Academic Promotions

Guidance and Process for Promotion Candidates

Introduction

1. This procedure is developed in accordance with the Academic Promotions Policy which can be found at:

   https://www.staffnet.manchester.ac.uk/people-and-od/current-staff/career-development/academic-promotions-procedures/

   Promotion candidates must consult the documents found at the link above in addition to this document.

   The criteria for promotion to the different academic levels are those set out by the University and can be found at: https://www.staffnet.manchester.ac.uk/people-and-od/current-staff/career-development/academic-promotions-procedures/criteria/

   There are no qualifying time restrictions on applying or reapplying for promotion or any designated period from which evidence can be brought forward. However, trajectory since previous promotion is important and candidates should give careful consideration to addressing any feedback received if reapplying for promotion following a previous unsuccessful attempt.

How cases are assessed

2. It is critical that those who are considering submitting a promotion application review the core guidance on how candidates can evidence meeting the criteria. This can be found in Appendix A.

   Candidates should be clear that promotion committees are looking for evidence of where candidates have added value in the work and roles that they have carried out. For instance, evidence which points to innovation or making improvements whilst carrying out a role will be more successful than simply pointing to volumes of activity or the amount of time spent in a role. Similarly, where candidates can point to how they've maintained the high quality of an activity, whilst making it more efficient, then this will be valued by promotion committees.

Mitigating Circumstances

3. Where a candidate for promotion wishes to cite some mitigating circumstances (e.g. relating to a disability, absence due to ill health, caring responsibility, period of maternity leave, time off for gender affirming surgery or part-time working) they should include a cover letter to the Chair of SPC (and FPC as appropriate) providing detail of how it has contributed to the quantity of their outputs and general progress. This should be submitted via "People Leaders Advice" <peopleleadersadvice@manchester.ac.uk>. Any such 'gaps' will not be detrimental to a case where quality is clearly evidenced but a sustained pattern of achievement must be evident. In making their assessments, committees will take into account the amount of time that has been available to candidates for the completion of their duties and make pro-rata adjustments for the expected quantity of outputs. Unless specifically instructed to do so by the candidate, the SPC and FPC Chairs will not share the letters with the other committee members, but they will give some guidance as to how the case should be considered. It is noted that where the Head of Division/Departments does not have full disclosure this can affect their ability to provide an accurate/complete supporting assessment for the promotion candidate. In most cases they will be already aware of the circumstances, but where this is not the case, People Partners will liaise with the Head of School, the promotion candidate and the Head of Division/Department to establish a way forward. It is expected that any periods of illness which are cited as mitigating circumstances will have been appropriately documented at the time. Any cover letter provided by a candidate will not count towards the word limit in any part of the candidate's application. Mitigating circumstances shared through mechanisms other than a separate cover letter will not be taken into consideration.

   The panel should record whether mitigating circumstances have been taken into account. Though they are not required to specify/record the specific adjustment made as this forms part of the judgement of a promotion case in the round.

Categories of promotion

4. The categories for promotion and criteria relating to these categories are those set out by the University in Academic Staff Promotions Criteria.

5. Promotion candidates should read the guidance notes carefully and identify clearly on their application the promotion track for which they are applying. The promotion track will be in line with their current post/track. Therefore, if they wish to change promotion tracks, this will need to have been approved, following the relevant Faculty procedure, before they submit their application for promotion.

   The following table summarises the tracks for promotion: -

Academic: Teaching and Research	**Academic: Teaching and Scholarship**	**Academic: Research**
Professor	Professor	Professor
Reader	Reader	Reader
Senior Lecturer	Senior Lecturer	Senior Lecturer (also termed Senior Research Fellow)
Lecturer	Lecturer	Lecturer (also termed Research Fellow)

6. Individuals who wish to be considered for promotion should seek the advice of their Head of Division/Department to both assess how well they meet the criteria and to obtain advice on preparing the case

References for Promotion

7. References are only required for promotion to Reader or Professor. They are not required for promotion cases to Senior Lecturer or equivalent, Research Fellow or for progression cases to Lecturer Grade 7. References for other promotion cases should be sought as follows:

    - Promotion to Reader – the candidate should supply the name of 1 referee and the Head of School, or appointed deputy, should provide a further 2 names (i.e. **3 references in total**). These 2 referees should be academic leaders who are independent of the candidate (i.e. not suggested by the candidate). At least 2 of the 3 names should normally be international referees. It is expected that referees will be from leading research institutions. All 3 referees will be approached by the School/Institute and asked to submit a reference within the required timescales.

