

Proposed Criteria for T&S Promotion

Please note that this document is accompanied by a guidance document for each criterion. Guidance is aimed at all involved in the promotions process (applicants, promotions panels and line managers) to provide tangible examples and suggestions about how the criteria here may be met. Guidance documents are available at the following links:

Criteria 1 – Teaching: Guidance document	1 TEACHING criteria and guidance V2.docx
Criteria 2 – Scholarship: Guidance document	2 SCHOLARSHIP criteria and guidance.docx
Criteria 3 – Collegiality and Citizenship: Guidance document	3 COLLEGIALLY criteria and guidance.docx
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Criteria 5 – Service and Leadership: Guidance document	5 SERVICE criteria and guidance.docx

Proposed Criteria for T&S Promotion

For all levels of promotion on a T&S contract, the applicant must demonstrate a record of undertaking and developing their practice in the following areas:

- 1) Teaching, assessment, and student support
- 2) Scholarship
- 3) Collegiality and citizenship
- 4) Knowledge Transfer and External Engagement
- 5) Service and Leadership

The applicant will not necessarily need to show an equally high level of achievement in each of the areas of activity included in the case, but if not, then compensatory achievement in some other area of activity is required. The weighting and interpretation of the criteria will be relative to the context of the applicant's role, and there is an expectation that applications at each level will build upon prior work and demonstrate development and progression between them.

1) Teaching, assessment, and student support

All staff must demonstrate how they meet points 1-7 of the University's [Statement of Teaching Expectations](#). This should also account for the fact that we teach and learn in a context that encourages us to take intellectual risks and 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
<i>An expected level of achievement for Lecturer (Grade 7):</i>	<i>An expected level of achievement for Senior Lecturer (Grade 8):</i> An established record of meeting points 1-7 of the teaching	<i>An expected level of achievement for Reader (Grade 8):</i>	<i>Exceptional performance with respect to the following criteria:</i> A sustained and exceptional record of meeting points 1-7 of the teaching

<p>Teaching meets points 1-7 of the teaching expectations in a manner that is informed by:</p> <ul style="list-style-type: none"> • Evidence of selecting and applying some scholarly informed tools and concepts in teaching and learning. • Scholarly informed rationale for teaching methods and tools used and/or evaluation and justification of teaching and assessment methods. • Application of some learning in teaching development activities. • Demonstrable integration of relevant educational practice and subject knowledge. 	<p>expectations in a manner that is informed by:</p> <ul style="list-style-type: none"> • Evidence of selecting and applying a range of scholarly informed tools and concepts in teaching and learning. • Detailed scholarly informed rationale for teaching methods and tools used. • Scholarly informed evaluation and justification of teaching and assessment methods. • Established application of learning in teaching development activities. • Established integration of relevant educational practice and subject knowledge. 	<p>An established record of meeting points 1-7 of the teaching expectations in a manner that is informed by:</p> <ul style="list-style-type: none"> • An established record of scholarly-informed teaching drawing on advanced pedagogy and concepts in teaching and learning. • Sophisticated, scholarly informed rationale for teaching methods and tools used in own practice and/or for influencing teaching teams. • An established record of scholarly informed evaluation, justification and enhancement of teaching and assessment methods in own teaching and/or wider teaching teams. • Established application of learning and teaching development activities in own practice and/or some design and development of CPD to support the dissemination of scholarly and/or pedagogic practice. 	<p>expectations in a manner that is informed by:</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 wider teaching teams. • Sustained application of learning and teaching development activities in own practice and design and development of CPD to support the dissemination of scholarly and/or pedagogic practice.
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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
<p><i>An expected level of achievement for Lecturer (Grade 7):</i></p> <p>An emergent record of evidence-based enhancement and development of teaching and learning, with local impact e.g. at the course unit level</p> <p>Dissemination of teaching and learning scholarship at a local level e.g. programme, subject area or department</p>	<p><i>An expected level of achievement for Senior Lecturer (Grade 8):</i></p> <p>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 some impact at School level.</p> <p>Dissemination of SoTL at a local level (e.g. programme, subject area or department) and through school level initiatives</p> <p><i>And in addition a record of achievement in at least one of the following criteria:</i></p>	<p><i>Exceptional performance with respect to the following criteria:</i></p> <p>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 some impact at Faculty level.</p> <p>Dissemination of SoTL at a School level and/or Faculty level initiatives.</p> <p>Evidence of a developing positive contribution to Scholarship of Teaching and Learning beyond the University in</p>	<p><i>Exceptional performance with respect to the following criteria:</i></p> <p>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.</p> <p>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</p>

	<p>A record of effective collaboration in the development of SoTL e.g. with students, colleagues, professional body</p> <p>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.</p> <p>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</p>	<p>discipline area or within teaching and learning specific organisations</p> <p><i>And in addition a record of achievement in at least one of the following criteria:</i></p> <p>A record of effective collaboration in the development of SoTL e.g. with students, colleagues, professional body</p> <p>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.</p>	<p>beyond the University, across a discipline or profession.</p> <p>Dissemination of SoTL at Faculty and University level initiatives.</p> <p>A sustained record of effective leadership in the development of SoTL e.g. with students, colleagues, professional body</p> <p>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.</p>
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3) Collegiality and Citizenship

For staff to be promoted to any level they must demonstrate that they make a difference by supporting colleagues and 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. 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.

