



Academic Promotions Framework

For promotion to Associate Professor or Professor

November 2023

Foreword



In December 2017, as Chair of the Progression and Promotions Task and Finish Group, I presented a series of recommendations to Senate, which included the development of a new promotions framework. In undertaking this work, we had the opportunity to capture the aspirations of the institution's strategy and reflect its core values, ensuring alignment between both personal and institutional goals. It also needed to be transparent and accessible, and reward and recognise the full range of contributions and achievements that are valued by our institution.

We looked at approaches adopted in many other universities and adapted these to the University of Bristol context. These included categories for research and education, as well as ones that enabled us to highlight the value of multi/inter-disciplinary work and the vital engagement and impact activities that links us with society. We also wanted to include a separate category for leadership and citizenship to capture the demonstration of our shared values and our capacity to work together towards both personal and institutional goals.

After extensive consultation, we honed the framework to four broad categories with a balance of criteria to cover the range of expectations and experiences across all three pathways and the full diversity of work at the University.

It is also worth highlighting that such a framework could be used beyond building and assessing cases for promotion. For example, it could facilitate better career discussions for individuals leading to more focused personal and professional development. It is also felt that this framework promises to inform more flexible and inclusive career progression for all our academic staff.

I hope that the revised framework captures our sense of what is needed in a fair and effective promotions process, and that it will help us to better reward and recognise the full range of talent across the institution.

Professor Judith Squires
Deputy Vice-Chancellor and Provost

Contents

| | Page |
|---------------------------------------|------|
| How to use the framework | 4 |
| Associate Professor (level d2) | |
| Research | 8 |
| Education | 9 |
| Engagement & Impact | 10 |
| Leadership & Citizenship | 11 |
| Professor (level e) | |
| Research | 12 |
| Education | 13 |
| Engagement & Impact | 14 |
| Leadership & Citizenship | 15 |

How to use the framework

Introduction

The Academic Promotions Framework describes the full extent of academic contributions that we value and recognise. It comprises four broad categories that describe the work that is part of any academic career at the University of Bristol. Each category includes several criteria to capture the full range of academic practice as shown below:

| Research | Education | Engagement & Impact | Leadership & Citizenship |
|---|--|---|--|
| <p>Pursuing new knowledge and understanding</p> <p>Adding value to discovery through outcomes, process and commitment</p> | <p>Facilitating active learning</p> <p>Encouraging critical, creative thinking</p> <p>Instilling the ability and passion for learning</p> | <p>Co-producing, translating and applying knowledge</p> <p>Linking the University with society</p> <p>Exchanging knowledge with the broader community</p> | <p>Actively contributing to the University</p> <p>Being a role model to others</p> <p>Fostering an inclusive environment</p> |
| <p>R-1 Research output</p> <p>R-2 Research capacity and recognition</p> <p>R-3 Grant income</p> <p>R-4 Research supervision</p> | <p>E-1 Education practice</p> <p>E-2 Supporting students</p> <p>E-3 Curriculum development</p> <p>E-4 Scholarship of teaching and learning</p> | <p>EI-1 Engagement with external organisations</p> <p>EI-2 Translation and application of knowledge</p> <p>EI-3 Community dialogue</p> | <p>LC-1 Leadership in the University</p> <p>LC-2 Leadership in your discipline</p> <p>LC-3 Collegiality</p> <p>LC-4 Contribution to the University</p> |

There are 15 criteria in the table above (highlighted in *red italics* in the text below). All are essential to the University and are a shared responsibility across the whole academic community. They are also dependent on each other, with many important linkages across the criteria, and so should be seen as working together rather than in isolation. At an individual level, the choice of criteria needs to take into account your role/job profile, academic pathway, academic discipline, career aspirations and personal circumstances.

The **Research** category captures what it takes to build on our position as one of the world's leading research-intensive universities. It includes our *research output (R-1)* but goes beyond publications and other formal ways to present research findings. For example, balancing quality and quantity of output, as well as how we go about our research and research integrity, are equally important.

This category also captures the essential activities that *enable* research outputs: building *research capacity and recognition (R-2)*. This is about both individual and collective efforts to develop, sustain and build our research capability in a vibrant, inclusive and collaborative research culture, including supporting the career development of researchers within and outside academia. Another fundamental aspect is *grant income (R-3)*, and our shared role in ensuring that Bristol continues to grow and diversify its research portfolio, especially in areas of emerging research excellence and in response to global challenges.

