**ACADEMIC PROMOTION PROCEDURE 2023/24**

## 1. Introduction

1.1 Academic Promotion enables advancement to Senior Lecturer, Reader and Personal Chair (Professor) for staff on the Teaching & Research and Teaching & Scholarship career pathways and to Senior Research Fellow, Principal Research Fellow and Professorial Research Fellow for staff on the Research career pathway.

1.2 Promotion to Senior Lecturer/ Senior Research Fellow is available to those able to demonstrate a **national reputation** in respect of their contribution to the benchmarks. Promotion to Reader/ Principal Research Fellow is available to those able to demonstrate an **emerging international reputation**, and to Personal Chair/ Professorial Research Fellow for those able to demonstrate an **established international reputation**. Applicants should demonstrate significant evidence of the appropriate level of performance which is likely to be sustained.

Figure 1.0 Academic Promotion pathways
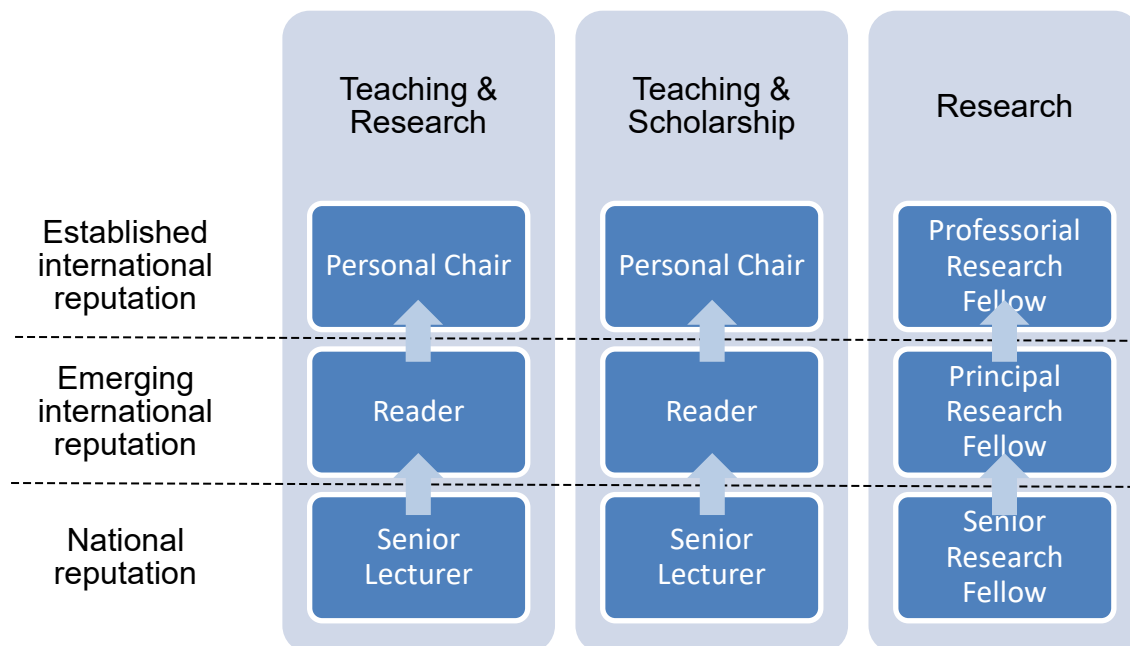


1.3 Applicants should provide evidence of a national/ international reputation which is appropriate to the area of excellence claimed. For example, whilst it

is recognised Teaching may be primarily focused within the institution, a national/ international reputation may be demonstrated through Senior Fellowship (SFHEA) or Principal Fellowship (PFHEA) of the Higher Education Academy or award of a National Teaching Fellowship. In relation to Innovation, Civic Mission and International, this may include activities to which the applicant has made a significant contribution that enhances the international reputation of the university/ wider region or to public policy locally/ nationally that are then adopted internationally.

1.4 Applicants are only eligible for promotion within their existing career pathway[1]. Normally, promotion will only be awarded to the next career stage (e.g. from Senior Lecturer to Reader). Promotion to a level higher than the next career stage (e.g. from Senior Lecturer to Professor) will only be awarded in exceptional circumstances where applicants clearly demonstrate significant evidence of the appropriate level of performance which is likely to be sustained.