    - Promotion to Chair – the candidate should supply the names of 2 referees and the Head of School/Institute Director, or appointed deputy, should provide a further 3 names (i.e. **5 references in total**). These 3 referees should be academic leaders who are independent of the candidate (i.e. not suggested by the candidate). At least 3 of the 5 names should normally be international referees (although it is acknowledged that for those applying for promotion to Chair based primarily on teaching it may be more difficult to comply with this requirement and the School and Faculty Promotions Committees have the discretion to exercise their judgement in this respect). It is expected that referees will be from leading research institutions. The Head of School will approach all 5 referees and they will be asked to submit a reference within the required timescale.

    Co-authors should not be approached to provide references unless this is unavoidable. In those circumstances the co-authorship should be highlighted in the Head of Department's assessment.

Preparing the Application

8. Individuals should submit the date and method communicated by their school:

    - A statement that they wish to be considered for promotion which briefly explains the basis on which they consider they meet the criteria for promotion. Candidates may include up to 200 words per domain (as it is relevant to their application) e.g. up to 200 words on Research, 200 words on Service & Leadership etc.
    - An up-to-date copy of their CV presented according to the relevant Faculty CV format and should only include information presented under these headings.
    - Candidates should ensure their statement and CV clearly demonstrate what has been done since the last promotion. The CV may also include a broader record of their achievements (including information prior to their last promotion) to demonstrate the wider context of their sustained performance.
    - Candidates must ensure all information in their statement and CV is factually accurate.
    - Candidates should be aware that their application will be rejected by the School Promotions Committee if the CV or statement is not presented in the Faculty format or if word counts are not adhered to.

9. Statements should not repeat or summarise information contained in the CV and candidates should also not provide the same examples or evidence under more than one statement heading. The point of the statement/assessment is to set out how the candidate meets the criteria; in doing so two aspects must be clearly addressed:

    - how the candidate's accomplishments and contributions to the University exceed the criteria for their current grade;
    - what the candidate has achieved since their last promotion.

    Where the candidate has previously submitted an unsuccessful application for promotion, this must also include how they have responded to the feedback given at that stage.

    No additional information should be submitted such as appendices or testimonials from students. Such information will be disregarded.

Use of RRE Output Scores

10. The University Research Strategy Group guidance is that RRE grades should not be presented in the paperwork for probation or promotion; or introduced in discussion in probation and promotion committees. This guidance was agreed and established prior to previous REF exercises.

    The rationale is:

    - The RRE exercise of internal peer review is undertaken to select the strongest aggregate output submission for the Research Excellence Framework (REF) submission.

    - RRE grades for specific outputs may be revised and recalibrated over time by the Unit of Assessment coordinating team as part of the preparation of the REF submission and in light of new information about the output, such as citations or prizes.

    - When assessing an individual's research profile for probation or promotion, other indicators of output quality pertinent to the discipline or field are used as the primary source (peer review, referee comments, article citations, book reviews, etc.).

Updates to Applications post submission

11. Candidates are not able to resubmit parts or all of their application post the submission date. Candidates may, up to 48 hours before a committee date, where there is a significant change (e.g. a book published or research grant awarded) or factual error provide a short note (no more than a few sentences) by email to inform of an update. Updates should be submitted via "People Leaders Advice" <peopleleadersadvice@manchester.ac.uk>. The Committee Chair will reference the update at the meeting.

Implementation of Successful Promotion Cases

12. Successful applicants will be moved to the bottom point of the salary scale relevant to their new level. If their current salary is already at or above that amount, they will be moved to the next point up on the salary scale relevant to their new level.

Feedback for Unsuccessful Candidates

13. Developmental feedback is should be offered where cases are not supported by School or Faculty promotion committees and is intended to support the strengthening of a future case. It does not remove the applicant's responsibility to present a complete and persuasive case against the relevant criteria, nor does it prevent the Committee from identifying concerns in a subsequent application that were not expressed in identical terms in an earlier feedback discussion. Panels make holistic judgments across domains, taking account of context, role and trajectory. It is open to the committee to consider the full range of evidence presented, and how clearly the evidence shows reach, value and impact. Feedback is not a procedural failing and would not normally result in a review of a promotion case. That said, the school/faculty should consider how they position feedback to ensure quality and usefulness.