These criteria speak to our efforts as a research community to deliver world-leading research. The final research criterion is about our shared responsibility to help those starting their careers to

progress through *research supervision (R-4)*. It captures what it is to support, challenge and inspire students to be effective researchers and contribute to a collaborative research culture.

The **Education** category captures how we create a distinctive and effective learning environment, one that makes a difference for all. Fundamental to this is our *education practice (E-1)*, which includes how we engage with a diverse range of students and reflect on our practice so that we can sustain and/or improve what we do.

Central to our role as educators and researchers is our contact with students through *supporting students (E-2)*. It goes beyond just tutorials and captures all the personal interactions that help our students to feel part of the wider University community, and to be effective in their studies, develop new skills, and foster their sense of belonging both to your discipline and the University. It is also an opportunity to engage them in the latest research and to prompt them to start thinking about their future role in the world.

Curriculum development (E-3) refers to the collective effort to ensure that our educational approach challenges and changes the way we think and act in the world. Essential to achieving this is our personal investment in the *scholarship of teaching and learning (E-4)*, which captures how we ensure that our teaching is innovative and evidence-led.

The **Engagement & Impact** category describes how we interact with the outside world. It talks about *engagement with external organisations (EI-1)* to be part of or bring together communities – locally, nationally and internationally – to tackle the key issues and challenges facing society. It includes both going out to work with others and bringing others in to work with us.

Fundamental to this is the *translation and application of knowledge (EI-2)*, which is about making a real difference with our research and teaching for the benefit of the wider community. Finally, we need sustained *community dialogue (EI-3)* using different media to create opportunities for discussion. Our reputation and success as a University is also about how we engage with others and work together for mutual benefit.

Finally, the **Leadership & Citizenship** category captures much of the work that enables all of the above to happen, as well as helping to create a positive culture where everyone can thrive.

Leadership in the University (LC-1) recognises our wide-ranging leadership responsibilities at all levels and in all roles, whether this be coordinating and influencing the work of others or taking on a formal role. A vital aspect of this in higher education is *leadership in your discipline (LC-2)*. Here, the focus is on how you ensure that your discipline is visible and relevant to others both within and outside the University.

In terms of citizenship, there is *collegiality (LC-3)* to reflect our shared responsibility to each other. This includes formal processes such as staff review and mentoring, as well as the numerous ways in which we can take an active role in supporting each other to thrive. Finally, we want to recognise your *contribution to the University (LC-4)* as a whole. These are often the small things, such as getting involved in local initiatives, that help create a positive and inclusive working climate to encourage a sense of belonging and pride in where we work.

Context

The context for your work is essential in determining where to focus and prioritise your efforts across the framework. For example, it includes the recent Covid-19 crisis along with any other equality issues or individual circumstances that have impacted your capacity to work. Anyone seeking promotion is invited to detail any such impacts in their paperwork, along with any support that has been agreed to mitigate the impact, and these will be taken into account. At a University, faculty and school level, it might mean a change in priorities and a rebalancing of activities across the framework. Your contribution in this context will be recognised and rewarded. To accomplish

this, it is vital that you engage with your academic line manager and the Development Review process to discuss and agree how best to spend your time.

Making a case

To recognise and reward the wide variety of work undertaken at Bristol, the framework includes examples of typical activities for each criterion at each academic level. These are indicative and not exhaustive, and no one is expected to meet all of the criteria and examples provided. Rather, they are a guide that should be considered in the context of your discipline, academic pathway and [role profile](#). It is also expected that you will have your own examples and that we will include others over time.

The following sets out the requirements for promotion to Associate Professor and Professor:

| Associate Professor (level d2) Professor (level e) | | Research | Education | Engagement & Impact | Leadership & Citizenship |
|--|---------------------------|-----------------------------|-----------------------------|--|-------------------------------------|
| Pathway 1 | Core Additional | R-1, R-2 R-3, R-4 | E-1, E-2 E-3, E-4 | One of them EI-1, EI-2, EI-3 | LC-1, LC-2, LC-3 LC-4 |
| Pathway 2 | Core Additional | R-1, R-2, R-3, R-4 | E-1, E-2, E-3, E-4 | One of them EI-1, EI-2, EI-3 | LC-1, LC-2, LC-3 LC-4 |
| Pathway 3 | Core Additional | R-1, R-2, R-3, R-4 | E-1, E-2, E-3, E-4 | One of them EI-1, EI-2, EI-3 | LC-1, LC-2, LC-3 LC-4 |
| <p>Requirement: You are expected to meet 10 out of the 15 criteria, including the core criteria above, with evidence that demonstrates excellence, i.e. performance that is qualitatively and decisively superior to satisfactory. Two of these 10 must demonstrate outstanding performance through the additional depth of evidence provided, i.e. it stands out from your peers. Please also refer to your School Context Report for any local expectations linked to the criteria.</p> | | | | | |

