

## Academic Promotions – Framework of Criteria

Final Version – January 2023

### **Introduction**

The information presented in this document outlines the Framework of Criteria against which applications for promotion will be assessed.

The document includes the following sections:

Section 1	Key principles of the new Framework of Criteria
Section 2	Framework of Criteria by academic career track including the minimum thresholds and potential combinations of Pillars under which applicants may provide evidence
Section 3	Detailed criteria for each Pillar and information about Citizenship

The Framework includes 5 pillars, developed by the Promotion Review Working Group for the Research, Teaching and Research, and Teaching and Scholarship Practice academic career tracks<sup>1</sup> as follows:

- (i) Research.
- (ii) Education.
- (iii) Scholarship and/or Professional Practice.
- (iv) Engagement, Innovation and Impact, with
- (v) Citizenship at a baseline/minimum threshold level of expectation applicable to all grades.

In addition, the Framework includes the creation of a Clinical Service Academic career track and the introduction of promotion criteria that recognise the specific nature of clinical academic activity.

Ultimately the Framework aims to develop a method of assessing against the criteria according to our existing academic career tracks (Teaching and Research, Teaching and Scholarship and Research) and a new Clinical track, appropriately recognising the potential differences in academic career development and, therefore, different achievements within each track that the University values and seeks to recognise through promotion.

Where quality of research is assessed for the purposes of promotion applications, this will comply with the San Francisco Declaration of Research Assessment (DORA) and with our institutional policy on the responsible use of metrics. Further information about DORA can be found at [DORA | University Systems and Software | Toolkit | The University of Aberdeen \(abdn.ac.uk\)](#)

### **Section 1: Key Principles**

The following key principles apply within the Framework of Criteria:

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<sup>1</sup> To note that the nomenclature for the academic career track titles has been retained but that the Promotions Criteria include the terminology Education and Professional Practice to reflect academic activities in these areas. In addition, a new Clinical Service track has been introduced.

- Academic promotion is based on demonstrating level of performance against promotion criteria with the Framework incorporating minimum thresholds that need to be met for each level.
- The use of levels in each of the Pillars represents a continuing and effective performance at that level. Promotion requires demonstration of effective performance at a higher level (a more significant contribution) as specified by the levels of the criteria. Once a higher level has been achieved, there is an expectation that performance will continue to encompass the criteria at the lower levels as well as the higher level.
- For those on the Research, Teaching and Research, and Teaching and Scholarship tracks, the criteria relating to five key Pillars of academic activity – (1) Research, (2) Education, (3) Scholarship and/or Professional Practice, (4) Engagement, Innovation and Impact and (5) Citizenship. For criteria (1) to (4) three incremental levels of performance are defined. For (5) Citizenship a baseline level of expectation applies across all grades.
- For Clinical staff (Medicine and Dentistry) a new optional Clinical Service Pillar plus flexibility to demonstrate achievements under other Pillars (1) to (4) and baseline level of expectation with regard to Citizenship.
- The Pillars/criteria have, therefore, been expanded to recognise a wider range of academic activity than the current criteria.
- Leadership is not a separate promotion criterion but is embedded in each level. It is considered to be a cross-cutting theme, running through each career stage, and as careers progress, leadership experience and sphere of influence broaden in respect of internal, external and international environments.
- There is a degree of flexibility for staff to structure their case for promotion, with staff being able to make their case for promotion across all the Pillars. However, minimum thresholds are specified according to the career track and grade being applied under as detailed in the Framework.
- Whilst applicants may choose to demonstrate achievements across all Pillars, they do not need to do so. This will be determined by the career track under which they are applying. For example, whilst staff may choose to do so, those on the Research track or the Teaching and Research track would not be expected to demonstrate achievement under Scholarship and/or Professional Practice and staff on the Teaching and Scholarship track would not be expected to demonstrate achievement under the Research criteria.
- General definitions of each Pillar have been developed as well as both general definitions of levels 1, 2 and 3 and supporting indicators/examples for each level. However, staff do not need to evidence each supporting indicator and applications will be assessed in the round to establish whether a case for promotion exists.
- To be promoted, applicants will need to demonstrate that they have achieved sustained performance at the levels required for the grade they are applying for.
- Research Track – staff applying under this track will be expected to either meet the Research Plus (Research+) criteria by demonstrating increased depth and output across all indicators detailed in the Research+ Pillar criteria (commensurate with a greater focus on research, in keeping with the proportion of time they have to pursue research activities) or, alternatively they may choose to apply on the basis of meeting the Research criteria plus evidence under another Pillar as detailed in the Framework.
- Teaching and Scholarship Track – staff applying under this track will be expected to demonstrate a larger contribution in respect of Education than colleagues on the Teaching and Research track, again in keeping with the higher proportion of time staff on this track have allocated to Education as per the Workload Model.
- Generally, the title of Reader will be given where staff evidence strong and sustained performance at Senior Lecturer level and with growing excellence and personal distinction in their subject. They will have established a growing international profile and will normally be expected to be progressing towards Professorial level. They must also demonstrate evidence of effective leadership (albeit at a level lower than evidence required for the level of Professor).
- Generally, the title of Professor will be given where staff evidence an international reputation in their field and can evidence sustained excellence, intellectual distinction and leadership. They must also demonstrate sustained evidence of effective leadership.
- Applicants must demonstrate that they meet the criteria by way of evidence that is open to scrutiny.

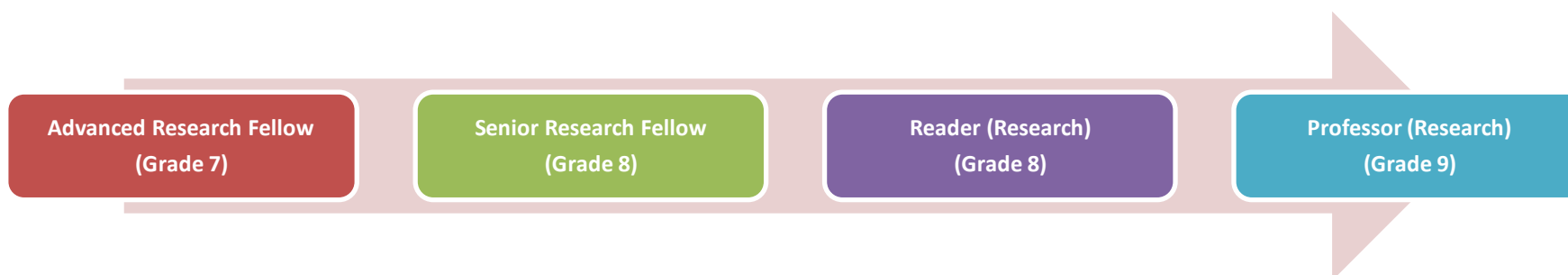
- In considering applications for promotion, disciplinary norms will be taken into account in respect of all the criteria.

