference presentations and prestige lectures; and/or other evidence of significant research impact and esteem including prizes and awards; a well established record of research student supervision and successful on-time completion; evidence of strong leadership and team-building in research with a track record of research grant income and successful completion of externally funded research projects, including recent or current grants, that is appropriate in terms of the expectations of the subject area; evidence of successful international research collaborations; growing esteem indicators such as fellowship of professional institutions.

		Senior Lecturer	Reader	Chair
Teaching & Learning	Ability	Independently assessed ability to communicate the discipline effectively in a learning and teaching context; evidence of quality and innovation in learning and teaching; evidence of good student feedback on their learning experience and critical reflective practice (required).	Independently assessed ability to communicate the discipline effectively in a learning and teaching context; evidence of the analysis and ongoing use of good student feedback and critical reflective practice to improve personal performance in learning and teaching (required); evidence of quality and innovation in learning and teaching.	As for Reader but additionally provide advice and mentoring of junior staff.
	Excellence	Independently assessed evidence of excellence in learning and teaching; PGCPP (or equivalent) qualification or Fellowship of the Higher Education Academy; evidence of innovative teaching developments; evidence of the analysis and ongoing use of student feedback and critical reflective practice to achieve excellent personal performance (required); evidence of significant participation in learning and teaching and its impact on curriculum development across the subject group, the enhancement of the subject area; evidence of a positive impact on the student experience; evidence of being a recognized role-model in teaching e.g. engagement across the University via CLIPP initiatives, engagement at national level, peer mentoring, sharing best practice and acquisition of external funding for research	Independent evidence of excellence and innovation in learning and teaching including attracting external funding and awards; PGCPP or equivalent qualification; Senior Fellowship of HEA (see Appendix E), established national, and developing international, profile in learning and teaching including invitations to share innovative practice and external collaborations and invitations to act as an external examiner at prestigious institutions; evidence of leadership/significant participation in learning and teaching and its impact on curriculum development across the subject group and School, and the enhancement of the subject area; evidence of the analysis and ongoing use of student feedback and critical reflective practice to achieve excellent personal performance (required); evidence of a positive impact on the student experience, a leading role in the	Independent evidence of excellence and innovation in learning and teaching including attracting external funding and awards; Principal Fellowship of the HEA (see Appendix F); National Teaching Fellowship or equivalent external accreditation; international profile in learning and teaching including invitations to share innovative practice and external collaborations and invitations to act as an external examiner at prestigious institutions; evidence of leadership in learning and teaching and its impact on curriculum development across the University, the enhancement of the subject area; evidence of the analysis and ongoing use of student feedback and critical reflective practice to achieve excellent personal performance (required); evidence of innovation, outreach and positive impact on the student experience; a leading role in the support and mentoring of staff new to university teaching and learning and acquisition of external funding for research and/or developments in

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External Engagement	Ability	Evidence of active participation in at least one of the indicators of achievement outlined, or other relevant indicators.	Evidence of significant active participation across more than one of the indicators of achievement outlined above, or other relevant indicators.	Evidence of leadership across more than one of the indicators of achievement, or other relevant indicators. Impact should be evidenced and corroborated by at least 5 independent information sources/references.
	Excellence	Evidence of emerging leadership/significant active participation in at least three indicators of achievement; evidence should substantiate an exceptional level of demonstrable impact of the activities on the University's profile and recognition and external personal recognition/acclaim in at least one of the areas of activity	Evidence of emerging leadership/significant management roles in at least three areas of the evidence of achievement indicated; evidence should substantiate an exceptional level of demonstrable impact of the activities on the University's profile and recognition and a national level of external personal recognition/acclaim in at least one of the areas of activity.	Evidence of excellent leadership across at least three of the indicators of achievement outlined above; evidence should substantiate an exceptional level of demonstrable impact of the activities on the University's profile and recognition and a national or international level of external personal recognition/acclaim in at least one of the areas of activity. Impact should be evidenced and corroborated by up to 10 independent information sources/references. NB: Information sources and/or references which relate to impact should not be testimonials, but factual statements from external, non-academic organisations would be acceptable.

Citizenship	<p>Good School and University citizenship is a prerequisite for consideration of applications for promotion. Here, citizenship is defined as making a pro-active contribution to the activities of the School, Department and/or University that fall outside of the expectations of the role; getting involved and taking responsibility, without being asked, for making the things happen that have a contribution to the achievement of Aston First objectives and in support of Aston's values (trust, empowerment, engagement, innovation, learning and scholarship, ambition); demonstrating commitment to working unselfishly and effectively to the benefit of others and the University. Staff must be willing and able to take on leadership positions and this will be a particular expectation for staff applying at Reader or Professorial levels. Staff should demonstrate how they have met the leadership expectations of Aston First: inspiring others and gaining commitment; recognising and rewarding high performance; remaining open to new ideas and seeking to act quickly for positive change; attracting, retaining and developing outstanding staff; being ambitious for themselves, their teams and the University; engaging with staff by listening, observing and communicating; focussing on excellent customer service; being decisive and making balanced judgements; empowering staff to make reasoned decisions without fear of blame; engendering trust through their own actions; being fair in all matters.</p>
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