Appeals

14. Appeals should be made in writing using the template provided. Appeals should be clear on which element of the process they are appealing against.

Appendix A

Guidance on how candidates can evidence meeting the criteria

There are three tracks to promotion and for each there are four levels above Grades 6 and 7, for which there are separate criteria.

Academic: Teaching & Research	**Academic: Teaching & Scholarship**	**Academic: Research**
Professor	Professor	Professor
Reader	Reader	Reader
Senior Lecturer	Senior Lecturer	Senior Lecturer
Lecturer	Lecturer	Lecturer

Promotion can only be sought through a route consistent with the type of track an applicant is on.

Five areas of activity are recognised: (i) Teaching, Learning and Student Support, (ii) Scholarship, (iii) Research, (iii) Scholarship, (iv) Service and Leadership and (v) Innovation, Knowledge Exchange and External Engagement.

Which areas of activity are relevant varies between routes:

	Academic: Teaching & Research	**Academic: Teaching & Scholarship**	**Academic: Research**
Teaching, Learning and Student Support	Yes	Yes	No
Research	Yes	No	Yes
Scholarship	No	Yes	No
Service and Leadership	Yes	Yes	Yes
Innovation, Knowledge Exchange and External Engagement	Yes	Yes	Yes

One of the principles underpinning the formulation of the promotions criteria is that a successful case can be made on different combinations of depth and breadth. The School and Faculty Promotions Committees will assess the application using a breadth of evidence against the specified criteria. Candidates are not expected to evidence an equal level of performance with respect to all criteria, but to demonstrate sufficient strength on some criteria to merit promotion when the overall performance is considered in the round. An applicant can show different levels

of strength with respect to the criteria within an area of activity, but if there is relative weakness with respect to one criterion, then there should be compensating strength with respect to some other criterion.

For each route, an applicant can choose to include in their case either Service and Leadership or Knowledge Exchange and External Engagement, or both areas of activity. The criteria for each of these areas of activity for each level are based on it being one of the main areas relied on in a case for promotion. If an applicant includes both areas in their case, the promotions committee will take a view on how the criteria met under both headings equate to the requirements for a candidate including only one of the two areas of activity in their case. If an applicant has some activity in an area, but not sufficient for this to be one of the main areas included in the case, this activity can be included in the case so that the Promotions Committees can take it into account if they deem it relevant to the case.

All cases for promotion will be assessed in the context of the discipline within which the applicant works.

A large body of work on teaching and scholarship roles in UK Higher Education has demonstrated that there is no "one size fits all" model of a T&S academic (see exemplars in the University's scholarship resource), and roles are often specific to context and local requirements. For this reason, T&S colleagues may also wish to consult your line manager and any local advice alongside this guidance document.

This guidance provides suggestions about ways colleagues can evidence each of the Promotions Criteria. For each criterion, apart from research, categories of "reach", "value" and "impact" are used as a starting point for considering evidence. Meanings are defined in each context.

Teaching, learning, and student support

All staff whose case involves Teaching and Student related activity 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 according to 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

A case for promotion that involves Teaching, learning and student support activity should be assessed on a breadth of evidence, and all criteria relevant to the route and level of promotion should be taken into account when considering a case. It is not necessary that a candidate can evidence an equal level of performance with respect to all criteria, but the expectation is that relative weakness with respect to some criterion is matched by strength with respect to some other criterion.

Colleagues should consider the reach, value and impact of their teaching, learning and student support, which are defined as:

- **Reach:** The scale of influence (i.e. who has your teaching 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.

This criterion could be evidenced in the CV and statement by the following:

- Data on the variety and number of students/units taught/assessed/supported can be employed.

- Assessment statistics (e.g., average marks, number of failed students – in the context of past performance and the current cohort.)
- Comments from peer reviews of teaching and other peer review mechanisms, , external examiners, programme directors, school heads of education or directors of teaching and learning, industry advisory boards, SSLC and PASS reps, senior T&L leadership.
- Output of peer review of teaching.
- Student survey results.
- Teaching awards – internal and external, including student voted awards such as SU awards.
- AdvanceHE Fellowship and other T&L related awards or T&L related professional accreditation.
- Individual reflection on teaching philosophy articulating the reason for choices applicants have made in their teaching, assessment or student support.
- Citation of relevant literature or detail of relevant tools that have been used.
- Clear demonstration of how development activities have informed teaching e.g. how has attendance at discipline specific conferences informed up to date teaching? How has attendance at T&L conferences or workshops/NAP sessions/L&OD activities informed teaching?