## Section 2: Framework of Criteria

This section provides information, by academic career track and level of promotion being sought, regarding the minimum thresholds and possible combinations of pillars under which evidence may be provided by applicants. The Framework includes the following broad principles: (i) Grade 7 requires evidence under two pillars at Level 1; (ii) Grade 8 requires evidence under two pillars at Level 2; (iii) Reader requires evidence under one pillar at Level 3 and one pillar at Level 2; (iv) Grade 9 (Professor) requires evidence under two pillars at level 3. Evidence of baseline Citizenship is required for all applications. With respect to the Research Track, there is a level of performance (Research+) that means the second pillar can be at a lower level, in recognition of the limited time allocation that Research staff have for activities falling under other pillars (e.g. Education).

### (i) Academic career track – Research

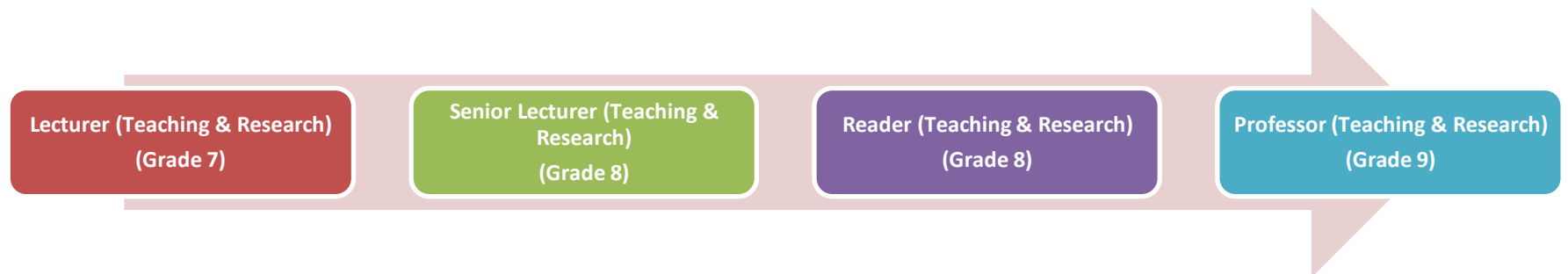
For promotion to



Evidence minimum thresholds & options	<p><b>(i) Research Level 1+</b></p> <p><i>Or</i></p> <p><b>(ii) Research Level 1 with one of the following at Level 1: Education; Engagement, Innovation and Impact</b></p> <p><i>And</i></p> <p><b>Baseline evidence: Citizenship</b></p>	<p><b>(i) Research Level 2+; Education Level 1</b></p> <p><i>Or</i></p> <p><b>(ii) Research Level 2+; Engagement, Innovation and Impact Level 1</b></p> <p><i>Or</i></p> <p><b>(iii) Research Level 2 with one of the following Level 2: Education; Engagement, Innovation and Impact</b></p> <p><i>And</i></p> <p><b>Baseline evidence: Citizenship</b></p>	<p><b>(i) Research Level 3+; Education Level 1</b></p> <p><i>Or</i></p> <p><b>(ii) Research Level 3+; Engagement, Innovation and Impact Level 1</b></p> <p><i>Or</i></p> <p><b>(iii) Research Level 3 with one of the following Level 2: Education; Engagement, Innovation and Impact</b></p> <p><i>And</i></p> <p><b>Baseline evidence: Citizenship</b></p>	<p><b>(i) Research Level 3+; Education Level 2</b></p> <p><i>Or</i></p> <p><b>(ii) Research Level 3+; Engagement, Innovation and Impact Level 2</b></p> <p><i>Or</i></p> <p><b>(iii) Research Level 3 with one of the following Level 3: Education; Engagement, Innovation and Impact</b></p> <p><i>And</i></p> <p><b>Baseline evidence: Citizenship</b></p>
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## (ii) Academic career track – Teaching and Research

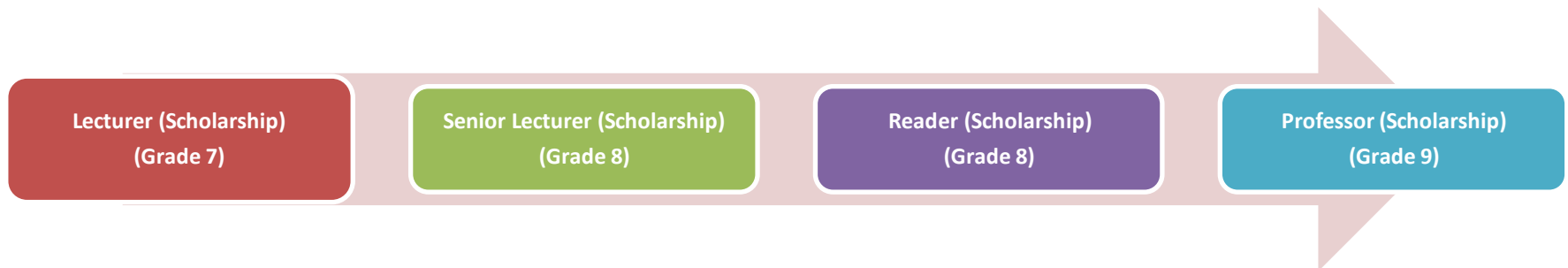
**For promotion to -**



Evidence minimum thresholds & options	(i) Research Level 1; Education Level 1	(i) Research Level 2; Education Level 2	(i) Research Level 3; Education Level 2  Or  (ii) Education Level 3; Research Level 2  Or  (iii) Engagement, Innovation and Impact Level 3 with Research and Education both maintained at Level 2	(i) Research Level 3; Education Level 3  Or  (ii) Research Level 3; Engagement, Innovation and Impact Level 3 (with Education maintained at Level 2)  Or  (iii) Education Level 3; Engagement, Innovation and Impact Level 3 (with Research maintained at Level 2)
	<i>And</i>  Baseline evidence: Citizenship	<i>And</i>  Baseline evidence: Citizenship	<i>And</i>  Baseline evidence: Citizenship	<i>And</i>  Baseline evidence: Citizenship

