



Academic Staff Promotions Criteria

Teaching, learning and student support

All staff must demonstrate how they meet points 1-7 of the University's Statement of Teaching Expectations. This should account for the fact that we teach and learn in a context that encourages us to take intellectual risks. It should also reflect the local context and, if relevant, personal circumstances of the individual. For individuals to be promoted they must be able to contextualise their experience for the promotions panel, demonstrating the impact and evidence relevant to their role to demonstrate success in the following teaching expectations:

1. Teaching
2. Learning Materials
3. Assessment and Feedback
4. Academic Advising
5. Student Supervision
6. Student Support
7. Student experience

Points 8-10 in the teaching expectations document (Collegial Service and Leadership, Career Development and Training, Professional Accountability) will be evidenced in response to the other promotions criteria below.

When interpreting the Teaching Expectations Document, the following differentiation is expected:

Lecturer	Senior Lecturer	Reader	Professor
Teaching meets points 1-7 of the teaching expectations in a manner that is informed by: - Scholarly informed rationale for teaching methods and tools used.	An established record of meeting points 1-7 of the teaching expectations in a manner that is informed by some of the following criteria (a candidate can either evidence some achievement with respect to broad range of activity or a high level of achievement with	An established record of meeting points 1-7 of the teaching expectations in a manner that is informed by some of the following criteria (a candidate can either evidence some achievement with respect to broad range of activity or a high level of achievement with	A sustained and exceptional record of meeting points 1-7 of the teaching expectations in a manner that is informed by some of the following criteria (a candidate can either evidence equally high level of achievement with respect to all criteria appealed to or an exceptional level of

<ul style="list-style-type: none"> - Scholarly informed evaluation of the effectiveness of teaching and assessment methods and tools used. - Application of some teaching and learning development activities. 	<p>respect to a narrower range of criteria, or some combination thereof):</p> <ul style="list-style-type: none"> - Detailed scholarly informed rationale for teaching methods and tools used. - Detailed scholarly informed evaluation of the effectiveness of teaching and assessment methods and tools used in own teaching and/or influencing wider teaching teams. - Established application of teaching and learning development activities in own practice/field/subject/discipline area. 	<p>respect to a narrower range of criteria, or some combination thereof):</p> <ul style="list-style-type: none"> - An established record of scholarly-informed teaching drawing on relevant pedagogy and concepts in teaching and learning. - An established record of scholarly informed evaluation, justification and enhancement of teaching and assessment methods in own teaching and/or influencing wider teaching teams. - Established application of teaching and learning development activities in own practice/field/subject/discipline area and/or some design and development of CPD to support the dissemination of scholarly and/or pedagogic practice. 	<p>achievement with respect to a smaller number combined with some activity with respect to some other criteria):</p> <ul style="list-style-type: none"> - A sustained record of scholarly informed teaching and the use of cutting-edge theory and practice in teaching and learning. - Leadership in setting and defining pedagogic principles or leadership in cutting edge teaching methods and tools. - A sustained record of scholarly informed evaluation, justification and enhancement of teaching and assessment methods in own teaching and/or influencing wider teaching teams. - Sustained application of learning and teaching development activities in own practice/field/subject/discipline area and design and development of CPD to support the dissemination of scholarly and/or pedagogic practice.
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Scholarship (T&S track)

For Teaching and Scholarship staff to be promoted to any level they must engage in scholarship. Scholarship in this context is defined as: evidence based systematic practice that positively impacts student outcomes or experience and is disseminated for critical review and, where appropriate adoption by others. Scholarship can include the scholarship of teaching and learning, or discipline based educational or pedagogic research, as well as the development, application and synthesis of disciplinary knowledge to inform teaching (e.g. research-informed teaching). In the criteria below, any reference to scholarship is intended to encapsulate this broad definition.

Candidates should demonstrate the evidence-based development, dissemination, adoption and impact of their scholarship on teaching materials or methodologies, policy, student support, or similar that positively contributes to an “Outstanding learning and student experience”, “Social responsibility” and/or EDI as defined in the [university’s strategic plan](#). This may be within or outside of the University of Manchester and may be co-produced with students.

