Draft guidance on how to evidence T&S promotion

Criterion 5: Service and Leadership

Please note that each guidance document begins with the specific promotion criterion, before providing guidance below. It is proposed that, after consultation, a more efficient way of displaying the guidance (likely in one document) will be found.

5) Service and Leadership

For staff to be promoted to any level they must take on and efficiently, effectively, and inclusively perform service and leadership tasks and projects as relevant to their seniority and their role, including with the University and external academic or professional institutions or networks. Staff should demonstrate how they have made a positive difference within the remit of the role in the pursuit of achieving the University's values and goals.

Criteria

Lecturer	Senior Lecturer	Reader	Professor
• Efficient performance of service and leadership tasks in respect of allocated duties	• 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. • evidence of capacity to contribute creatively and constructively to the management of a significant organizational unit or area of activity within the University.	• 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. • a record of successful leadership or management of a significant organizational unit or area of activity within the University. • An established record of inclusive leadership, embedding SR/EDI in	• 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 University, across a discipline or profession • a sustained record of successful leadership or management of a significant organizational unit or area of activity within the University • A sustained record of inclusive leadership, embedding SR/EDI in

	• A developing record of inclusive leadership, embedding SR/EDI in teaching and learning practice and culture. • some involvement in service to relevant University-external academic or professional institutions or networks. • some evidence of willingness to support the careers of colleagues.	teaching and learning practice and culture. • evidence of leadership of, and/or a record of service to, relevant University-external academic or professional institutions or networks. • a record of successful support for the careers of colleagues.	teaching and learning practice and culture • 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 successful support for the careers of colleagues.

How to evidence this criterion

Colleagues should consider the reach, value and impact of their service and leadership which are defined as:
- **Reach:** What did you do, and what was the scale of influence (i.e. who has your service and leadership 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 (and external audiences). What demonstrably positive benefit was derived from you holding the role beyond an efficient performance of tasks? What strategic goals did you address and what did you achieve?
- **Impact:** The difference made to policy, practice and/ or student or external stakeholder outcomes as a result of an activity. The uptake, change and impact of your work. How did people change their practice because of your service and leadership? E.g. did you:
  - Enhance the student voice?
  - Improve student experience? e.g. evidenced in NSS, attainment etc

- o Change in policy or ways of working? This could be in specific areas of teaching and learning such as flexible learning or developing digital capabilities, in staff development or in conjunction with the University/Faculty EDI strategies, chartermark activity such as REC and Athena Swan.
- o Enhanced staff development

Lecturer	Senior Lecturer	Reader	Professor
Influence/leadership will be largely within a programme	Influence/leadership will be largely within a department/division/school (scale dependent upon context)	Influence/leadership will be within a department/division/school (scale dependent upon context) Involvement in projects/activities across the Faculty or University or beyond.	Influence will span across the Faculty, University and beyond e.g., with other universities, professional bodies, or government.