### (iii) Academic career track – Teaching and Scholarship

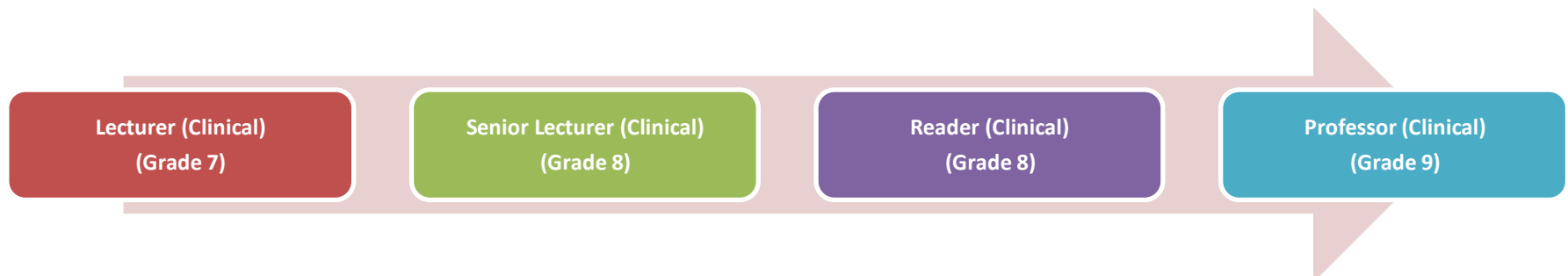
For promotion to -



<b>Evidence minimum thresholds &amp; options</b>	<b>(i) Education Level 1; Scholarship/Professional Practice Level 1</b>  <i>And</i> <b>Baseline evidence: Citizenship</b>	<b>(i) Education Level 2; Scholarship/Professional Practice Level 2</b>  <i>And</i> <b>Baseline evidence: Citizenship</b>	<b>(i) Education Level 3; Scholarship/Professional Practice Level 2</b>  <b>Or</b> <b>(ii) Scholarship/Professional Practice Level 3; Education Level 2</b>  <i>And</i> <b>Baseline evidence: Citizenship</b>	<b>(i) Education Level 3; Scholarship/Professional Practice Level 3</b>  <b>Or</b> <b>(ii) Education Level 3; Engagement, Innovation and Impact Level 3 (with Scholarship/Professional Practice maintained at Level 2)</b>  <i>And</i> <b>Baseline evidence: Citizenship</b>
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**(iv) Academic career track – Clinical Service**

For promotion to -



<b>Evidence minimum thresholds &amp; options</b>	<b>(i) Clinical Service Level 1 with one of the following Level 1: Research; Education; Scholarship/Professional Practice; Engagement, Innovation and Impact</b>  <b>And</b>  <b>Baseline evidence: Citizenship</b>	<b>(i) Clinical Service Level 2 with one of the following Level 2: Research; Education; Scholarship/Professional Practice; Engagement, Innovation and Impact</b>  <b>And</b>  <b>Baseline evidence: Citizenship</b>	<b>(i) Clinical Service Level 3 with one of the following Level 2: Research; Education; Scholarship/Professional Practice; Engagement, Innovation and Impact</b>  <b>Or</b>  <b>(ii) Clinical Service Level 2 with one of the following Level 3: Research; Education; Scholarship/Professional Practice; Engagement, Innovation and Impact.</b>  <b>And</b>  <b>Baseline evidence: Citizenship</b>	<b>(i) Clinical Service Level 3 with one of the following Level 3: Research; Education; Scholarship/Professional Practice; Engagement, Innovation and Impact</b>  <b>And</b>  <b>Baseline evidence: Citizenship</b>
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## **Section 3: Detailed Criteria by Pillar**

### **(i) Research and Research+**

#### **PILLAR: RESEARCH & RESEARCH+**

##### **Introduction**

Research captures what it takes to be a research-intensive University, to be world leading in established areas of excellence or developing interdisciplinary approaches that generate new methods of inquiry to be both locally relevant and globally excellent.

It incorporates research outputs and includes publications such as books (monographs and edited volumes), refereed journal articles, research reports, musical composition, works of art, screenplays, stage plays, other creative writing outputs, musical performances, stage productions, media productions, developmental work in methodologies for technical/scientific disciplines, licensing of intellectual property.

Quality of research is key. All research should meet the University's expected standards of research ethics and integrity. The assessment of the quality of research will comply with the San Francisco Declaration of Research Assessment (DORA) and with our institutional policy on the responsible use of metrics.

It also captures essential activities that enable the production of individual and jointly authored research outputs, and which develop, sustain and build an inclusive, collaborative and often interdisciplinary research culture.

High quality grant applications (leading to grant income acquisition/high quality, fundable-level funder scores) within disciplinary norms is a fundamental aspect within the promotion criteria for research, reflecting the importance of growing and diversifying the University's research portfolio, especially in areas of emerging research excellence, impact and in response to global challenges.

It also extends beyond individual or team research projects, to incorporate contribution to broader University research initiatives, such as Research Culture, as well as development of research teams and supporting colleague development.

In keeping with the principles of DORA and use of narrative CVs, staff providing evidence under the Research Pillar are encouraged to organise their evidence under the following key questions. The table below provides further guidance on each.