Lecturer	Senior Lecturer	Reader	Professor
<p><i>An expected level of achievement for Lecturer (Grade 7):</i></p> <ul style="list-style-type: none"> - An emergent record of evidence-based enhancement and development of teaching and learning, with local impact e.g. at the course unit level 	<p><i>An expected level of achievement for Senior Lecturer (Grade 8):</i></p> <ul style="list-style-type: none"> - An established record and continuing trajectory of output of evidence-based enhancement and development of teaching and learning, with influence across multiple activities within a programme, subject area or department, and normally some impact at School level. 	<p><i>Exceptional performance with respect to the following criteria:</i></p> <ul style="list-style-type: none"> - An established record and continuing trajectory of output of evidence-based enhancement and development of teaching and learning, with influence across multiple programmes and departments (usually through School level activities), and normally some impact at Faculty level. 	<p><i>Exceptional performance with respect to the following criteria:</i></p> <ul style="list-style-type: none"> - A sustained record and continuing trajectory of output of evidence-based enhancement and development of teaching and learning, with influence across the Faculty, University and beyond e.g., with other universities, professional bodies, or government.

<ul style="list-style-type: none"> - Dissemination of scholarship at a local level e.g. programme, subject area or department 	<ul style="list-style-type: none"> - Dissemination of scholarship at a local level (e.g. programme, subject area or department) and through school level initiatives <p><i>And in addition a record of achievement in at least one of the following criteria:</i></p> <ul style="list-style-type: none"> - A record of effective collaboration in the development of scholarship e.g. with students, external communities and citizens, colleagues, professional body - Evidence of the development of scholarship that positively contributes to an “Outstanding learning and student experience” (including developing student and staff digital capabilities), “Social responsibility”, and/or “equality, diversity and inclusion”, as defined in the University’s strategic plan. - Evidence of a developing positive contribution to scholarship beyond the 	<ul style="list-style-type: none"> - Dissemination of scholarship at a School level and/or Faculty level initiatives. - Evidence of a developing positive contribution to scholarship beyond the University in discipline area or within teaching and learning specific organisations <p><i>And in addition a record of achievement in at least one of the following criteria:</i></p> <ul style="list-style-type: none"> - A record of effective collaboration in the development of scholarship e.g. with students, colleagues, external communities and citizens and professional bodies. - Evidence of the development of scholarship that positively contributes to an “Outstanding learning and student experience” (including developing student and staff digital capabilities), “Social responsibility”, and/or “equality, diversity and inclusion”, as defined in the University’s strategic plan. 	<ul style="list-style-type: none"> - A sustained record of the development and implementation of effective and inclusive strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners across the Faculty and University and/or beyond the University, across a discipline or profession. - Dissemination of scholarship at Faculty and University level initiatives and beyond. <p><i>And in addition a record of achievement in at least one of the following criteria:</i></p> <ul style="list-style-type: none"> - A sustained record of effective leadership in the development of scholarship e.g. with students, colleagues, external communities and citizens and professional bodies. - A sustained record of the development of scholarship, or support for other’s development of scholarship, that positively contributes to an “Outstanding learning and student experience” (including developing student and staff digital capabilities), “Social responsibility”, and/or “equality,
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	University in discipline area or within teaching and learning specific organisations.		diversity and inclusion”, as defined in the University’s strategic plan .
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Research (T&R and R tracks)

All staff whose duties include research are expected to undertake research of the highest quality and to continually seek to raise the quality of their research to world leading standards of excellence. Staff must demonstrate how they meet the expected research contributions outlined in the [University's Statement of Research Contribution Expectations](#).

Staff are expected to evidence that their contribution is appropriate in relation to their research field, career stage and personal circumstances.

Lecturer	Senior Lecturer	Reader	Professor
<p>A normal level of achievement for Lecturer (G7):</p> <ul style="list-style-type: none"> - an emergent record of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline - some success in obtaining external research funding or active participation in externally funded research 	<p>Level of achievement for promotion to SL:</p> <p>Note for Research contracts (R) an * indicates where a <u>sustained record is also required</u></p> <ul style="list-style-type: none"> - an established *record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline - a record* of success in obtaining external research funding - a record of successful doctoral supervision and assessment - evidence of a developing reputation in the relevant national 	<p>The level of Reader recognises the achievements of those who perform well at SL level, and who, in addition, show exceptional performance with respect to some of the criteria for Senior Lectureship.</p>	<p>Level of achievement for promotion to Professor:</p> <ul style="list-style-type: none"> - a sustained record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline - a sustained [Note for research contracts (R) a sustained and substantial record is required] record of success in obtaining external research funding - a sustained record of successful doctoral supervision and assessments