## 2. Basis of application

2.1 Applicants must base their application on **excellence** in one of the following areas according to their career pathway.

| Teaching & Research | Teaching & Scholarship | Research |
|---|---|---|
| Teaching | Teaching | Research |
| Research | Scholarship | |
| Innovation, Civic Mission and International | Innovation, Civic Mission and International | |

2.2 For applicants on the Teaching & Research and Teaching & Scholarship career pathways, whichever is selected as the primary basis of the application, where appropriate, applicants must also demonstrate their **ability and effectiveness** in the other two. Applicants will normally contribute across the breadth of the career pathway in addition to excellence in the chosen area. Contribution in the other two areas need not be equal, and in exceptional circumstances, the contribution may only apply to one area.

2.3 Applicants on the Research career pathway must demonstrate **excellence** in Research and **ability and effectiveness** in Teaching and in Innovation, Civic Mission and International. The proportion of inputs/ outputs in each area will be assessed with reference to the applicant's role and expectations for the

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[1] The titles awarded through Academic Promotion are recognition of the holder's academic standing. Professional services staff applying for a change of career pathway must also demonstrate their academic standing through the Academic Promotions process for these titles to be awarded.

career pathway. Contribution in the other two areas need not be equal, and in exceptional circumstances, the contribution may only apply to one area.

2.4    Exceptionally, Academic Promotions Committee may take the breadth of activity into consideration for a case falling just short of the threshold of excellence, where an applicant has a very strong profile across all three areas sustained over a significant period of time. Applicants must still claim excellence in one area, but should detail the breadth of their profile in their application. School Promotion Panels will be asked to comment on the breadth of evidence in respect of such cases.

## 3.    Collegiality and University citizenship

3.1    In addition to addressing the benchmarks, all applicants must provide evidence of collegiality and an effective contribution to University citizenship. Collegiality and University citizenship can take many forms and includes:

- Undertaking School, College and/ or University roles and responsibilities.
- Serving on School, College and/ or University committees, policy networks, working groups, panels, etc.
- Contributing to an inclusive community through promoting equality and diversity.
- Supporting the career development of colleagues, including mentoring, support, peer review and relevant collaborations, particularly in relation to early career staff.
- Voluntary or civic engagement activities supported by the University (e.g. Student Volunteering Cardiff community initiatives).
- Measures to mitigate the impact of Coronavirus (COVID-19) (e.g. membership of contingency planning groups, contribution to the University Coronavirus Screening Service).

3.2    An exceptional contribution in this area will not constitute a primary basis for promotion, but may be accorded importance in augmenting an otherwise marginal application.

## 4.    Using the benchmarks for promotion

4.1    The benchmarks for promotion are outlined in section 10 to 13. Evidence against the benchmarks need not be equal. The benchmarks are supported by indicators of assessment. The indicators are neither exhaustive nor prescriptive. They are examples of areas considered in assessing applications. Some indicators will be more applicable to some disciplines than others. The Academic Promotions Committee will take these factors into account when assessing applications. The level of achievement in relation to the indicators will differ according to whether the applicant is demonstrating

excellence or ability and effectiveness in the given area. Applicants are not expected to meet all indicators in all areas.

4.2     The Cardiff Academic and College performance expectations provide additional clarity on role expectations and also supports career development planning.

## 5.     San Francisco Declaration on Research Assessment (DORA)

5.1     Cardiff University is a signatory to the San Francisco Declaration on Research Assessment (DORA), which means that in hiring and promotion decisions we will evaluate applicants on the quality of their research, not publication metrics or the identity of the journal in which the research is published. More information is available on the University's webpages on responsible research assessment.

## 6.     Equality, Diversity and Inclusion

6.1     Cardiff University is committed to supporting, developing and promoting equality, diversity and inclusion in all its practices and activities and aims to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. Cardiff University is committed to eliminating discrimination and advancing equality on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex and sexual orientation and to fostering good relations between different groups. The University values diversity and recognises that the institution is greatly enhanced by the disparate range of backgrounds, experiences, views, beliefs and cultures represented within its staff and student populations. The institution aims to embrace diversity in all its activities and proudly acknowledges that variety and difference are intrinsic to the wellbeing and future development of the University. Applications are welcomed in Welsh or English.