<b>Key Question</b>	<b>Guidance on how to respond</b>
<b>How have you contributed to the generation of knowledge?</b>	Explain how you have contributed to the generation of new ideas and hypotheses and which key skills you have used to develop ideas and test hypotheses. It can be used to highlight how you have communicated on your ideas and research results, both written and verbally, the funding you have won and any awards that you have received. The form asks you to identify up to 4 key outputs and to describe why they are of particular relevance and why they are considered in the context of knowledge generation. Outputs can include open data sets, software, publications, commercial, entrepreneurial, or industrial products, clinical practice developments, educational products, policy publications, evidence synthesis pieces and conference publications that you have generated. Where outputs have a DOI please only include this.
<b>How have you contributed to the development of individuals?</b>	Highlight expertise you provided which was critical to the success of a team or team members including project management, collaborative contributions, and team support. It can be used to mention mentoring of members in your field and support you provided to the advancement of colleagues, be it junior or senior.



<b>How have you contributed to the wider research community?</b>	Include various activities you have engaged in to progress the research community. It can be used to mention commitments including editing, reviewing, refereeing, committee work and your contributions to the evaluation of researchers and research projects. It can be used to mention the organisation of events that have benefited your research community. It can highlight contributions to increasing research integrity, and improving research culture (gender equality, diversity, mobility of researchers, award and recognition of researchers' various activities).
<b>How have you contributed to broader society?</b>	Include examples of societal engagement and knowledge exchange. It can include engagement with industry and the private sector. It can be used to mention engagement with the public sector, clients, and the broader public. It can be used to highlight positive stakeholder feedback, inclusion of patients in processes and clinical trials, and other impacts across research, policy, practice and business. The level of engagement and knowledge exchange that you can evidence may mean that it is more suitable for you to provide the evidence under the Engagement, Innovation and Impact Pillar.

Applicants may also wish to refer to the Workload Model for more examples of activities falling under Research and which they may wish to reference in their application.

The fact that available funding for research varies markedly across different disciplines will be taken into consideration.

The impact of Research is referenced within the criteria and applicants may wish to evidence this under the Research Pillar. However, where impact reaches a significant level, applicants may wish to consider providing the evidence under the Engagement, Innovation and Impact Pillar but should not provide the same evidence under both Pillars.

**Research+:** Applicants on the Research career track, applying under Research+ will be expected to show increased depth and output across all indicators. commensurate with a greater focus on research.

Disciplinary norms will be taken into account in considering the evidence provided by applicants.

### **Level 1 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 1 will indicate that significant steps have been taken to escalate research effort beyond the expectations of a PhD/post-doc.

Supporting indicators at this level can include the following examples:

- Evidence of ability to conduct and publish high-quality, world-leading research.
- Success in applying for and obtaining external research funding, or evidence of submitted high quality research grant applications (as judged by internal review) appropriate in scale to the discipline.
- Demonstrable impact of research; including evidence of awareness of and engagement with key stakeholders.
- Contributing to broader University research initiatives, for example, research culture.
- Supervising or co-supervising the number of PhD/post-graduate research students, appropriate for the discipline.
- Impact/engagement with academic and non-academic audiences including delivery of presentations at conferences or exhibiting work at other appropriate events.

### **Level 1 – Research+**

Those applying on the basis of Level 1 Research+ should demonstrate increased depth and output across the examples detailed above.

## **Level 2 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 2 will indicate a research profile of the applicant as an independent researcher with wide recognition at a national level having been achieved and development of a research reputation internationally.

In addition to Level 1, supporting indicators at this level can include the following examples:

- Evidence of increasing ability to produce world-leading research.
- A growing track record of external research funding, appropriate in scale to the discipline, acknowledging variations between larger teams, smaller teams and individuals in patterns of research.
- A growing track record of demonstrable impact of research.
- Taking the lead in the development of research strategies at department or sub-department level.
- Leading high quality independent research and/or project managing the research activity, supervising and taking responsibility for all or a major part of the research team's activities and development.
- Substantial contribution to broader University research initiatives.
- Expanded supervision of post-graduate research students appropriate for the discipline to successful completion.
- Preparation and submission of high-quality research grant applications.
- Research reputation of national standing with a developing international research reputation.
- Recognition as an authority within their research specialisation.
- Invitations to speak at national and/or international conferences.
- Major contribution to cross-departmental and inter-University research projects.
- An established reputation with external bodies/clients.
- Leading and winning bids/opportunities/collaboration with other institutions and bodies, producing demonstrable benefits to the University.
- Generating new research approaches and identifying, adapting, developing and using research methodologies and techniques appropriate to the type of research.
- Disseminating high quality research nationally and/or internationally.
- Acting as a referee and contributing to the peer assessment of publications.

### **Level 2 - Research+**

Those applying on the basis of Level 2 Research+ should demonstrate increased depth and output across the examples detailed above.

## **Level 3 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

### **Reader/Professor**

Evidence at Level 3 will indicate a research profile of an applicant with an established international reputation in their field. Applicants will be research leaders within the University and have a significant profile outside the Institution that enhances the University's reputation as a leading research-intensive university.

**Reader** – applicants will evidence strong and sustained performance at Senior Lecturer level and will have an established international reputation and profile for excellence and personal distinction in their subject. They must also demonstrate evidence of effective leadership (albeit at a level lower than evidence required for the level of Professor).

**Professor** – applicants will evidence a widely recognised world leading reputation in their field, with evidence of sustained excellence, intellectual distinction, and effective leadership.

In addition to Levels 1 and 2, supporting indicators at this level can include the following examples:

- A sustained track record of world-leading research outputs.
- Research reputation of international standing.
- Sustained record of income generation appropriate in scale to the discipline and acknowledging differences between large teams, small teams and individuals in patterns of research.
- Sustained record of supervising a substantial number of research students and/or research staff, who have progressed to successful careers in research or professional disciplines.
- Sustained demonstrable impact of research
- Significant (invited or plenary) presentations at national and international conferences.
- Consulted by national/international research bodies (e.g. government, research council) on strategy or participation on panels.
- Leadership of a research group of a major research field or making a substantial independent contribution to a group such as a University research centre.
- Leadership of cross University research initiatives.
- Receipt of significant international awards.
- Chairing the editorial board of a journal.
- Fellowship of a significant learned society (e.g. RA or the RSE).

### **Level 3 - Research+**

Those applying on the basis of Level 3 Research+ should demonstrate increased depth and output across the examples detailed above.

