Draft guidance on how to evidence T&S promotion

Criterion 2: Scholarship

2) Scholarship

For Teaching and Scholarship staff to be promoted to any level they must engage in the Scholarship of Teaching and Learning (SoTL) and/or scholarship for teaching and learning. We take a broad definition of Scholarship as the evidence-based enhancement and development of teaching and learning for the benefit of students. For promotion purposes on a T&S track applicants should demonstrate the evidence-based development, dissemination, adoption and impact of 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. It may also arise from disciplinary scholarship.

Criteria

Lecturer	Senior Lecturer	Reader	Professor
An expected level of achievement for Lecturer (Grade 7): An emergent record of evidence-based enhancement and development of teaching and learning, with local	*An expected level of achievement for Senior Lecturer (Grade 8):* 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	*Exceptional performance with respect to the following criteria:* 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	*Exceptional performance with respect to the following criteria:* 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.

impact e.g. at the course unit level Dissemination of teaching and learning scholarship at a local level e.g. programme, subject area or department	department, and some impact at School level. Dissemination of SoTL at a local level (e.g. programme, subject area or department) and through school level initiatives *And in addition a record of achievement in at least one of the following criteria:* A record of effective collaboration in the development of SoTL e.g. with students, colleagues, professional body Evidence of the development of SoTL that positively contributes to an "Outstanding learning and student experience" (including developing student and staff digital capabilities), "Social responsibility", "equality, diversity and inclusion", as defined in the University's strategic plan. Evidence of a developing positive contribution to Scholarship of Teaching and Learning beyond the University in discipline area or within teaching and learning specific organisations	level activities), and some impact at Faculty level. Dissemination of SoTL at a School level and/or Faculty level initiatives. Evidence of a developing positive contribution to Scholarship of Teaching and Learning beyond the University in discipline area or within teaching and learning specific organisations *And in addition a record of achievement in at least one of the following criteria:* A record of effective collaboration in the development of SoTL e.g. with students, colleagues, professional body Evidence of the development of SoTL that positively contributes to an "Outstanding learning and student experience" (including developing student and staff digital capabilities), "Social responsibility", "equality, diversity and inclusion", as defined in the University's strategic plan.	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 SoTL at Faculty and University level initiatives. A sustained record of effective leadership in the development of SoTL e.g. with students, colleagues, professional body A sustained record of the development of SoTL, or support for other's development of SoTL, that positively contributes to an "Outstanding learning and student experience" (including developing student and staff digital capabilities), "Social responsibility", "equality, diversity and inclusion", as defined in the University's strategic plan.

How to evidence this criterion

Colleagues should consider the reach, value and impact of their work which are defined as:
- **Reach:** The scale of influence (i.e. who has your scholarship of T&L benefitted? How many students/staff are impacted? How broad is the group? A cohort? A specific group of students e.g. students from marginalised groups? Staff who will then use your work within their teaching?).
- **Value:** The benefit derived for staff and students.
- **Impact:** The difference made to policy, practice and/ or student outcomes as a result of an activity.

Other evidence of the reach, value and impact of scholarship may include:
- Awards for scholarship – detail of awarding body, how many are given out each time, how often do they run, how many people are eligible, how many apply, what was it for (could also be evidenced through a short quote from the committee/award if relevant)
- Commendation from external reviewers (e.g., accreditation committee)
- Invited to speak at an event (outside of the university)
- Quantified reduction in staff workload
- Improvement in any of the NSS or other TEF metrics
- Policy or practice or development adopted. By whom? How many are affected? In what way? Knock-on effect?
- Comments from external examiners/programme directors/school heads of education/industry advisory boards/SSLC and PASS reps/senior T&L leadership/student union/admissions lead/heads of recruitment for major employers
- Number of widening participation students or other admissions or awarding gap statistics (increases to meet targets, diversifying student intake to meet targets, closing awarding gaps)

	Student survey results, exam marks, progression rates (generally lower quality of evidence, ideally include another source of evidence)		
Lecturer	**Senior Lecturer**	**Reader**	**Professor**
Influence largely within assigned units. E.g. update taught material and assessments within the units you teach on or lead. Attending department/faculty T&L meetings, workshops, training and away days to keep up to date with advances in the subject matter and pedagogy. Engaging with colleagues, students, and/or industry about how to improve teaching in the discipline. Dissemination is mostly within the programme you teach on. This might be individually with unit coordinators and programme director or with relevant groups such as a board of studies. Some attendance of and participation in T&L (and/or subject specific) conferences, to include posters or presentations.	Influence across multiple activities largely within a programme of study / department. Attending and leading some aspects of department/faculty T&L meetings, workshops, training and away days to keep up to date with advances in the subject matter and pedagogy. Engaging with colleagues, students, and/or industry about how to improve teaching in the discipline. Dissemination is mostly within the school or faculty. Including presenting to groups outside of the immediate context. Some attendance of and participation in T&L (and/or subject specific) conferences, to include presentations (especially peer-reviewed). External examiner role or internal quality assurance reviewer, with evidence of contribution to	Influence spans multiple activities across multiple programmes or departments. Attending and leading Dept/Faculty/University T&L meetings, workshops, training and away days or events in subject specific professional body to keep up to date with advances in the subject matter and pedagogy. Engaging with colleagues, students, professional bodies, and/or industry about how to improve teaching in the discipline. Dissemination spans across the faculty and university, and occasionally beyond. Developing or leading internal networks for dissemination of best practice. Invited speaker of T&L events/conference across the university. Contributing to relevant literature (including blogs, open educational resources etc – not just traditional publications) on advances in the subject matter and pedagogy.	Influence spans across the faculty, university and beyond e.g., with other universities, professional bodies, or government. Leading Dept/Faculty/University T&L meetings, workshops, training and away days or leading training in subject specific professional body. Leading advances in the subject matter and pedagogy. Leading colleagues, students, professional bodies, and/or industry about how to improve teaching in the discipline. Contributing significantly to relevant literature (including blogs, open educational resources etc – not just traditional publications) on advances in the subject matter and pedagogy. Dissemination spans across the faculty, university and beyond. Developing or leading internal and external networks for dissemination of best practice.

learning, teaching, and assessment practice.	Regular attendance of and participation in T&L (and/or subject specific) conferences, to include peer-reviewed presentations or invited contributions. External examiner or external course reviewer with evidence of impact on teaching, learning, and assessment practice at another institution	Invited speaker of T&L events/conference across and outside of the university. Contributing significantly to relevant literature (including blogs, National Teaching Repository etc – not just traditional publications) on advances in the subject matter and pedagogy. Regular attendance, participation in and leadership of T&L (and/or subject specific) conferences. Visiting Fellowships at external institutions External course reviewer (or chairing internal course reviews) with evidence of impact on teaching, learning, and assessment practice.