

## Evidencing Researcher Development and Collegiality in Academic Promotions Applications

The University is committed to “providing a creative, ambitious and supportive environment in which researchers at every career stage can develop into and thrive as leaders in their chosen field” (Research and Discovery Core Goal, Strategic Plan). This commitment is reflected in the academic promotions criteria, which require those applying for promotion to Senior Lecturer, Reader and Professor via the Research or Research and Teaching route to demonstrate collegiality by providing evidence of their positive contribution to the research and career development of others and of successful postgraduate research supervision. The aim of this guidance is to provide examples of how promotion applicants can evidence their collegiality and the role they play in supporting others and creating a positive research culture and working environment.

### Evidence of making a positive contribution to the research development of others

- Awareness of and acting in accordance with the Researcher Development Concordat and the [University’s Statement of Expectations on the Career Development of Researchers](#).
- Awareness of the recommendation that research staff are encouraged to engage in a minimum of ten days professional development per annum, evidenced by [examples](#) of how the researchers you manage have used their professional development time.
- Providing time to have career development discussions with the researchers you manage, evidenced by a high level of engagement with the P&DR process along with examples of other opportunities you provide for career development discussions.
- Nominating members of the research team, you work with, including researchers and PGRs, for awards and prizes, for example the [Research Staff Excellence Awards](#).
- Sharing opportunities to present and participate in conferences and meetings to those at an earlier stage of their career.
- Arranging mentors for the researchers you manage or acting as a mentor.

### Evidence of willingness and successful support for the careers of colleagues

- Including, where funders terms and conditions permit, of researchers at an earlier stage of their career as Co-I on research grants.
- Including, where funders terms and condition permit, time for professional development in research grant applications.
- Using the [Research Staff Grant Contribution Request Form](#) to ensure researchers role in grant writing is recognised.
- Participating in mock interview panels for Fellowships.
- Involvement in establishing grant-writing support either at the level of a research team/group or at School/Department/Division level.
- Supporting researchers to develop research networks and disseminate their research findings by encouraging applications to the [research staff dissemination and collaboration funds](#).
- Awareness of and signposting the researchers you manage to the [research staff promotions criteria](#).
- Supporting researchers to develop for a range of career pathways, evidenced for example by participating in the [Prosper PI Network](#) and/or supporting applications to have teaching recognised via the [Leadership in Education Awards Programme](#).

### Successful Supervision of Postgraduate Researchers

- Awareness and use of the [PGR Supervisors toolkit](#) and online modules on support PGR wellbeing and mental health.
- Accreditation of supervisory practice via the [UKCGE Research Supervision Programme](#).

### Useful Links

[Information and Resources for Researcher Development](#) including training and development, Researcher Development Concordat, Research Staff Funding and Awards.

[Information and Support for Supervisors](#) including PGR Supervisors Toolkit, Online Resources on Supporting PGR Wellbeing and Mental Health, Support for Applications to UKCGE Research Supervision Programme.