Criteria

Lecturer	Senior Lecturer	Reader	Professor
<p><i>A normal level of achievement for Lecturer (Grade 7):</i></p> <p>A record of working collegiately with colleagues within your assigned roles.</p> <p>A record of working in partnership with students to embed student voices at a course unit level.</p>	<p><i>A normal level of achievement for Senior Lecturer (Grade 8):</i></p> <p>A record of working collegiately with colleagues and leading by example within your assigned roles.</p> <p>A record of working collegiately with colleagues across programmes.</p> <p>A record of working in partnership with students to embed student voices across programmes.</p> <p>A record of successful mentoring and support for the development of junior colleagues locally.</p>	<p><i>Exceptional performance with respect to the following criteria:</i></p> <p>An established record of working collegiately with colleagues and leading by example and creating positive and inclusive cultures of working within your assigned roles.</p> <p>An established record of working collegiately with colleagues across programmes.</p> <p>An established record of working in partnership with students to embed student voices across a wider area (e.g. School or Faculty).</p> <p>An established record of successful mentoring and support for colleagues</p>	<p><i>Exceptional performance with respect to the following criteria:</i></p> <p>A sustained record of working collegiately with colleagues, leading by example and creating positive and inclusive cultures of working within your assigned roles.</p> <p>A sustained record of working collegiately with colleagues across programmes.</p> <p>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> <p>A sustained record of successful mentoring and support for the development of colleagues across the University and/or externally.</p> <p>A sustained record of the successful delivery of staff development internally across the University</p>

		<p>across a wider area (e.g. School or Faculty).</p> <p>A record of the successful delivery of staff development at Faculty level e.g. Teaching Academy, NAP.</p>	<p>(e.g. through Faculty Teaching Academies, ITL, Learning and OD) or externally with AdvanceHE or subject area professional bodies</p>
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4) Knowledge Exchange and External Engagement

For staff to be promoted to any level they must demonstrate some evidence of knowledge exchange and external engagement.

Criteria

Lecturer	Senior Lecturer	Reader	Professor
<p>A normal level of achievement for a Lecturer (Grade 7)</p> <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 discipline specific and/or may relate to teaching and learning. some activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate. 	<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"> active participation in advisory committees or professional or practice-based forums relevant to discipline and/or teaching and learning. some evidence of influence on professional practice or on policy, 	<p>A record of exceptional achievement with respect to some of the following criteria:</p> <ul style="list-style-type: none"> active participation in advisory committees or professional or practice-based forums relevant to discipline and/or teaching and learning. some evidence of influence on professional practice or on policy, relevant to the staff member's discipline and/or teaching and learning. 	<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 combined with some activity with respect to some other criteria)</p> <ul style="list-style-type: none"> evidence of leadership of, and/or a record of active participation in, advisory committees or professional or

<ul style="list-style-type: none"> • some internal and/or external activity in support of the University's social responsibility goal. 	<p>relevant to the staff member's discipline and/or teaching and learning.</p> <ul style="list-style-type: none"> • a record of productive involvement in knowledge creation and transfer in partnership with industry, government or NGOs, learned societies or professional bodies – this can be discipline specific and/or may relate to teaching and learning. • a record of activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate. • a record of internal and/or external activity in support of the University's social responsibility goal. • a record of creation, development and exploitation of intellectual property, including open access material relevant to the staff member's discipline or to teaching and learning. 	<ul style="list-style-type: none"> • a record of productive involvement in knowledge creation and transfer in partnership with industry, government or NGOs, learned societies or professional bodies – this can be discipline specific and/or may relate to teaching and learning. • a record of activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate. • a record of internal and/or external activity in support of the University's social responsibility goal. • a record of creation, development and exploitation of intellectual property, including open access material relevant to the staff member's discipline or to teaching and learning. 	<p>practice-based forums relevant to discipline and/or teaching and learning.</p> <ul style="list-style-type: none"> • a sustained record of influence on professional practice or on policy, relevant to the staff member's 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 understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate. • a sustained record of internal and/or external activity in support of the University's social responsibility goal. • a sustained record of creation, development and exploitation of intellectual
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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
<ul style="list-style-type: none"> Efficient performance of service and leadership tasks in respect of allocated duties 	<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. evidence of capacity to contribute creatively and constructively to the management of a significant organizational unit or area of activity within the University. A developing record of inclusive leadership, embedding SR/EDI in 	<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. 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 teaching and learning practice and culture. 	<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 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 teaching and learning practice and culture Sustained evidence of leadership of, and/or a record of service to, relevant

	<p>teaching and learning practice and culture.</p> <ul style="list-style-type: none"> • some involvement in service to relevant University-external academic or professional institutions or networks. • some evidence of willingness to support the careers of colleagues. 	<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. • a record of successful support for the careers of colleagues. 	<p>University-external academic or professional institutions or networks</p> <ul style="list-style-type: none"> • a sustained record of successful support for the careers of colleagues.
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