6.2     The Academic Promotion Procedure applies equally to all eligible staff[2]. An applicant's contractual arrangements (e.g. full-time, part-time, job-sharing, clinical[3] responsibilities) and any personal, familial or non-academic circumstances that may have impacted an applicant's professional career will be taken into account in assessing the volume of activity. While there shall be no dilution in quality, account will be taken of the quantity of work.

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[2] This includes staff on both open-ended and fixed-term contracts.
[3] For clinical staff, the level of academic contribution is the same as for non-clinical staff, but the quantity expected is reduced to take account of clinical responsibilities. Details of the designated sessional commitments to both the University and the relevant Trust should be included in the application.

6.3 Applicants are encouraged to disclose in their application any factors that have affected their career profile and volume of output. These factors may include, but are not limited to:

- flexible working arrangements (e.g. career breaks, part-time working, semester/term time working, job-sharing)
- pregnancy, maternity, paternity, shared parental leave, adoption and surrogacy, special guardianship, caring responsibilities
- disability, ill health or injury
- mental health circumstances
- impact of transition for the trans and non-binary community
- personal, familial, or other non-academic circumstances that have restricted or delayed the applicant's professional career
- impacts related to the Coronavirus (COVID-19) pandemic (e.g. bereavement, sickness absence, mental health and wellbeing, caring responsibilities, education and childcare, self-isolation, shielding of the extremely clinically vulnerable, furlough, flexible working arrangements, financial challenges, travel restrictions).

6.4 The assessment of applications will be made in the context of the COVID-19 pandemic and the impact of our response to the crisis on the requirements of our academic community. Applicants should articulate the impact of COVID-19 in their specific case in the individual circumstances section of the application form and throughout the personal statements, where relevant.

6.5 Applicants preferring to keep specific details of such factors confidential should focus on their impact. Retrospective disclosures will not be considered, unless circumstances come to light which were not known by the applicant at the time of submission. This information will be used to inform the Academic Promotions process only and will not be used for any other purpose including as a disclosure to inform or update staff records.

6.6 In Higher Education, female and Black, Asian and Minority Ethnic staff are underrepresented in senior academic roles. Applications are therefore particularly welcome from applicants who identify as female and/or Black, Asian and Minority Ethnic. The composition of Academic Promotions Committee and School Promotion Panels will, wherever practicable, be representative of the wider academic community in respect of career pathways and protected characteristics. Equality, diversity and inclusion data will be anonymously reported to Academic Promotions Committee at least annually, and to other bodies as appropriate.

## 7. Application process

7.1 Applications must be submitted by email to academicpromotions@cardiff.ac.uk by 12:00 (i.e. midday) on Monday 8

January 2024 in accordance with the guidance on completing the application form.[4] Achievements which post-date the application deadline cannot subsequently be taken into account. The application form and accompanying guidance is available on the staff intranet.

https://intranet.cardiff.ac.uk/staff/training-and-development/promotions-and-banding/academic-promotion

7.2     Details presented in your application should be based on your contribution <u>since</u> submission of your last successful promotion (i.e. the date you submitted your application) or, if you were not promoted to your current role through the Academic Promotions process, <u>since</u> appointment to your current role. Evidence included as part of a previous successful application cannot subsequently be taken into account. Applicants reapplying following a previous unsuccessful application should also highlight key developments <u>since</u> the previous application. Academic careers can take many forms with each promotion built upon prior achievements. Previous roles will often therefore form the context to ongoing career narratives, but it is contributions since appointment to your current role or since submission of your previously successful promotion application that will form the basis for the assessment. This is to avoid double counting contributions previously recognised through a previous process and also to demonstrate your development within your current role.

7.3     Applicants are encouraged to discuss their application with their Head of School/ academic line manager prior to submission. Applicants may be requested to amend their application after the deadline where this is necessary to ensure technical compliance with the procedure. Wider support for career development is encouraged prior to submission, including through opportunities such as Performance Development Review (PDR).

7.4     Appendix 1 illustrates the main stages of the Academic Promotion process. All applicants will be contacted following conclusion of the first Academic Promotions Committee stage to advise on the progress of their applications. Applicants unsuccessful at this stage will be informed. All other applicants will be informed of the final outcome of their application following conclusion of the second Academic Promotions Committee stage. Successful applicants will be promoted with effect from 1 August 2024.

7.5     <u>Assessors/ referees</u>

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[4] Applications will only be accepted after the deadline in exceptional circumstances and with prior agreement from the Chair of the Academic Promotions Committee.