<ul style="list-style-type: none">- some involvement in doctoral supervision and assessment- evidence of positive recognition in the relevant national and/or international research communities	and/or international research communities		<ul style="list-style-type: none">- evidence of high standing in the relevant national and international research communities
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Service and Leadership

For staff to be promoted to any level they must demonstrate that they make a positive difference by supporting colleagues and/or students to create, sustain or enhance a positive and inclusive working environment. This includes ensuring that work with PS and academic colleagues is timely, conducted professionally, and demonstrates effective planning and organisation. They must also take on and efficiently, effectively, and inclusively perform service and leadership tasks and projects as relevant to their seniority and their role, including within the University and external academic or professional institutions or networks. For more senior roles this also includes formal and informal support for colleagues at various levels, including establishing processes and systems of team working that facilitate efficient and effective working to ensure that the whole team delivers on high quality work on time. Staff should demonstrate how they have made a positive difference in the pursuit of achieving the University's values and goals.

Lecturer	Senior Lecturer	Reader	Professor
<ul style="list-style-type: none"> - Efficient performance of service and leadership tasks in respect of allocated duties - A record of collegial working with colleagues within the candidate's assigned roles. - A record of working in partnership with students to embed student voices at a 	<p>A record of achievement with respect to some of the following criteria. A candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a narrower range of criteria, or some combination thereof:</p> <p>Leadership – general:</p> <ul style="list-style-type: none"> - evidence of capacity to contribute creatively and constructively to the management of a significant 	<p>An established record of achievement with respect to some of the following criteria. A candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a narrower range of criteria, or some combination thereof:</p> <p>Leadership – general:</p> <ul style="list-style-type: none"> - a record of successful leadership or management of a significant organizational unit or 	<p>A sustained record of achievement with respect to some of the following criteria. A candidate can either evidence equally high level of achievement with respect to all criteria appealed to or an exceptional level of achievement with respect to a smaller number combined with some activity with respect to some other criteria:</p> <p>Leadership – general:</p> <ul style="list-style-type: none"> - a sustained record of successful leadership or management of a significant organizational unit or area of activity within the University

<p>course unit level (For those on T&R or T&S contracts)</p>	<p>organizational unit or area of activity within the University</p> <ul style="list-style-type: none"> - some successful involvement in service to relevant University- external academic or professional institutions or networks - A developing record of service in the management and leadership of equality, diversity and inclusion, environmental sustainability, social responsibility, and civic engagement - A record of collegial working with colleagues, including some evidence of supporting the careers and career development of colleagues locally. <p>Teaching service and leadership:</p> <ul style="list-style-type: none"> - A record of leading or influencing the practice of those who teach and/or support high quality learning, with influence across the Department, School or Faculty. 	<p>area of activity within the University</p> <ul style="list-style-type: none"> - evidence of leadership of, and/or a record of service to, relevant University- external academic or professional institutions or networks - An established record of service in the management and leadership of equality, diversity and inclusion, environmental sustainability, social responsibility, and civic engagement - An established record of collegial working with colleagues and creating positive and inclusive cultures of working within your assigned roles, including a record of successful support for the careers of colleagues at Faculty level e.g. Teaching Academy, NAP, research mentoring. <p>Teaching service and leadership:</p>	<ul style="list-style-type: none"> - Sustained evidence of leadership of, and/or a record of service to, relevant University- external academic or professional institutions or networks - A sustained record of service in the management and leadership of equality, diversity and inclusion, environmental sustainability, social responsibility, and civic engagement - A sustained record of collegial working with colleagues, and creating positive and inclusive cultures of working within your assigned roles, including a sustained record of successful support for the careers of colleagues across the University (e.g. through Faculty Teaching Academies, ITL, Learning and OD, research mentoring) or externally (eg with AdvanceHE or subject area professional bodies, Learned Societies or Research funding bodies). <p>Teaching service and leadership:</p> <ul style="list-style-type: none"> - A sustained record of effective strategic leadership of higher education practice, with extensive impact on high-quality learning, with influence across the Faculty and University or beyond the
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	<ul style="list-style-type: none"> - A record of working in partnership with students to embed student voices across programmes. <p>Research service and leadership:</p> <ul style="list-style-type: none"> - Evidence of supporting the development of a vibrant research environment and culture. For example: ensuring standards of research ethics and integrity; using and promoting open research practices; a demonstrable 'research team' working ethos which supports the research and professional development of the team and recognises their contribution (i.e. PGRs, research staff and the wider team where appropriate). - Evidence of a record of service to and emerging leadership of research communities internal and external to the University. - Evidence of developing high quality research collaborations with national and/or international partners; including 	<ul style="list-style-type: none"> - A sustained record of leading or influencing the practice of those who teach and/or support high quality learning, with influence across the Faculty and University or beyond the University, across a discipline or profession. - An established record of working in partnership with students to embed student voices across a wider area (e.g. School or Faculty). <p>Research service and leadership:</p> <ul style="list-style-type: none"> - Please refer to the criteria for Senior Lecturer 	<p>University, across a discipline or profession</p> <ul style="list-style-type: none"> - A sustained record of working in partnership with students to embed student voices across the Faculty, University and/or externally e.g. in the discipline area. <p>Research service and leadership:</p> <ul style="list-style-type: none"> - Evidence of a sustained record of supporting the development of a vibrant research environment and culture. For example: ensuring standards of research ethics and integrity; using and promoting open research practices; a demonstrable 'research team' working ethos which supports the research and professional development of the team, and recognises their contribution (i.e. PGRs, research staff and the wider team where appropriate). - Evidence of a sustained record of leadership of research communities internal and external to the University. - Evidence of initiating and leading high quality research collaborations with national and/or international partners;
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	interdisciplinary research collaborations where appropriate.		including interdisciplinary research collaborations where appropriate.
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Innovation, Knowledge Exchange and External Engagement