Scholarship

For staff on a Teaching and Scholarship track 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).

A case for promotion that involves Scholarship should demonstrate the evidence-based development, dissemination, adoption and impact of the applicant's 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.

Those who are unfamiliar with scholarship can consult the University's scholarship resource which provides an extended overview of what scholarship is, how it has developed, how to undertake ethical scholarship and more.

Examples of activities that constitute scholarship (although note there are different, diverse ways of meeting the criteria, and no one person might be expected to do all of these):

- Scholarship of teaching and learning which informs and/or is tested through programme and module development – and the sharing of this (which could range from sharing with close colleagues, to dissemination beyond the institution in a seminar, workshop, conference, blog, or publication*). This can include teaching and learning innovations in support of the University's social responsibility goal.
- Systematic development/design of an idea, approach, method, resource or technology which has impact on the learning and teaching culture and practices of others.
    - Very clear scholarship if the outcomes of this are then further reviewed and/or adopted by others beyond the original context.
- Obtaining funding for learning and teaching developments, including to use/develop learning technologies or teaching-related equipment (the review of the application by others is key here).
    - Very clear scholarship if the outcomes of this are then disseminated, and further reviewed or adopted by others.
- Gaining external funding or recognition for pedagogic or curriculum development (e.g. AdvanceHE/JISC grants).
- Involvement in learning and teaching at a subject/programme/school/faculty/university/national/ international level, for example running workshops or specialist courses.
- Presentations on pedagogy or teaching and learning at subject/programme/school/faculty/university/national and/ or international meetings/ conferences.

- Contributions (very broad, could be anything from publications to development of new learning platforms or open educational resources) that have shaped the way in which the subject is taught across subject/programme/school/faculty/university/nationally, or have been adopted internationally (e.g. textbook that has been nationally/ internationally published).
- Contribution to teaching and learning, or teaching and learning related materials, or influencing education-related, subject policy and practice in a professional organisation or learned society or subject area.
- Interdisciplinary Collaboration – examples of teaching and innovation in teaching methods across subject and disciplinary boundaries that demonstrate a contribution to interdisciplinary/ professional education.
- External examining experience – not just disciplinary, can also include teaching specific programmes such as PGCert/National Teaching Fellow/AdvanceHE accreditation programmes.
- External curriculum review or assessment of other HEIs.
- Contributions to national or international curriculum and pedagogy debate in the subject area.
- Contribution to school/faculty/university/national/international networks to support disciplinary and/ or generic improvements in quality of learning and teaching.
- Significant output relevant to the discipline or subject area: e.g. joint or sole authorship of books, textbook in the discipline, publications in refereed journals or series; and other articles, papers and conference proceedings which have influenced the practice of teaching, or improved the student experience within the subject area.
- Significant disseminated research related to learning and teaching/ pedagogy.
- Contribution to the academic development of the discipline and research-led teaching (e.g. publications in refereed journals, teaching related activity within professional bodies or associations).
- Accreditation with or fellowship of professional bodies or societies based on scholarship contributions.
- Acting as editor of a journal or member of an editorial board (especially relating T&L).
- Lead, shape and influence teaching and learning policy at subject/programme/school/faculty/university national/ international level (e.g. contribution to QAA subject benchmarking statements).
- Prizes and awards for scholarship – e.g. essay/poster/presentation/blog prizes.

**"In press" may be considered where there is full acceptance (as opposed to submitted but not accepted).*

How to evidence scholarship in a promotion application

Evidence of scholarship can come from many sources and can be as diverse as your teaching context and practice. The University's scholarship web resource contains examples of different approaches to evidencing and representing your practice. It is important that you explain the context of your work and its alignment with the University's goals.

When evidencing scholarship colleagues should consider the reach, value and impact of their work:

- **Reach:** The scale of influence (i.e. who has your scholarship 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.

Some examples of how applicants might evidence this 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 applied, 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)
- Presentation of scholarship inside or outside of the university, including figures (e.g. readership of a blog or article, number of attendees at a conference session etc)
- Improvement in any of the NSS or other TEF metrics as a result of your scholarship
- Policy or practice or development adopted (Remember to note by whom? How many people have been affected? In what way? Has your work had a knock-on effect?)
- Comments from external examiners/programme directors/school heads of education or directors of teaching and learning/industry advisory boards/SSLC and PASS reps/senior T&L leadership/student union/admissions lead/heads of recruitment for major employers
- Evidence of scholarship connected to the learning, experience and attainment of different groups of students, ideally with statistics to support this e.g. around awarding gap statistics/closing awarding gaps.