## **(ii) Education**

### **PILLAR: EDUCATION**

#### **Introduction**

Education covers all aspects of curriculum development/innovation, instruction, training, guidance, teaching and assessment, including supervision of postgraduate students (PGT and/or PGR) and all activities which assist and support students in their learning in an inclusive environment.

It includes evidence of delivery of high-quality teaching, as judged by evaluation methods including student feedback.

It also includes contribution to the student experience in areas aligned with the Aberdeen 2040 Strategy, such as narrowing the attainment gap, driving employability and international study.

Applicants may also wish to refer to the Workload Model which includes further information about activities that fall under Teaching/Education and which they may wish to reference in their application.

Disciplinary norms will be taken into account in considering the evidence provided by applicants.

#### **Level 1 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 1 will indicate that the applicant has developed to become a skilled evidence-informed educator who develops and improves their educational practice on an ongoing basis and is starting to demonstrate educational leadership.

Supporting indicators at this level can include the following examples:

- Designing educational materials and delivering education either across a range of courses and or within a subject area.
- Reviewing on a regular basis course content and materials and updating them when required.
- Developing, producing and disseminating learning materials arising as a result of scholarly and/or professional practice activity.
- Demonstrating explicit attention to meeting the learning needs of individual students, ensuring an inclusive learning environment.
- Providing pastoral support for undergraduate and / or postgraduate students.
- Evidence of the use of student feedback to develop and enhance educational practices;
- Evidence of an enhancement-based approach to the delivery of education, supporting student learning and/or delivery of assessment.
- Using appropriate teaching, learning support and assessment methods.
- Supervising undergraduate and/or postgraduate student projects, field trips and, where appropriate, placements.
- Effective updating of programme material (e.g. to meet the requirements of regulatory bodies with respect to content, standards, knowledge, clinical competence etc).
- Identifying areas where current education provision needs revision or improvement and making improvements.
- Putting in place appropriate assessment, providing effective and meaningful feedback and feedforward for students, and using appropriate quality assurance processes for assessment.
- Contributing to the accreditation of courses and quality assurance requirements processes.
- Being a supervisor of postgraduate research dissertations.
- Engaging in ongoing continuing professional development and feeding it into own educational practice.

## **Level 2 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 2 will indicate that the applicant demonstrates they are a skilled evidence-informed educator who develops and improves their educational practice on a sustained basis with demonstrable impact and continued development of educational leadership. Applicants will also demonstrate a national profile in educational practice.

In addition to Level 1, supporting indicators at this level can include the following examples:

- Managing the design and organisation of curricula, e.g. evidence of leading curriculum review and enhancement activities and/or up-dating programmes to ensure that a high-quality distinctive student experience is provided.
- Designing, developing and delivering a range of courses (sometimes for entirely new programmes) at various academic levels.
- Ensuring that course design and delivery comply with the quality standards and regulations of the University and department.
- Utilising innovative teaching and assessment methods that support students to succeed and improve student satisfaction with the overall learning experience.
- Contributing to University education events.
- Contributing to successful cross-departmental/School projects.
- As appropriate to discipline, evidence of invitation to be an external examiner for a degree programme at another HE institution.
- Resolving problems affecting the delivery of courses within own educational programme and in accordance with regulations.
- Participation in accreditation or external audit and/or quality panels at other HE institution/s.
- Engaging in ongoing continuing professional development and feeding it into discipline / School level educational practice.

### Level 3 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)

**Reader** - applicants will evidence strong and sustained performance at Senior Lecturer level and with growing excellence and personal distinction in their subject. They will have established a growing national or international profile and will normally be expected to be progressing towards Professorial level. They will also demonstrate evidence of effective leadership (albeit at a level lower than evidence required for the level of Professor).

**Professor** – applicants will evidence a national and international reputation in their field, with evidence of sustained excellence, intellectual distinction, and effective leadership. In addition to the above:

In addition to Levels 1 and 2, supporting indicators at this level can include the following examples:

- Established record of leading developments that enhance the wider student experience in areas such as employability outcomes or degree awarding gaps.
- Established record of successfully leading teaching programmes of a standard appropriate to the University's international standing, through co-ordinating work and ensuring that objectives are met.
- Established record of developing improved or enhanced curriculum and teaching methods, including design and delivery of new educational programmes and approaches.
- As appropriate to discipline, evidence of invitations to be an external examiner for a degree programme at another HE institution and/or participation in accreditation or external audit and/or quality panels at other HE institution/s.
- Overseeing the design and development of the overall curricula, taking a lead role in the development of strategy to ensure a high-quality student experience.
- Demonstrating a sustained record of leading the development and organisation of educational programmes which align with the University's Strategy.
- Extensive record of leading the delivery of high-quality teaching programmes for undergraduate and postgraduate students at Department/School/University level.
- Take a leading role in the successful implementation of institutional regulatory requirements within a School and / or cross-University (e.g for the validation and revalidation of courses and student admission and assessment).
- Encouraging and developing others to take forward the development of innovative approaches to course delivery which enhance the quality of education and the student experience.
- Invitations to contribute to the management or strategic development of education activities at another HE institution/s and/or to lead accreditation and/or audit panels for other HE institution/s.
- Engaging in ongoing continuing professional development and feeding it into institutional and / or national educational practice.

### (iii) Scholarship and/or Professional Practice

#### **PILLAR: SCHOLARSHIP AND/OR PROFESSIONAL PRACTICE**

##### **Introduction**

Scholarship and/or Professional Practice covers engagement in the theory and practice of education/professional practice to engender innovative and evidence-led approaches to Education.

It includes research/scholarship/professional practice in the discipline which has a demonstrable direct relevance to an individual's education activities.

Evidence provided under this Pillar will demonstrate, at the earlier career level the use of the evidence base for Education within a discipline or professional specialism to, at higher career levels, creating this evidence to influence policy and practice across the wider educational landscape.

Applicants will also evidence working towards increasing levels of Advance HE Fellowship (Fellow = level 1; Senior Fellow = level 2; Principal Fellow = level 3).

Applicants may also wish to refer to the Workload Model which includes more information about activities that fall under Scholarship and/or Professional Practice and which they may wish to reference in their application.

Disciplinary norms will be taken into account in considering the evidence provided by applicants.