For staff to be promoted to any level they must demonstrate some evidence of innovation, knowledge exchange and external engagement. Innovation, Knowledge exchange and external engagement refer to activities which engage non-academic audiences as partners, as audiences or as users.

Lecturer	Senior Lecturer	Reader	Professor
<ul style="list-style-type: none"> - Some evidence of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies - this can be related to a specific academic discipline, research and/or teaching and learning. - some activity that enhances public engagement and knowledge and research or scholarship, or that contributes to well-informed public awareness and debate - some internal and/or external activity in support of the University's social responsibility and civic engagement goals, consistent with the University's strategies in these areas. 	<p>A record of achievement with respect to some of the following criteria. A candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a narrower range of criteria, or some combination thereof.</p> <ul style="list-style-type: none"> - a record of productive involvement in translating research into beneficial activity or positive change in the wider community (T&R and R-only) - active participation in advisory committees or professional or practice-based forums relevant to a specific academic discipline, research and/or teaching and learning - a record of productive involvement in knowledge creation and transfer in 	<p>See criteria for Senior Lecturer. An established record of achievement is expected.</p>	<p>A record of achievement with respect to some of the following criteria. A candidate can either evidence equally high level of achievement with respect to all criteria appealed to or an exceptional level of achievement with respect to a smaller number in combination with some activity with respect to some other criteria:</p> <ul style="list-style-type: none"> - a sustained record of productive involvement in translating research into beneficial activity or positive change in the wider community (T&R and R-only)

	<p>partnership with industry, government, NGOs, learned societies or professional bodies which is related to a specific academic, research and/or teaching and learning.</p> <ul style="list-style-type: none"> - a record of activity that enhances public engagement with, knowledge and research scholarship, or that contributes to well-informed public awareness and debate - a record of internal and/or external activity in support of the University's social responsibility and civic engagement goal¹⁵ consistent with the University's strategies in these areas. - some evidence of influence on professional practice or on policy, relevant to the staff member's academic discipline, research and or teaching and learning - a record of creation, development and exploitation of intellectual property, including open access material relevant to the candidate's academic discipline, research or 		<ul style="list-style-type: none"> - evidence of leadership of, and/or a record of active participation in, advisory committees or professional or practice-based forums relevant to discipline and/or teaching and learning. - a sustained record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies – this can be discipline specific and/or may relate to teaching and learning. - a sustained record of activity that enhances public engagement with knowledge and research or scholarship, or that contributes to well-informed public awareness and debate - a sustained record of
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	teaching and learning.		<p>internal and/or external activity in support of the University's social responsibility and civic engagement goals, consistent with the University's strategies in these areas</p> <ul style="list-style-type: none"> - a sustained record of influence on professional practice or on policy relevant to the candidate's academic discipline, research and or teaching and learning - a sustained record of creation, development and exploitation of intellectual property, including open access material relevant to the candidate's academic discipline, research or teaching and learning.
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