Examples of reach and impact for scholarship

(note that these are usual expectations but that we recognise that local level arrangements that enable reach and impact, such as the local availability of specific roles, will differ)

Lecturer	Senior Lecturer	Reader	Professor
Influence largely within assigned units. E.g. update taught material and assessments	Influence normally across multiple activities largely within	Influence normally spans multiple activities across multiple programmes or departments.	Influence spans across the faculty, university and beyond e.g., with other universities,

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.	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 learning, teaching, and assessment practice.	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. Regular attendance of and participation in T&L (and/or subject	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.

		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.

Research

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).

All staff on a teaching and research (T&R contract) or research (R contract) route must demonstrate how they meet the University's Statement of Research Contributions Expectations. In essence the expectation covers the following, and candidates should refer to the document for the detail for each when preparing their case against the research promotions criterion, as well as the criterion for Knowledge Exchange and External Engagement and the criterion for Service and Leadership:

- High quality publications
- Effective publishing and associated dissemination strategies to secure academic impact
- Research funding
- Doctoral supervision and assessment
- National and international research collaborations

This section of the Statement is relevant for the Innovation, Knowledge Exchange and External Engagement promotion domain

- Knowledge exchange and impact (relevant for the Knowledge Exchange and External Engagement promotion domain)

The following sections of the Statement are relevant for the Service and Leadership promotion domain

- Collegial service to support a vibrant research environment and culture at the University
- Collegial service and engagement in the external academic community
- Research ethics and integrity
- Professional accountability

Colleagues should consider the reach, value and impact of their research with reference to the Research Excellence Framework 2021 guidelines

- **Reach**: The scale of influence
- **Value**: The benefit derived from your research
- **Impact**: The beneficial difference that your research has made

Research staff

The research route to promotion considers performance in the domain of Research plus either Innovation, Knowledge Exchange and External Engagement or Service and Leadership. When considering cases of research staff promotion (including from research assistant to research associate to research fellow), consideration should also be given to evidence of the applicant's contribution to research grant applications, PGR supervision and teaching.

The evidence that may be presented for each research promotions criterion in the CV and supporting statement for research are presented below

Research criterion	**Examples of evidence – please refer to the promotions criteria for the detail of the expected level of achievement at each promotion level (Senior Lecturer/Reader/ Professor)**
A sustained record of high-quality publications (or other outputs eligible for REF submission)	The record of publication should highlight those publications or other outputs which are considered to be 4*/3* quality, using the REF2021 definitions: **Four star:** Quality that is world-leading in originality, significance and rigour **Three star:** Quality that is internationally excellent in originality, significance and rigour but falls short of the highest standards of excellence. Evidence of regular, high-quality publications (or other outputs) is more important than volume. The evidence might include citations; prizes or awards received for specific publications (or other outputs); published reviews (e.g. for monographs, music scores, exhibitions or other outputs). Journal impact factors may be included to indicate the prestige of the publishing outlet, and as a proxy for the rigour of the peer review process, BUT journal impact factors are NOT an indicator for the quality of the specific article. **Please note the guidance on The Research Review Exercise output grades below.** **Note that the Promotions Committee will:** • interpret these proxy indicators for research quality with judgement taking account of the discipline or field. For example, there are more prizes and awards made in some research areas than in others. Likewise, most publishers make decisions on which books to publish on commercial grounds, so that

	it may be easier for some areas than others to get work accepted with the some generally highly regarded publishers. • Always include consideration of the applicant's disciplinary norms in their assessment.
A successful record of Research Funding	As detailed in the University's Statement of Research Contributions Expectations all forms of external research funding are considered - including research councils, charitable organisations, industry, government, research consultancy, fellowships, major travel awards, PGR studentship funding. The applicant's role in the development and success of the grant application as well as the amount of funding attributable to the University of Manchester may also be taken into account. The applicant should be clear on whether the funding has been sought through internal UoM processes or external peer review/competitive award e.g. Impact Acceleration Accounts, funding direct from Industry.
Doctoral supervision and assessment	In addition to securing PGR funding, excellent postgraduate research supervision can be evidenced by a short evidence-based narrative Evidence of performance can include a short narrative, supported by evidence such as: • Number of PGRs supervised to successful completion • PGR completion rates (**allowing for student interruptions and withdrawals** for mitigating circumstances) • Accreditation via the UKCGE research supervision recognition programme. • Engagement with the Supervisor CPD Programme • Demonstrable use of the PGR Supervisors Toolkit • Subsequent career success of supervised PGRs (jobs, prizes, awards) • Service on internal year-end progress reviews ***** • Internal and external examiner service for PGR awards ***** ***** This service is not simply about the volume of PGR evaluations, it is also evidence of professional confidence in maintaining standards by reaching the difficult decision that the doctoral candidate should not progress or not be awarded a thesis.