When building your case, you should make clear the impact you have made, focusing on the quality of your contribution over the quantity of activity. This is especially important if you want anything that reduces the time you have available compared to a typical full-time working pattern on your pathway to be taken into consideration. For example, it could be that you work part-time or in a job-share, or that there has been a change in work priorities and a re-balancing of your workload, or that your personal circumstances are a factor. These should be quantified as much as possible, e.g. as fractional changes to your available time to work on specific activities, and be made clear in your application.

Other support is also available. For research, the principles highlighted on the [responsible research evaluation](#) webpage are a useful guide, along with the adoption of [open research](#) practices. The [Research and Enterprise Development](#) (RED) webpages also contain numerous resources. Likewise for education, the [Education Services](#) webpages provide a full range of support, e.g. [Bristol Institute of Learning and Teaching](#) (BILT) is a source of good practice and of learning and teaching innovation and excellence.

Distinguishing between Associate Professor and Professor

When making your application, please consider the examples provided as well as making sure you meet the relevant [role profile](#).

For those applying for Associate Professor, another key requirement is that you are progressing towards meeting the relevant professorial [role profile](#). Differences in wording with the Professor version of the framework are highlighted in *red italic text*. While many examples are the same, it is

not expected that you will have evidence with the equivalent sustained impact anticipated of a professor.

For those applying for Professor, differences in wording with the Associate Professor version are also highlighted in *red italic text*. While many examples are the same, it is expected that you will have evidence that demonstrates sustained impact.

Clinical contribution

The assessment for promotion is on academic work done for the University with full regard for the time available for these duties. Clinical duties will be considered only when undertaken for the University and connected to academic work.

Individual circumstances

The application form will give you the opportunity to describe the impact of any individual circumstances that you would like to be taken into consideration. These include anything that impacts your ability to meet the expectations outlined in this framework. For example, prolonged absences, restrictions on travel or networking opportunities, flexible working patterns or reduced working hours, including any equality factors and/or the impact on your work due to Covid-19. Please include any local arrangements that have been made and formally agreed with your line manager, such as a pro-rata reduction in your contribution across your selected criteria if working part time. Although contributions will be considered within the context of the impact of any individual circumstances, a consistent level of quality in all areas will be required.

Next steps

All applicants and anyone involved in supporting or assessing cases should refer to the [Academic Promotion Procedure](#) for full details of who does what and when.

Associate Professor (level d2)

Research

| | Definition | Examples of activity |
|-----|---|---|
| R-1 | <p>Research output Delivering original work to make an observable impact on the subject and/or other disciplines.</p> | <ul style="list-style-type: none"> • Publishing high-quality refereed articles, monographs, creative works or other demonstrated scholarly activity • <i>Building</i> a regular output of publications with a frequency appropriate to your discipline that balances quality and quantity • Co-authoring international research publications resulting from collaborative work • Generating new knowledge and practices through multi/inter-disciplinary research, e.g. using a team-based approach • Synthesising research, e.g. authorship of review articles, textbooks, meta-analyses, academic journal editing, etc. • Producing open research outputs as appropriate by adopting good practice in, for example, sharing data and code, sharing materials, sharing digital outputs, publishing preprints and pre-registering study protocols |
| R-2 | <p>Research capacity and recognition Building research capacity and reputation to ensure long-term research prospects.</p> | <ul style="list-style-type: none"> • Providing intellectual leadership to <i>build</i> research capacity and research collaborations, both internally and externally • <i>Driving</i> research integration within and outside the University • <i>Contributing to</i> a research group/centre/network or other multi-researcher enterprise, e.g. 'team-science' • <i>Establishing</i> national and international peer esteem for you and/or your research team • Presenting (by invitation) at national or international conferences • Contributing as a member of editorial boards of national or international journals, conference organising committees, grant panels, professional bodies, etc. |
| R-3 | <p>Grant Income Generating external research income to fund original research.</p> | <ul style="list-style-type: none"> • <i>Leading</i> the development of external grant funding in your discipline, including responding to learning from past applications • <i>Co-leading or collaborating</i> on competitive grants that bring together a range of internal and/or external contributors |
| R-4 | <p>Research supervision Supporting students carrying out research to thrive and become autonomous researchers.</p> | <ul style="list-style-type: none"> • <i>Supporting</i> the completion of higher research degrees • Creating a supportive and inclusive research environment where researchers can develop and achieve their full potential • Investing in <i>your own</i> development as a supervisor • Internal and/or external examining of higher research degree theses |

