

**Academic Promotion Criteria  
Learning, Teaching & Scholarship  
Grade 10**

Grade 10 – Professor	
<b>SECTION A: LEARNING &amp; TEACHING PRACTICE</b>	<p>Excellence is demonstrated through evidenced commitment to enhancing student learning and substantial achievement as an educator.</p> <p>Collegiality is exemplified by supporting colleagues in developing their practice or in adopting innovative approaches to teaching.</p>
	<p>Substantial and sustained track record of excellence in contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate. This may be evidenced by: use of student feedback to evaluate and develop teaching and assessment at subject level; development of new teaching materials or methodologies influenced by pedagogy of the subject; development of innovative degree programmes; development of successful teaching collaborations across disciplinary boundaries; development and effective use of technology enhanced learning, teaching and assessment; external examining; enhancement of support for student transitions or vulnerable groups; non-traditional forms of learning (such as work-based learning and assessment, student enterprise, inter-disciplinary learning).</p>
<b>SECTION B: SCHOLARSHIP KNOWLEDGE EXCHANGE &amp; IMPACT</b>	<p>Excellence is demonstrated through the advancement of pedagogy in Higher Education expressed through Scholarship of Teaching and Learning (SoTL) activities and outputs and evidenced through influence on policy and practice across the wider educational landscape.</p> <p>Collegiality is exemplified by collaborative working with, and demonstrating support for, colleagues in effecting positive change in pedagogy and related policies and practices and/or public understanding, particularly through educational activities .</p>
	<p>Evidence of a sustained track record of high-quality achievement in Scholarship of Teaching and Learning (SoTL), expressed through external-facing outputs. Disciplinary outputs can be included where they are shown in the APP to influence teaching and assessment of the discipline. Outputs can include: peer-reviewed journal publications of international standing; external policy and professional reports; monographs, textbooks, book contributions; professional guidance on learning and teaching (such as QAA, Advance HE reports/guidance); dictionaries, scholarly editions; catalogues; contributions to major databases; or other corpora of knowledge.</p> <p>Sustained record of success in knowledge creation and transfer to benefit external parties and with evidence of impact.</p> <p>Sustained engagement with external bodies that influences practice and/or policy.</p> <p>Sustained commitment to, and development of, partnerships with external organisations (such as schools, Education authorities and others) involved in widening access and other forms of outreach.</p> <p>Leadership of activities associated with public understanding, particularly educational activities.</p> <p>Candidates should note any other achievements that contribute to evidence of a sustained track record of excellence in Scholarship of Teaching and Learning such as securing external funding. PGR supervision can also be included.</p>

Grade 10 – Professor	
<b>SECTION C: LEADERSHIP, MANAGEMENT &amp; ENGAGEMENT</b>	<p>Excellence is demonstrated through influencing learning and teaching practices, motivating colleagues, and coordinating activity that can be shown to have benefited staff and students and to have supported the educational mission of the University.</p> <p>Collegiality is, for example, reflected in support provided for the training/coaching/mentorship of colleagues, and in evidenced contribution to college-level or Institution-level initiatives.</p>
	<p>Evidence of a sustained level of leadership that has led to the enhancement of the student experience at subject/School/College or Institute level. Leadership of staff with evidence of impact on the learning and teaching culture and practices, and associated staff development.</p> <p>Educational leadership and policy contributions in the form of championing learning and teaching internally and externally and/or championing integrated academic practice.</p> <p>Mentorship of Early Career and other staff. Leadership of partnership activities/collaborations.</p>
	<p>Excellence is intrinsically reflected in the peer-assessed recognition of Higher Education-related educational activity and quality by external bodies.</p> <p>Collegiality is exemplified by the support of colleagues (especially those who are at earlier career stages) through prize nominations or facilitating the appointment of colleagues to external bodies (e.g., societies and committees).</p>
	<p>Fellowship of higher education-related and discipline-specific societies.</p> <p>Membership of the steering committee or other similar executive role within national bodies concerning discipline-specific higher education or teaching in HE.</p> <p>Track record of keynote presentations and invited talks.</p> <p>External awards for contributions to learning and teaching.</p> <p>Editorial roles in leading journals or books.</p> <p>Track record of invited contributions to higher education-related workshops and seminars for external bodies.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in Scholarship of Teaching and Learning.</p>