Positive Recognition and reputation in relevant national and/or international research communities	Evidence of reputation in the relevant national or international research communities includes, but is not limited to: • Research prizes, honours and awards • Committee membership of national and international funding bodies • Membership of scientific committees • Editorship of international research journals or book series • Membership of editorial boards of international journals or book series • Election to prestigious academic bodies (eg, Fellowships of the Royal Society, the Academy of Medical Sciences or the British Academy) • Prestigious visiting professorships • Invitations to named lectures and keynote addresses • Invitations to review publications, funding applications or academic appointments or promotions external to your own institution

Research Review Exercise (RRE) output grades should not be used in promotion cases

The University Research Strategy Group guidance is that RRE grades should not be presented in the paperwork for probation or promotion; or introduced in discussion in probation and promotion committees. This guidance was agreed and established prior to previous REF exercises.

The rationale is:

- The RRE exercise of internal peer review is undertaken to select the strongest aggregate output submission for the Research Excellence Framework (REF) submission.
- RRE grades for specific outputs may be revised and recalibrated over time by the Unit of Assessment coordinating team as part of the preparation of the REF submission and in light of new information about the output, such as citations or prizes.
- When assessing an individual's research profile for probation or promotion, other indicators of output quality pertinent to the discipline or field are used as the primary source (peer review, referee comments, article citations, book reviews, etc.).

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.

For all roles within Service and Leadership, there should be some evidence that the candidate has engaged appropriately with the role, not just held it.

A willingness to support others in their career development can relate to PhD students, teaching assistants, postdoctoral researchers or other academic colleagues. As above, having had a supervisory or line-managerial role with respect to someone from these categories is not sufficient, but some evidence of actual supportive activity should be provided.

Examples of this may include, but is not limited to:

- Ensuring postdoctoral researchers or early career T&S colleagues have a mentor.
- Nominating postdoctoral researchers, postgraduate researchers, T&S colleagues who excel in teaching, and PS colleagues for prizes and awards.
- Actively encouraging and providing the time for postdoctoral researchers or early career T&S colleagues to take up development opportunities such as joining committees of professional bodies, undertaking teaching.
- Actively enabling colleagues to build external networks and sharing of external partner contacts that open up new opportunities for collaboration, innovation and impact.
- Evidence of taking on additional service and leadership responsibilities in support of the university's strategies for social responsibility, public and civic engagement, equality, diversity and inclusion and environmental sustainability.
- In addition to the annual P&DR process, providing time and opportunities to discuss career development.
- Gaining recognition for excellent postgraduate research supervisory practice through the UKCGE research supervision recognition programme.

Collegiality

This inclusion of collegiality is designed to highlight and reward activities that contribute to positive University culture e.g.:

- Supporting and mentoring new colleagues,
- Contributing to accreditation events and paperwork,
- Co-creating materials,
- Undertaking teaching and assessment,
- Running student events, careers events, admissions/conversion events
- Participating in programmes to support AdvanceHE fellowship
- Playing a role in curriculum review
- Bringing in guest speakers
- Playing a positive role in staff networks
- Undertaking Chartermark activity,
- Being directly involved in areas such as social responsibility and EDI
- Contributing to, playing a positive role in and/or leading on professional development programmes e.g. Aurora, 100 Black Women Professors, Inclusive Advocacy
- Support for student societies, the Student's Union, and other mechanisms for raising the student voice e.g. supporting students to run a conference or exhibition.