Education

| | Definition | Examples of activity |
|-----|--|--|
| E-1 | <p>Education practice Facilitating active learning and reviewing teaching quality to encourage critical, creative thinking and instil a passion for learning.</p> | <ul style="list-style-type: none"> • Inspiring successful and inclusive student learning that is recognised through appropriate measures or other means • Seeking and using peer and other inputs, including observing others, to reflect on and sustain/enhance your practice • Facilitating students to engage in investigative and research-oriented learning • Providing opportunities for multi-disciplinary thinking • Evaluating new and inclusive approaches, and adopting a sustained self-critical attitude to your teaching practice • <i>Driving</i> moderation, benchmarking and quality control to confirm or improve the education process |
| E-2 | <p>Supporting students Supporting taught students to thrive and get the most from their studies.</p> | <ul style="list-style-type: none"> • Developing students' ability to reflect on their learning through dialogue, e.g. as a personal tutor or unit lead • Contributing to students' personal, academic and professional development • Creating a supportive and inclusive learning environment where students can develop, feel like they belong to your discipline and can achieve their full potential • Encouraging reflection and personal development • Investing in <i>your own</i> development as a tutor |
| E-3 | <p>Curriculum development Developing our educational offer to provide students with an education that is evidence-based, innovative, inclusive and effective.</p> | <ul style="list-style-type: none"> • Introducing effective new teaching methods or learning content to engage a diverse range of students, e.g. moving to online teaching and assessment, and using digital technology • <i>Contributing to</i> the development of a new or restructured programme • <i>Developing</i> collaborative teaching that incorporates the latest research into student learning • Using the latest research to inform programme and unit design • Implementing a new form of assessment within a programme • Initiating the use of innovative technologies and/or physical space to support effective and inclusive student learning • Embedding the development of skills to be successful in the workplace (employability) into the curriculum • Facilitating external co-delivery of curricula • Ensuring that the curriculum is informed by sector and industry developments in related fields • Relating learning, knowledge and skills to the external context |
| E-4 | <p>Scholarship of teaching and learning Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.</p> | <ul style="list-style-type: none"> • Contributing to professional development workshops and/or conferences in education • Applying for grants to work on projects in education and pedagogy • Publishing in the area of scholarship of learning and teaching • Leading workshops on education, undertaking peer reviews and <i>contributing to</i> educational initiatives within or outside the University • Engaging in scholarly activity related to your teaching/discipline and communicating your learning widely within the University |

Engagement and Impact

| | Definition | Examples of activity |
|------|--|--|
| EI-1 | <p>Engagement with external organisations</p> <p>Engaging with relevant external stakeholders to help tackle the key issues and challenges facing society.</p> | <ul style="list-style-type: none"> • <i>Developing</i> mutually beneficial relationships with relevant organisations, professions or other Higher Education Institutions • Working with others to create new products or services • Contributing to broader economic, social or cultural prosperity, e.g. through changes to public policy • Contributing to national or international standards or government policies • Working with industry, school or governmental (local or national) advisory boards • <i>Collaborating</i> with external partners leading to new insights • Involving the public, private or third sector in the research process and increasing the relevance of research to society • Providing opportunities for students to engage with external organisations |
| EI-2 | <p>Translation and application of knowledge</p> <p>Translating and applying knowledge to increase participation and effect change for the benefit of the broader community.</p> | <ul style="list-style-type: none"> • Effecting changes to learning, knowledge, attitudes, behaviours, experiences or other creative practices • Facilitating improvements in public policy and practice • Effecting changes to enhance public or professional services • Influencing on global and local issues • Applying academic expertise for social/community benefit • Demonstrating external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise |
| EI-3 | <p>Community dialogue</p> <p>Communicating externally using different media to create relevant opportunities for dialogue and collaboration.</p> | <ul style="list-style-type: none"> • <i>Contributing to the development and delivery</i> of a strategy for sustained dialogue with the wider community • Creating opportunities for dialogue and exploration of relevant issues • Harnessing different media in ways that are responsive and inclusive • Participating in high social-impact activities • <i>Contributing to</i> creating new cultural artefacts and ways of expression |