7.5.1 External assessment is integral to the Academic Promotion process to ensure we maintain the highest academic standards in comparison with our peers. External assessment is undertaken by assessors and referees.

7.5.2 Assessors and referees should be professors, or of professorial standing, familiar with the general standards for promotion within UK universities. Exceptionally, assessors and referees may be chosen from other types of institution. Assessors and referees must not be currently employed by Cardiff University.

7.5.3 Assessors

.1 Assessors are nominated by the University. Assessors should not be directly associated with the applicant or their work (e.g. a co-author, co-editor, co-grant holder, former supervisor, external examiner, personal friend).

7.5.4 Referees

.1 Referees are nominated by the applicant. Referees may include, but are not limited to, co-grant holders, co-authors, supervisors and academic collaborators.

.2 All applicants must nominate one referee to be contacted should the application progress beyond the first Academic Promotions Committee stage.

7.6 Feedback

7.6.1 Applicants will be advised if their School Promotions Panel (SPP) believe their application to be premature. Feedback will be provided by the Head of School together with one other member of the SPP. Applicants can insist their case is considered by Academic Promotions Committee irrespective of whether the SPP is supportive of the case.

7.6.2 Unsuccessful applicants will be offered the opportunity to attend a meeting with their Head of College together with their Head of School to gain feedback on the basis for the decision and to provide support and guidance on future development. Feedback will be provided verbally, not in writing. Unsuccessful applicants are strongly advised to take up the offer of feedback.

7.7 Appeals

7.7.1 An appeal against a decision not to award promotion may only be made on the grounds of a defect in the application of the current procedure where this defect had a material impact on the outcome. Applicants may appeal if they have concerns about the process which remain after the feedback meeting.

7.7.2 Applicants wishing to appeal must notify the Director of Human Resources in writing, detailing the grounds for appeal, within fifteen working days of the feedback meeting.

7.7.3 The Director of Human Resources will confirm whether the grounds for appeal constitute a potential defect in the application of the procedure. Should this be determined, an appeal panel will be convened.

7.7.4 Membership of the appeal panel will comprise two Professors who have not previously been involved in the assessment of the application.

7.7.5 The appeal panel may conclude:

i. To uphold the appeal and refer the case back to Academic Promotions Committee for reassessment following the correct procedure.
ii. To not uphold the appeal. The original outcome decided by Academic Promotions Committee stands.

7.7.6 The appeal panel may not award promotion. The decision of the appeal panel is final.

7.8 Re-application following a previously unsuccessful application

7.8.1 A re-application following a previously unsuccessful application will only be progressed where the applicant demonstrates an appropriate improvement in their case sufficient to have met the promotion criteria. Key developments since the previous submission should be outlined in the application.

## 8. Data protection notice

8.1 Your personal data will be processed in accordance with the staff data protection notice. The University may share your application with third parties in order to obtain external assessments from other employers or individuals.

## 9. Further Information

9.1 The Academic Promotion Procedure is available for download on the Staff Intranet.

https://intranet.cardiff.ac.uk/staff/training-and-development/promotions-and-banding/academic-promotion

9.2 This document is also available in Welsh.

https://intranet.cardiff.ac.uk/cy/staff/training-and-development/promotions-and-banding/academic-promotion

9.3 Please contact Human Resources if you have any queries regarding Academic Promotion or if you require this document in an alternative format.

Tel : (029) 2087 6555 (Extension: 76555)
Email: academicpromotions@cardiff.ac.uk

**10.    Assessment of Teaching** (for staff on the Teaching & Research, Teaching & Scholarship and Research career pathways)

10.1    Benchmarks

T1.    Evidence of delivery of high-quality teaching, as judged by evaluation methods including student feedback and peer review.

T2.    Evidence of significant educational innovation and course development, course design and administration at postgraduate and/ or undergraduate levels.

T3.    Evidence of leadership in developing the education strategy of the School/ College/ University.

T4.    Evidence of sustained activity that significantly enhances the student experience.