##### **Level 1 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 1 will demonstrate that the applicant contributes to the research-led education provision for the discipline/professional specialism.

Supporting indicators at this level can include the following examples:

- Engaging in pedagogic and/or disciplinary research/scholarship directly relevant to own education activities.
- Contributing to education provision that aligns with the Aberdeen 2040 Commitments (e.g. employability, sustainable development in education, an inclusive / interdisciplinary / international education).
- Maintenance of current knowledge in professional practice.
- Conducting individual or collaborative scholarly projects.
- Applying knowledge acquired from scholarship/research/professional practice to education.
- Identifying sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate.
- Collaborating with colleagues to identify and respond to students' needs across a range of courses.
- Assessing, interpreting and evaluating the outcomes of research and evidence for the enhancement of own educational practice.
- Engaging in ongoing continuing professional development and feeding it into discipline/School educational practice.
- Building networks and professional profile around education, scholarship and / or professional practice.

##### **Level 2 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 2 will indicate that the applicant demonstrates continuing achievement of Level 1 criteria with sustained performance in respect of Scholarship and/or Professional Practice.

In addition to Level 1, supporting indicators at this level can include the following examples:

- Contributing to the development of teaching, learning and assessment strategies by working with others to apply discipline/professional practice knowledge to educational practice.
- Contributing to the development of education provision that aligns with the Aberdeen 2040 Commitments (e.g. employability, sustainable development in education, an inclusive / interdisciplinary / international education).
- Disseminating excellent educational practices in the University or more widely through, for example, participation in discipline or interdisciplinary groups.
- Continuing engagement in professional practice.
- Dissemination of excellent educational practices through professional bodies and other stakeholder groups.
- Evidence that education has been informed by developments in professional practice or professional settings.
- Contributing to approaches that involve students as partners in education.
- Contributing to peer assessment of scholarly publications.
- Disseminating conceptual and complex ideas on educational or professional practice to a wide variety of audiences using appropriate media and methods to promote understanding.
- Leading or co-ordinating teams within areas of responsibility.
- Identifying and implementing opportunities for innovative developments of new courses or appropriate areas of activity within the department/interdisciplinary group.
- Involvement in departmental level strategic planning.
- Contributing to wider strategic planning processes in the institution.
- Planning and successfully delivering education-related or professional practice-related consultancy.
- Responsibility for quality, audit and other external assessments in own areas of responsibility.
- Contributing to the management of quality, audit and other external assessments at sector-level (e.g. a Teaching Review).
- Sustained experience as external examiner for other institutions.
- Establishing professional profile at national level through networking, conference contributions, and / or other means.

### **Level 3 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 3 will indicate that the applicant demonstrates achievements in respect of Scholarship and/or Professional Practice sustained over a significant period. Their work will be held in high regard externally, with impact and dissemination nationally and/or internationally. The applicant's activities will have changed ways of thinking about education in a particular discipline or will have changed a significant element of how a subject is taught or learned.

**Reader** - applicants will evidence strong and sustained performance at Senior Lecturer level and with growing excellence and personal distinction in their subject. They will have established a growing national or international profile and will normally be expected to be progressing towards Professorial level. They must also demonstrate evidence of effective leadership (albeit at a level lower than evidence required for the level of Professor).

**Professor** - applicants will evidence a national and international reputation in their field, with evidence of sustained excellence, intellectual distinction, and effective leadership.

In addition to Levels 1 and 2, supporting indicators at this level can include the following examples:

- Engaging in pedagogic, disciplinary or professional practice research directly relevant to own education activities and disseminating good practice within and out with the Institution.
- Leading the development of education provision that aligns with the Aberdeen 2040 Commitments (e.g. employability, sustainable development in education, an inclusive / interdisciplinary / international education).



- A leading authority and scholar in educational theory and / or professional practice, with a considerable national or international reputation through scholarly publications that are critical, reflective and evaluative of educational and/or professional practice.
- Leading bids for and securing income to support education-related or professional practice-related activities.
- Leading collaborative scholarly projects with other educational institutions or other bodies.
- Leading the development and implementation of education strategy which enhances the quality of education and / or creates opportunities for income generation.
- Leading developments in the involvement of students as partners in education (e.g. through collaborative studentships, student projects or involving students in public engagement activities).
- Leading the development and clarification of academic standards for the subject area (e.g. by developing and reviewing approaches to teaching, learning and assessment which advance pedagogic techniques and standards, meeting the requirements of the University and regulatory bodies as appropriate).
- Contributing to the development of academic policies internal and external to the University (e.g. admissions and recruitment, student welfare, new approaches to Education etc).
- Contribution to the development of Professional Body or Government policy.
- Contribution at a national or international level to professional organisations or bodies through, for example, invitations as a guest speaker or memberships on groups or committees.
- Responsible for the initial resolution of student issues within the University policy framework.
- Strategic leadership in Education at discipline or School level.
- Playing a role in strategic decision-making at Institutional level.
- Providing advice to external bodies relating to education.
- Leadership in strategic networking and relationship building with the range of partners who are essential to developing contemporary programmes and / or supporting the employability of our students.
- Developing appropriate partnership arrangements in the UK and / or internationally to support the enhancement of the student experience and / or to increase student recruitment
- Improving the employability of students (e.g. by developing placement opportunities).
- Support for the scholarship of other staff.



#### (iv) Engagement, Innovation & Impact

##### **PILLAR: ENGAGEMENT, INNOVATION & IMPACT**

###### **Introduction**

Engagement, Innovation and Impact encompasses a broad range of activities that focus on the transfer of academic activity and knowledge to wider society, translating it into meaningful, impactful, practice and, in the process, engaging with others for mutual benefit.

It is recognised that the impact may be both academic (e.g. on research and teaching within and across disciplines) as well as the broader impact beyond academia by having an effect on, changing or otherwise providing benefit in areas such as society, culture, public policy, economy, health, environment, and quality of life.

This also encompasses engagement with stakeholders and building meaningful partnerships whether locally, regionally, nationally or internationally.

The following are examples of activities that applicants may wish to draw on as evidence.