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 collegiality 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. How do you impact the team? What would not have happened if you weren't there? What was the uptake, change and impact of your work. How did people change their practice because of your collegiality, service and leadership? E.g. did you:

- Amplify student voices?
- Improve student experience? e.g. evidenced in NSS, attainment, partner enabled learning etc
- 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.
- Demonstrably expand the role of external partnerships to broaden activity, generate income and/or enhance the reach, value and impact of work.
- Enhanced staff development

This criterion can be evidenced through:

- Detail of relevant roles / positions of responsibility (internal and external) and how these benefitted the team.
- Examples of the support given. At what level, for how long, to how many, what was the impact on the staff you supported. This could also include EDI, social responsibility examples, staff networks, mentoring, external partnership and innovation examples.
- Collegiality can also be demonstrated through evidence of open collaborative working.

Lecturer	Senior Lecturer	Reader	Professor
Influence / leadership / collegiality will be largely within a programme	Influence/leadership/collegiality will be largely within a department/division/school (scale dependent upon context)	Influence/leadership/collegality 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.

(For T&R or R colleagues only): Collegial service to support a vibrant research environment and culture at the University

Service and Leadership – Research	Examples of evidence – please refer to the promotions criteria for the detail of the expected level of achievement at each promotion level (Senior Lecturer/Reader/ Professor)
Supporting the development of a vibrant research culture and environment	Evidence might include: • Organising internal research seminars, workshops or equivalent interactive opportunities

	• Internal peer review of publications or research funding applications in preparation; contribution to mock interviews for colleagues preparing for a research funding interview • Your contribution to developing and maintaining a 'research team' working ethos, including specific examples of how you have supported the career development of PGRs, research staff and other members of the wider research team where appropriate e.g. through mentoring; ensuring that research staff use their training days allocation specified in the researcher development concordat, ensuring the team's role in grant writing is recognised. • Enhancing research support in your group/unit through contribution to eg. effective mentoring arrangements, grant-writing support • Evidence of your awareness and use of the PI toolkit • Contribution to the promotion and implementation of the Researcher Development Concordat and the University's Statement of Expectations on the Career Development of Researchers and a culture of participation in professional development among your team/group/unit • Nominating PGRs, researchers or other colleagues for awards and prizes • Inclusion of research staff or technicians as Co-Is on research grants where funder terms and conditions permit • Ensuring time and recognition for the professional development of team members is built into research grants where funder terms and conditions permit. • Providing time for career development discussions with team members. • Encouraging colleagues to share external contacts and partner networks so others can benefit from established relationships, broaden connections and open up wider scholarship, research, innovation and partnership. • Awareness of and signposting research staff to the research staff promotions criteria. • Advancing EDI and Environmental Sustainability in how research projects, research teams and ways of working are designed and delivered. Eg for environmental sustainability this might include championing LEAF status for your Lab, effective implementation of the responsible travel policy; for EDI it might include how you have contributed to the implementation of one or more specific actions related to EDI in research which are included in the Athena and Race Equality Charter action plans.
Research leadership	Evidence might include: • Creative and constructive leadership of a research team, group, centre, institute or beacon that has improved the research performance of the team/organisational unit

	• Ensuring standards of research ethics and integrity and other professional standards are maintained, including contribution through service on the University Research Ethics Committee, or other compliance-related committees such as Health and Safety • Using and Promoting Open Research Practices (including publications, software and datasets) • Advancing the use of AI and other technological developments to innovate research methods and practices • Contributing to researcher professional development and related training programmes • External peer review service for major research funders or journals • Record of service and leadership of research communities internal and external to the University
High quality research collaborations with national and/or international partners; including interdisciplinary collaborations	Evidence of the scale, quality and significance might include: • Contribution to building international partnerships as part of the University's international strategy • Collaborations which are supported by external funding • The interdisciplinary composition of the collaborating team or network • Contribution to organising prestigious conferences or equivalent events

Innovation, Knowledge Exchange and External Engagement

Colleagues applying through the Academic: teaching and scholarship route can also include this area of activity in their case. As indicated by the breadth of criteria, Innovation, Knowledge Exchange and External Engagement should be seen in its broadest sense. The activity must include non-academic audiences or users, and it includes cases of impact as defined by REF, but is by no means limited to this. For example, this can include public and civic engagement, business engagement, spinout creation and IP licensing, co-designed community initiatives, system-level innovations in public services, and policy impact. The activity must be linked to the applicant's role within the University, but need not be linked to their research or scholarship. Colleagues applying through the Academic: teaching and scholarship route can also include this area of activity in their case. Colleagues do not need to hold a formal innovation, knowledge exchange or engagement role to evidence activity under this criterion; entrepreneurial and innovative behaviour in teaching, research support, professional practice or community-facing work are all relevant, provided the reach, value and impact can be evidenced.