Leadership and Citizenship

| | Definition | Examples of activity |
|------|---|--|
| LC-1 | <p>Leadership in the University</p> <p>Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</p> | <ul style="list-style-type: none"> • Contributing to and influencing the work of formal committees • Leading key <i>faculty</i> governance processes and strategic initiatives • Influencing the decisions made by <i>school</i> management teams • Delivering <i>school</i> leadership roles • Influencing <i>faculty</i> decision making and <i>faculty</i> policy • Managing and inspiring others to perform to their full potential • Actively creating an inclusive working environment |
| LC-2 | <p>Leadership in your discipline</p> <p>Developing your discipline within and outside the University through working with others to build relationships and enhance its profile.</p> | <ul style="list-style-type: none"> • <i>Taking responsibility for</i> contributions to <i>faculty</i> initiatives that relate to your discipline, e.g. research-informed education • <i>Taking responsibility for</i> contributions to key University governance processes such as School Reviews and the Integrated Planning Process • Developing new institutional partnerships • Strengthening <i>national</i> educational or research partnerships • Establishing new engagement opportunities between students and organisations • <i>Contributing</i> to professional associations, Research Councils, editorial boards, external examinations, etc. |
| LC-3 | <p>Collegiality</p> <p>Building supportive relationships with colleagues to enable them to perform at their best.</p> | <ul style="list-style-type: none"> • <i>Engaging</i> in the Staff Review and Development process as a reviewer • Mentoring others across the University either as part of a formal scheme or more informally with colleagues • Supporting the career development of others • Ensuring the health, safety and wellbeing of yourself and others |
| LC-4 | <p>Contribution to the University</p> <p>Taking a meaningful role in University activities and initiatives to improve the working environment and create an inclusive culture.</p> | <ul style="list-style-type: none"> • <i>Contributing</i> to formal equality, diversity and inclusion (EDI) working groups and committees • <i>Driving</i> work to improve equality, diversity and inclusion across staff and student groups • Contributing to student recruitment through activities such as open days • Representing the trade unions on behalf of staff • Participating in school outreach programmes to support widening participation • <i>Driving</i> specific initiatives that bring people together for a clear purpose such as away days |

Professor (level e)

Research

| | Definition | Examples of activity |
|-----|---|---|
| R-1 | <p>Research output Delivering original work to make an observable impact on the subject and/or other disciplines.</p> | <ul style="list-style-type: none"> • Publishing high-quality refereed articles, monographs, creative works or other demonstrated scholarly activity • <i>Sustaining</i> a regular output of publications with a frequency appropriate to your discipline that balances quality and quantity • Co-authoring international research publications resulting from collaborative work • Generating new knowledge and practices through multi/inter-disciplinary research, e.g. using a team-based approach • Synthesising research, e.g. authorship of review articles, textbooks, meta-analyses, academic journal editing, etc. • Producing open research outputs as appropriate by adopting good practice in, for example, sharing data and code, sharing materials, sharing digital outputs, publishing preprints and pre-registering study protocols |
| R-2 | <p>Research capacity and recognition Building research capacity and reputation to ensure long-term research prospects.</p> | <ul style="list-style-type: none"> • Providing intellectual leadership to <i>sustain</i> research capacity and research collaborations, both internally and externally • <i>Leading</i> research integration within and outside the University • <i>Leading or significantly contributing to</i> a research group/centre/network or other multi-researcher enterprise, e.g. 'team science' • <i>Sustaining</i> national and international peer esteem for you and/or your research team • Presenting (by invitation) at national or international conferences • Contributing as a member of editorial boards of national or international journals, conference organising committees, grant panels, professional bodies, etc. |
| R-3 | <p>Grant Income Generating external research income to fund original research.</p> | <ul style="list-style-type: none"> • <i>Leading the sustained</i> development of external grant funding in your discipline, including responding to learning from past applications • <i>Leading or co-leading</i> on competitive grants that bring together a range of internal and/or external contributors |
| R-4 | <p>Research supervision Supporting students carrying out research to thrive and become autonomous researchers.</p> | <ul style="list-style-type: none"> • <i>Sustaining</i> the completion of higher research degrees • Creating a supportive and inclusive research environment where researchers can develop and achieve their full potential • Investing in your own <i>and others</i> development as a supervisor • Internal and/or external examining of higher research degree theses |