- Knowledge Exchange
- Licensing and spinout
- New commercial products, processes or services, or contributions thereto
- Assisting business through specialist facilities, consultancy and services
- Policy influence
- Evidence from or suitable for REF impact case studies
- Presentations to non-academic organisations
- Provision of CPD for external organisations
- Involving business with curriculum development and delivery
- Advisory roles

Applicants may also wish to refer to the Workload Model which includes further information about activities that fall under Engagement, Innovation and Impact (under Research and associated administration) and which they may wish to reference in their application.

Disciplinary norms will be taken into account in considering the evidence provided by applicants.

###### **Level 1 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)**

Evidence at Level 1 will indicate the applicant has emerging regional/national recognition in demonstrating the value of their academic activity, developing a reputation with key stakeholders.

Supporting indicators include the following examples:

- Engaging with external networks and stakeholders, nationally and/or internationally, to demonstrate the significance and value of relevant academic work.
- Engaging with external stakeholders to support and encourage access and participation in HE.
- Developing links with business, public, cultural or community engagement in line with the University's strategic aims.
- Evidence of active engagement with the University's international activities and partnerships.
- Securing interest from media nationally and internationally for academic activity including outputs/research findings.
- Involvement in key projects, conferences, and events (e.g. organising committees).
- Evidence of the ability to set up and develop relationships with external organisations or other universities.
- Contributing to the generation of impact case studies with outstanding or very considerable reach and significance.
- Engagement with IP commercialisation, trademarks, patents, licences, consultancy and or CPD activities.
- Exploring start-up company or new business formation to capitalise on innovations resulting from research or scholarship.

## Level 2 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)

Evidence at Level 2 will demonstrate the applicant has an established regional or national reputation, which might include significant contribution to impact for the major development of one or more fields of knowledge at an international level.

In addition to Level 1, supporting indicators at Level 2 can include the following examples:

- Collaborative research and/or teaching involving commercial partners and other stakeholders.
- Evidence of the licensing of Intellectual Property (IP) or the development of commercialisation vehicles and spinout companies.
- The provision of services, e.g. delivery of Continuous Professional Development (CPD) and consultancy activity delivery on behalf of the University.
- Communication of teaching innovations to stakeholders leading to changes in practice/policy.
- Application of knowledge including communication of research results to private/public/voluntary/cultural/heritage sector leading to changes in practice/policy.
- Contributing to productive high-impact partnerships with business, policy makers or other users of research and teaching expertise with evidence of significant income generation or reputational benefits for the University.
- Informal advisory roles with external commercial partner organisations.
- Involvement and engagement in significant national or international projects, working groups policy, and networks to enhance the University's reputation.
- A record of externally facing engagement and a pivotal role in outcomes that have led to outstanding or very considerable impact (as defined by the REF), as evidenced for example by a previous impact case study or case study in development.
- A record of sustained success in significant business generation (e.g. innovation income, startup funding, consultancy), securing new or repeat business with significant levels of income generation for the University.
- Leading major specialist consultation activities with external clients.

## Level 3 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)

Evidence at Level 3 will demonstrate the applicant has a sustained regional, national or international reputation with significant contribution to impact for the major development of one or more fields of knowledge at an international level.

**Reader** - applicants will evidence strong and sustained performance at Senior Lecturer level and with growing excellence and personal distinction in their subject. They will have established a growing international profile and will normally be expected to be progressing towards Professorial level. They must also demonstrate evidence of effective leadership (albeit at a level lower than evidence required for the level of Professor).

**Professor** - applicants will evidence an international reputation in their field, with evidence of sustained excellence, intellectual distinction, and effective leadership.

In addition to Levels 1 and 2, supporting indicators at Level 3 can include the following examples:

- Evidence of sustained promotion of knowledge transfer activities, including intellectual property/consultancy/spinout /startup companies/creation of networks.
- Creating and leading mutually beneficial relationships with relevant organisations, professions or other HE institutions.
- Globally respected provider of advice to industry, healthcare, policy or similar organisations, whether domestically and/or internationally.
- Significant advisory roles with external partner organisations, demonstrating personal impact.
- Leadership in the delivery of major knowledge transfer and/or outreach activities.

- Leadership of entrepreneurial activities including technology transfer, startup/spinout businesses.
- Mentoring/support of colleagues around knowledge exchange, innovation, commercialisation.
- Formal advisory roles with external commercial partner organisations.
- Holding company directorships relating to research and innovation activities.
- Evidence of substantial and sustained levels of innovation income contributing significantly to the university's overall innovation income.
- Attracting significant investment from a commercial partner into a spinout or startup company.
- Developed international reputation for engagement, impact and/or innovation which demonstrates the broader value of academic activities.
- Sustained track record of externally facing engagement and outcomes that have led to impact of outstanding reach and significance (including a lead role in the creation of one or more impact case studies).
- Globally respected provider of short courses for professional development.
- National and international recognition of success in knowledge exchange and commercialisation.
- National and international recognition of media and communication contribution.
- Development of novel and successful knowledge exchange approaches, recognised and replicated nationally or globally.
- Outstanding leadership of productive, high-impact, partnerships with business, policy makers or other users of the Institution's research and teaching expertise, with evidence of outstanding income generation and/or significant benefits to the Institution.
- Successful leadership in relation to the University's international activities and partnerships.
- Leading on strategic knowledge exchange initiatives for the Institution, e.g. external partnerships of strategic significance.
- Senior advocate for public engagement, with substantial leadership contribution and national or international recognition.

## (v) Clinical Service

### PILLAR: CLINICAL SERVICE

#### Introduction

Clinical Service encompasses any clinical activity undertaken in the course of University employment or via NHS honorary contract.

The Clinical career track is an optional career track for those with a significant clinical practice element as a part of their role. Clinical staff continue to have access to the University's other academic career tracks where more appropriate.

Excellence is demonstrated by providing evidence of how the reported activities deliver and enhance clinical care, including contributing to clinical service innovation, effectiveness and efficiency.

Disciplinary norms will be taken into account in considering the evidence provided by applicants.

#### Level 1 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)

Supporting indicators at Level 1 can include the following examples:

- Delivering high-quality clinical practice as an independent professional and team member, supported by evidence of relevant professional skills and/or or positive supervisory feedback.
- Evidence of breadth and depth of knowledge and skills in a specialist clinical area.
- May undertake activities supporting the education of others within the Clinical department.