Colleagues should consider the reach, value and impact of their innovation, knowledge exchange and external engagement work which are defined as:

- **Reach:** The scale of influence (i.e. who has your knowledge exchange and external engagement benefitted? How many attended/viewed/read/downloaded/cited/shared your work? How many people did you speak to? Were you invited or did you apply or lead? Was this local, national or international impact? Did you reach marginalised groups?).
- **Value:** The benefit derived for staff, students and external audiences. The worth of the activity in your context; what goals did the activity achieve? What issues/challenges did the activity address?
- **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 work?

Criterion (note that this varies depending on level of promotion)	**Examples of Evidence**
participation in advisory committees or professional or practice-based forums relevant to discipline and/or teaching and learning.	• Participation in advisory committees or professional or practice-based forums relevant to discipline and/or teaching and learning – note that the reach value and impact of your contribution should be demonstrated i.e. how you, as a member of these bodies, have made a difference.

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.	• Funding or contracts awarded from external sources (e.g. industry and social enterprise, government and other public bodies, NGOs, other HE institutions) with positive outcomes for teaching and learning, social responsibility, civic engagement, research, or enterprise. • Working with external bodies in development and implementation of policy or practice e.g. the creation of a resource from teaching or research which is then transferred to industry, government, NGOs, learned societies or professional bodies. • External consulting (e.g. for industry, other HE institutions, Schools). Delivering mutually beneficial collaborations with external industry, government, NGOs, learned societies or professional bodies partners that generate demonstrable societal, environmental and/or economic impact.
Internal and/or external activity in support of the University's social responsibility goals	• Engagement with schools, museums, the media (including traditional and social media), and public engagement with evidenced outcomes. • School governor or other external responsibility that can be evidenced with impact • Serving as school governor or charity trustee • Engagement with employers and stakeholders in the development of pedagogic practice (co-creation) • Implementing and evaluating practice to embed a SR goal • Making a difference or other award or recognition • SR funding grant with outcomes • Engagement with employers and stakeholders in the development of pedagogic practice
activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate	• Engagement with the media (including traditional and social media), • Development of or contribution to public materials e.g. blogs, texts, information boards/leaflets, performances • Creating open access or otherwise shared material outside of the immediate context of the role. (e.g. create open lab material) • Creation of intellectual property
influence on professional practice or on policy, including participation in professional or practice-	• Engagement with professional bodies and regulators; contribution to sector reports, policy and analysis.

based forums relevant to the staff member's discipline and/or to teaching and learning	• Using academic expertise to shape local, national or international policy, standards, guidance, services or other approaches with evidence that recommendations have influenced decisions. • External consulting (e.g. for industry, other HE institutions, Schools) • Leading sustained partnerships or forums with civic, professional or community organisations that address societal challenges and deliver measurable public benefit. • Part of external panel/committee shaping the T&L landscape e.g. panel/committee for degree accreditation, TEF panel, contribution to QAA benchmark statement, contribution to school curricula, external examiner, reviewer for Advance HE Fellowships, contribution to professional or discipline body shaping pedagogy locally, nationally or internationally or similar. • Participate in organisation of T&L, research, and/or innovation and knowledge exchange conferences and groups, participate in relevant panels and committees • Scholarly activity that contributes to academic debate with your context
creation, development and exploitation of intellectual property, including open access material relevant to the staff member's discipline and/or to teaching and learning	• Creation of cross School/Faculty/University/external material or activity e.g. T&L resources, enterprise resources, workshops or recording, blogs/websites/toolkits to share good practice, ITL fellowships • Generating intellectual property and supporting its transfer into spin-outs, industry, or social enterprise, including for example securing proof of concept funding, early stage investment, venture building activity and/or licensing of IP. • Working with external partners (including industry, the NHS, local authorities, community organisations, donors or the third sector) to undertake research, teaching (including executive education) or innovation activity where this leads to income generation and/or demonstrable social, economic, civic or system-level benefit • Embedding enterprise, innovation or partner-enabled learning into teaching, supervision, curricula or flexible/digital delivery. • Supporting colleagues and students to engage in external work by sharing networks, mentoring, creating pathways and enabling joint contributions.

	• Engagement with regional, national and international innovation ecosystems that generates evidenced commercial, social, economic or environmental outcomes.