10.2    Indicators of Assessment

The following are illustrative examples of indicators that can be included in an application to demonstrate ability and effectiveness, or excellence, against the above generic benchmarks. Please note that applicants are not necessarily expected to meet all the indicators in all areas. Excellence in teaching-related activities should be aligned with the expected impact level of the grade being applied for. For example, Senior Lecturer should be undertaking activities that are nationally recognised and accepted as good practice; Readers should have developed a national profile that has been recognised and accepted as good practice and whose profile is now being identified as good practice by an international audience: Personal Chair should be undertaking practices that are sustained and on par with practices in leading international institutions.

| Benchmarks | Indicators of Assessment |
|---|---|
| T1.    Evidence of delivery of high-quality teaching, as judged by evaluation methods including student feedback and peer review. | • Excellent performance as a teacher demonstrated by peer and student evaluation reports.<br>• Use (and/or development) of innovative teaching methods on par with the impact level of the promotion grade being applied for.<br>• Provision and development of specialist training programmes as appropriate to the requirements of the School/ College.<br>• Developing the teaching skills of other staff within the School or within the University.<br>• Evidence of practice and impact which has led to highly effective student learning in the subject area over a sustained period.<br>• Evidence of practice and impact which is considered excellent with regard to the teaching/ |

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| | | pedagogic expectations within that discipline. |
| | | • A reflective, reasoned and innovatory approach to student learning, teaching, course design, assessment and evaluation. |
| | | • Explicit attention to meeting the needs of individual students. |
| | | • Successful assessment and/ or development of teaching supported by student feedback and peer review. |
| | | • Evidence of the use of student feedback and/ or peer assessment to develop teaching. |
| | | • Successful supervision/ co-supervision of postgraduate taught students (*where this is an option for the career pathway/ discipline*). |
| | | • Demonstrable commitment to reflective practice in self, learners and colleagues. |
| | | • Commitment to continuing professional development. |
| | | • Fellowship/ Senior Fellowship or equivalent of appropriate professional bodies or societies. |
| T2. | Evidence of significant educational innovation and course development, course design and administration at postgraduate and/ or undergraduate levels. | • Evidence of a reflective and reasoned approach to student learning, teaching, course design, assessment and evaluation. |
| | | • Development of new teaching materials or methodologies influencing the pedagogy of the subject. |
| | | • Contribution to the development of new approaches to learning and teaching and assessment practice within the School/ University that may have been adopted internationally (for claim of excellence in T at senior lecturer, nationally). |
| | | • Contribute to an inspirational, challenging and inclusive learning experience that prepares students for society's grand challenges and enhances their social responsibility and employability. |
| | | • Contributing to strategic planning and delivery of teaching programmes, consistent with School/ College teaching strategy. |
| | | • Effective and/or innovative use of and engagement with digital technologies to support student learning. |
| | | • Acting as an innovator/ champion in Learning and Teaching for the School/ University. |
| | | • Leading curriculum development and design within the School, College and wider University Education portfolio. |
| | | • Development and/ or use of methods which support an inclusive learning environment. |
| | | • Organisation of specialist training activities (e.g. developments of skills/ competencies in |

| | | area of academic practice). |
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| | | • Clinical and/ or professional relevance, linking student learning and teaching with evidence based practice. |
| | | • Significant contributions to successful teaching collaborations across disciplinary boundaries. |
| T3. | Evidence of leadership in developing the education strategy of the School/ College/ University. | • Initiating and/ or leading School/ College/ University /Sector learning and teaching innovations.<br>• Leadership of significant initiatives to support specific groups of students.<br>• Success in shaping School/ College/ University/ National/ International education strategies.<br>• Establishing and developing teaching-related networks with other institutions which are mutually beneficial (e.g. joint academic programmes, joint publications, teaching collaborations and/ or partnerships, widening participation).<br>• Contribution to School/ College/ University activities which aim to promote diversity and inclusion (e.g. through diversification of curricula content or delivery).<br>• Effectively undertaking School/ College/ University/ External education related roles (e.g. Programme Director, Director of Teaching & Learning, Director of PGT Studies, Chair of Board of Studies, Dean/ Associate Dean, Academic Partner with the Learning and Teaching Academy for an institutional project, leading an external programme). |
| T4. | Evidence of sustained activity that significantly enhances the student experience. | • Taking responsibility for the overall direction of a unit/ year/ programme of study.<br>• Significant and effective contribution to education related activities (e.g. open days, student recruitment activities, outreach activities).<br>• Developing and effectively supporting placement activities and opportunities.<br>• Developing and enhancing Welsh medium provision, within the School, institution, or nationally, as appropriate.<br>• Taking a leading role in fieldwork and/ or research led learning opportunities.<br>• Making a significant strategic contribution to student recruitment and admissions.<br>• Lead on School/ College/ University processes relating to assessment and examinations.<br>• Managing the collection, collation, interpretation and dissemination of data to inform evidence-based teaching practice.<br>• Substantial contributions to successful accreditation or review of programmes.<br>• Innovative and effective approach to being a personal tutor. |