#### Level 2 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)

In addition to Level 1, supporting indicators at Level 2 can include the following examples:

- Delivering high-quality and advanced clinical practice as an independent professional and senior team member, supported by evidence of relevant professional skills and/or positive client or supervisory feedback.
- Improving or introducing innovation to an existing area of clinical activity.
- Recognised clinical postgraduate qualification demonstrating advanced clinical skills, knowledge and discipline-specific outputs, e.g. European / Royal College or equivalent. E.g. specialty training or masters in clinical subject
- Established record of successfully developing/supporting trainees within a Clinical area.
- Demonstrable CPD activity as required to maintain relevant regulator/license to practice with relevant regulator

#### Level 3 – Summary & Supporting Indicators (indicative – not prescriptive or exhaustive)

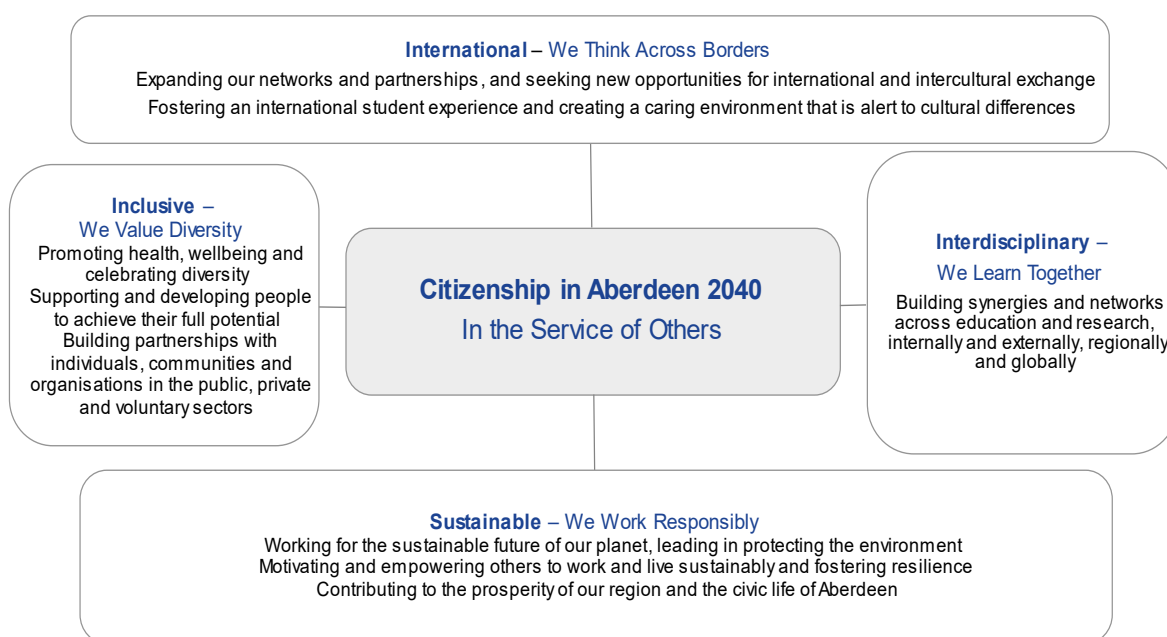
**Reader** - applicants will evidence strong and sustained performance at Level 2 in delivering high-quality and advanced clinical practice within a framework of quality assurance, as confirmed by the NHS appraisal system including evidence of CPD, quality and safety as well as feedback from stakeholders. They may demonstrate increased leadership or evidence of innovation in the clinical area

**Professor** - applicants will evidence continued excellence in delivering high-quality and advanced clinical practice and sustained effective leadership or innovation in the Clinical area. They will continue to evidence further strong and sustained performance at Level 2.

## (vi) Citizenship

Citizenship is defined as activities connected to the internal and external service work supporting the infrastructure of academic life and the wider civic mission of the University. Its role in underpinning Aberdeen 2040 is reflected below.

### Citizenship as a Constant throughout A2040



For any promotion application, at any grade, demonstration of evidence at a baseline level of Citizenship will be required. The evidence of contribution to Citizenship will be appropriate to career stage. Indicators of activities which constitute Citizenship are detailed below. **All applicants must indicate under Citizenship how they have contributed to equality, diversity and inclusion.**

It is recognised that where activities are performed at a higher level and are related to an applicant's discipline, these may transcend Citizenship and become part of formal leadership captured under other Pillars. For example, evidence relating to experience as a Director of Education or Director of Research may be captured under the Scholarship and/or Professional Practice Pillar or Research Pillars respectively; evidence relating to supporting colleague development in leading Research teams may be captured under the Research Pillar.

### Citizenship

- Activities that further A2040 commitments across the four Themes of Inclusive, Interdisciplinary, International, Sustainable.
- Activities that contribute to promoting positive collegial behaviour across a department or School; as well as contributing to the effective running of the administration and governance of the University.
- Informal and formal mentoring and/or coaching colleagues and students and supporting the career development of others.

- Activities that enhance the student or staff experience.
- Activities that support colleague and student wellbeing, including mediation.
- Undertaking training and personal development.
- Actively contributing to School and University committees, fora, policy development, T&F groups.
- Actively supporting initiatives which enhance and support student, staff, visitor and alumni experiences of the University's campuses including student recruitment, widening access, open days and graduations.
- Bringing people together/facilitating sessions/organising or chairing an event or conference (that is not directly linked to research or scholarship), or the building of sustainable partnerships which support the University.
- Supporting EDI activities, including Athena Swan, Race Equality Charter, Equality Network groups, acting as a visible champion and progressing actions which support positive outcomes for specific groups.
- Voluntary or civic engagement activities e.g. initiatives which enrich society including contributing to the cultural, social and economic life of the city/region and enhance the reputation of the University at the local, regional, national or international level.
- Academic community, voluntary and civic engagement activities at a national level such as attendance at national fora to present on how to undertake research, to champion EDI, sustainability, international, or interdisciplinary activities.
- Undertaking trade union representative activities that contribute to effective partnership working between the University and campus trade unions.