| | <ul><li>Establishing student partnership activities that have substantive impact on practice.</li><li>Effectively undertaking representational and/ or liaison roles (e.g. library liaison, examination officer, equality and diversity officer, industry/ employer liaison).</li><li>Positive and sustained contribution to staff/ student panels, and/ or wider learning and teaching enhancement/ QA activities.</li></ul> |
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**11.** **Assessment of Research** (for staff on the Teaching & Research and Research career pathways only)[5]

11.1 <u>Benchmarks</u>

R1. Sustained output of excellent and important publications in peer-reviewed journals and/ or other research outputs (e.g. books, musical composition).

R2. Evidence of external funding appropriate to the discipline.

R3. Effective supervision of researchers/ research students.

R4. Evidence of contribution at a UK or international level to the subject area, professional bodies and/ or external esteem.

11.2 <u>Indicators of Assessment</u>

The following are illustrative examples of indicators that can be included in an application to demonstrate ability and effectiveness, or excellence, against the above generic benchmarks. Please note that applicants are not necessarily expected to meet all the indicators in all areas.

| Benchmarks | Indicators of Assessment |
|---|---|
| R1. Sustained output of excellent and important publications in peer-reviewed journals and/ or other research outputs (e.g. books, musical composition). | • Joint or sole authorship of research publications, publications in refereed journals, and other articles, papers and conference proceedings, particularly with regard to the role of referees in its assessment.<br>• Publication of book(s) by publishers in the applicant's field.<br>• On track for inclusion in the Research Excellence Framework (REF) or equivalent exercise.<br>• Contribution to impact case development/ authorship and/ or impact that has had an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.<br>• Design portfolios.<br>• Creative writing and other works (for each item include the following information as |

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[5] Staff on the Teaching & Scholarship career pathways engaged in Research should evidence this against the Scholarship benchmarks.

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| | | appropriate: publisher, reviews, distribution/ translation). <br>• Musical composition (for each item include the following information as appropriate: commissioning body, venue of first performance and name(s) of performer(s), subsequent performances). <br>• Other nationally/ internationally recognised research-based articles in refereed publications. |
| R2. | Evidence of external funding appropriate to the discipline. | • Research funding (information to include indications of support received from Research Council/ other funding bodies, including your status as applicant, grading of grant applications and unsuccessful bids where this is relevant to the case). <br>• Any formal evaluations of final grant reports. <br>• Industrial/ commercial funding underpinning applied research. <br>• Involvement of work with research funding bodies. |
| R3. | Effective supervision of researchers/ research students. | • Record of sustained research supervision. <br>• Evidence of successful PhD supervision and completion, and other kinds of postgraduate research supervision (e.g. MA dissertations). <br>• Record of successful applications for externally funded PhD studentships. |
| R4. | Evidence of contribution at a UK or international level to the subject area, professional bodies and/ or external esteem. | • Status within the subject area/ profession (e.g. to be recognised as an expert member of a specified field/ profession at a national/ international level). <br>• Professional activity (e.g. membership of national/ international professional committees; invited addresses to professional national/ international meetings and conferences, including keynote/ plenary sessions). <br>• Member of prestigious academic, learned societies, governmental, NHS and/ or industrial Scientific Advisory Boards and Committees. <br>• Experience of membership of editorial board(s). <br>• Refereeing of articles for peer-reviewed academic journals. <br>• Refereeing of grant applications by research councils and other major funding bodies. <br>• Regular presentations of research findings at national/ international conferences. <br>• Organisation of national/ international academic conferences/ meetings. <br>• Award of medals, prizes or other academic distinctions by learned societies. <br>• Significant contributions to public engagement and scientific dissemination (e.g. by invitations from broadcasters and other media). <br>• Contribution to the public understanding of one's subject area. |

| | • Other significant scholarly outputs. |
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**12.** **Assessment of Scholarship** (for staff on the Teaching & Scholarship career pathway only)[6]

12.1 Benchmarks

S1.    Evidence of significant contributions to scholarship, professional practice and/ or the pedagogy of the subject area.

S2.    Scholarship related to learning and teaching or to enhance an evidence-based approach to content and teaching delivery. This may include research in education for a subject-specific realm.

S3.    Evidence of leadership in developing learning and teaching external to the University.

S4.    Evidence of esteem and/ or obtaining competitive funding appropriate to the discipline.

12.2 Indicators of Assessment

The following are illustrative examples of indicators that can be included in an application to demonstrate ability and effectiveness, or excellence, against the above generic benchmarks. Please note that applicants are not necessarily expected to meet all the indicators in all areas.

| Benchmarks | Indicators of Assessment |
|---|---|
| S1.    Evidence of significant contributions to scholarship, professional practice and/ or the pedagogy of the subject area. | • Involvement activities that promote the scholarship, subject development and/ or pedagogy of learning and teaching at a national/ international level, for example running workshops or specialist courses in other universities in or outside the UK.<br>• Presentations on pedagogy at national and/ or international meetings/ conferences.<br>• Contributions, for example publications, podcasts or the development of new learning platforms that have shaped the way in which the subject is taught nationally, or have been adopted internationally (e.g. textbook/ guidelines that have been nationally/ internationally published).<br>• Contribution to a professional organisation or learned society or subject area.<br>• Collaboration – examples of teaching across subject and disciplinary boundaries that demonstrate a contribution to interdisciplinary/ professional education. |

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[6] Staff on the Teaching & Research or Research career pathways engaged in Scholarship should evidence this against the Research benchmarks.

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| | | • External examining experience.<br>• External curriculum review or assessment of other HEIs.<br>• Contributions to national or international curriculum and pedagogy debate in the subject or discipline area.<br>• Contribution to national/ international networks to support subject/disciplinary and/ or generic improvements in quality of learning and teaching. |
| S2. | Scholarship related to learning and teaching or to enhance an evidence-based approach to content and teaching delivery. This may include research in education for a subject-specific realm. | • Significant outputs (e.g. research, conference presentations, guides, etc) related to learning and teaching/ pedagogy.<br>• Contribution to the academic development of the discipline and research-led teaching (e.g. research publications, teaching-related activity within professional bodies or associations, mentorship and preceptorship inside and external to the university).<br>• Development and/ or design of learning and teaching resources and technologies.<br>• Significant output relevant to the discipline or subject area: e.g. joint or sole authorship/ editorship of books, textbooks in the discipline, publications in refereed journals or series, publications/ guidelines for learned societies not published in refereed journals; and other articles, posters, papers and outputs proceedings that have influenced the practice of teaching, or improved the student experience within the subject area.<br>• Fellowship/ Senior Fellowship or equivalent of professional bodies or societies.<br>• Acting as editor of a journal, or member of an editorial board |
| S3. | Evidence of leadership in developing learning and teaching external to the University. | • Contribute to the educational leadership of a subject/ discipline, or area of professional practice.<br>• Have a significant leadership role outside the University in the management and attainment of accreditations with professional bodies and/or in developing guidance in the subject/ discipline.<br>• Provide leadership to advisory bodies, learned societies or other organisations/ agencies (such as a role in an Education Committee).<br>• Lead, shape and influence teaching and learning policy at national/ international level.<br>• Leadership in development, validation or review of programmes.<br>• Evidence of impact on the learning and teaching culture and practices of others. |
| S4. | Evidence of esteem and/ or obtaining | • The award of significant prizes or acknowledgement related to learning and teaching.<br>• Gaining peer recognition and/ or external funding for learning technologies and/ or teaching- |

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| competitive funding; appropriate to the discipline. | related equipment.<br>• Gaining recognition for pedagogic or curriculum development (e.g. leading educational and/or subject/discipline reviews, chairing guideline groups, cited as an expert in the field by others), at a national level for Senior Lecturer, at an emerging international level for Reader and sustained activity at an established international level for Personal Chair.<br>• Contributions to the development of academic pathways for other institutions<br>• Evidence of obtaining funding for learning and teaching developments, and/ or educational research, where possible or appropriate. |

**13. Assessment of Innovation, Civic Mission and International** (for staff on the Teaching & Research, Teaching & Scholarship and Research career pathways)

13.1 <u>Benchmarks</u>

I1.   Evidence of sustained contribution to knowledge transfer.
I2.   Evidence of successful contribution to civic mission activities and/ or interdisciplinary/ large scale projects.
I3.   Leadership and senior level management/ coordination.
I4.   Evidence of activities that promote/ enhance the University's reputation/ profile.

13.2 <u>Indicators of Assessment</u>

The following are illustrative examples of indicators that can be included in an application to demonstrate ability and effectiveness, or excellence, against the above generic benchmarks. Please note that applicants are not necessarily expected to meet all the indicators in all areas.

| Benchmarks | Indicators of Assessment |
|---|---|
| I1.   Evidence of sustained contribution to knowledge transfer. | • Development and/ or management of a significant portfolio of knowledge transfer activities, with demonstrable social and/ or economic impact and benefit to the University (e.g. applied and collaborative research, consultancy, development and delivery of CPD programmes, etc.).<br>• Contribution to, or leading on, or initiating activities that promote/ maintain links with bodies external to the HEI sector that have demonstrable social, cultural and/ or economic impact and benefit to the University.<br>• Contribution to the successful commercialisation of patents, inventions and any other exploitable intellectual property.<br>• Involvement in work that has made a significant contribution to the advancement of knowledge and/ or its application to the subject area/ professional practice/ policy-making at a national/ international level.<br>• The translation of research findings towards clinical application and policy.<br>• Contribution to the public understanding of one's subject at a national/ international level. |

| | | • Contribution to capacity building in Cardiff and wider communities.<br>• Contribution to culture and cultural enrichment.<br>• Contribution to developing a thriving innovation culture with an ethos of entrepreneurship and collaboration. |
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| I2. | Evidence of successful contribution to civic mission activities and/ or interdisciplinary/ large scale projects. | • Successful development of partnerships focused on improving the health, wealth and well-being of the people of Wales and beyond.<br>• Work with partners to increase employment opportunities within the Cardiff Capital Region.<br>• Project management for large projects including interdisciplinary groups that have a national/ international profile.<br>• Successful external grant capture/ external funding and management of large projects or interdisciplinary groups, with a national/ international impact.<br>• Leadership and co-ordination of large School, College, or University projects. |
| I3. | Leadership and senior level management/ coordination. | • Significant and substantial contribution to management and/ or policy formation at School, University, national and/ or international levels.<br>• Significant and substantial contribution to the planning, governance and academic management within the University.<br>• Sustained contribution to the management of the discipline and/ or School which has produced material benefits to the unit's academic reputation or professional, clinical or vocational practice. |
| I4. | Evidence of activities that promote/ enhance the University's reputation/ profile. | • The initiation or maintenance of links between the University and national/ international groups, organisations and businesses.<br>• Instigating and/ or encourage innovation and engagement activity including the establishment of strategic links with industrial or other strategic partners.<br>• Instigation and maintenance of national/ international collaborations and partnerships.<br>• Actively creating effective and mutually beneficial collaborations with partners outside of the higher education sector.<br>• Significant involvement in academic quality assurance assessments, validation panels, etc., at external institutions.<br>• Significant involvement in the enhancement of the University's profile for promoting equality and diversity (e.g. leadership of or substantial contribution to Athena Swan applications).<br>• Advising government bodies. |

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|---|---|
| | • The initiation or maintenance of links between the University and the Community.<br>• Recognition as a national/ international specialist able to give expert opinion in a particular field.<br>• Significant involvement in widening participation, schools outreach or public understanding of the discipline. |

Appendix 1

**Academic Promotion Process**

**Application deadline**

8 January 2024

- Applicants asked to amend application if required.
- SPP obtain one external assessment (Personal Chair, Reader, Professorial Research Fellow and Principal Research Fellow only).
- SPP decide whether to support case.
- Applicants advised if SPP believe application to be premature.

**School Promotion Panel**

January – March

**Academic Promotions Committee (stage 1)**

April

- APC decides whether case should progress to external assessors/ referees stage.
- Decision informed by application, SPP report and SPP assessor report.
- Applicants informed of progress.

**External assessors/ referees**

April – July

- Assessor(s)/ referees review application
  - Senior Lecturer/ Senior Research Fellow (1 assessor, 1 referee)
  - Reader/ Personal Chair and Principal Research Fellow/ Professorial Research Fellow (2 assessors, 1 referee)

**Academic Promotions Committee (stage 2)**

July

- APC decides final outcome after reviewing referee/ assessor reports.

**Effective date**

1 August 2024

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