Education

| | Definition | Examples of activity |
|-----|--|---|
| E-1 | <p>Education practice Facilitating active learning and reviewing teaching quality to encourage critical, creative thinking and instil a passion for learning.</p> | <ul style="list-style-type: none"> • Inspiring successful and inclusive student learning that is recognised through appropriate measures or other means • Seeking and using peer and other inputs, including observing others, to reflect on and sustain/enhance your practice • Facilitating students to engage in investigative and research-oriented learning • Providing opportunities for multi-disciplinary thinking • Evaluating new and inclusive approaches, and adopting a sustained self-critical attitude to your teaching practice • <i>Leading</i> moderation, benchmarking and quality control to confirm or improve the education process |
| E-2 | <p>Supporting students Supporting taught students to thrive and get the most from their studies.</p> | <ul style="list-style-type: none"> • Developing students' ability to reflect on their learning through dialogue, e.g. as a personal tutor or unit lead • Contributing to students' personal, academic and professional development • Creating a supportive and inclusive learning environment where students can develop, feel like they belong to your discipline and can achieve their full potential • Encouraging reflection and personal development • Investing in your own <i>and others</i> development as a tutor |
| E-3 | <p>Curriculum development Developing our educational offer to provide students with an education that is evidence-based, innovative, inclusive and effective.</p> | <ul style="list-style-type: none"> • Introducing effective new teaching methods or learning content to engage a diverse range of students, e.g. moving to online teaching and assessment, and using digital technology • <i>Playing a leading role in</i> the development of a new or restructured programme • <i>Sustaining the development of</i> collaborative teaching that incorporates the latest research into student learning • Using the latest research to inform programme and unit design • Implementing a new form of assessment within a programme • Initiating the use of innovative technologies and/or physical space to support effective and inclusive student learning • Embedding the development of skills to be successful in the workplace (employability) into the curriculum • Facilitating external co-delivery of curricula • Ensuring that the curriculum is informed by sector and industry developments in related fields • Relating learning, knowledge and skills to the external context |
| E-4 | <p>Scholarship of teaching and learning Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.</p> | <ul style="list-style-type: none"> • Contributing to professional development workshops and/or conferences in education • Applying for grants to work on projects in education and pedagogy • Publishing in the area of scholarship of learning and teaching • Leading workshops on education, undertaking peer reviews and <i>leading</i> educational initiatives within or outside the University • Engaging in scholarly activity related to your teaching/discipline and communicating your learning widely within the University |

Engagement and Impact

| | Definition | Examples of activity |
|------|--|---|
| EI-1 | <p>Engagement with external organisations</p> <p>Engaging with relevant external stakeholders to help tackle the key issues and challenges facing society.</p> | <ul style="list-style-type: none"> • <i>Creating and leading</i> mutually beneficial relationships with relevant organisations, professions or other Higher Education Institutions • Working with others to create new products or services • Contributing to broader economic, social or cultural prosperity, e.g. through changes to public policy • Contributing to national or international standards or government policies • Working with industry, school or governmental (local or national) advisory boards • <i>Fostering a culture of collaboration</i> with external partners leading to new insights • Involving the public, private or third sector in the research process and increasing the relevance of research to society • Providing opportunities for students to engage with external organisations |
| EI-2 | <p>Translation and application of knowledge</p> <p>Translating and applying knowledge to increase participation and effect change for the benefit of the broader community.</p> | <ul style="list-style-type: none"> • Effecting changes to learning, knowledge, attitudes, behaviours, experiences or other creative practices • Facilitating improvements in public policy and practice • Effecting changes to enhance public or professional services • Influencing on global and local issues • Applying academic expertise for social/community benefit • Demonstrating external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise |
| EI-3 | <p>Community dialogue</p> <p>Communicating externally using different media to create relevant opportunities for dialogue and collaboration.</p> | <ul style="list-style-type: none"> • <i>Developing and delivering</i> a strategy for sustained dialogue with the wider community • Creating opportunities for dialogue and exploration of relevant issues • Harnessing different media in ways that are responsive and inclusive • Participating in high social-impact activities • <i>Creating</i> new cultural artefacts and ways of expression |

Leadership and Citizenship

| | Definition | Examples of activity |
|------|---|---|
| LC-1 | <p>Leadership in the University</p> <p>Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</p> | <ul style="list-style-type: none"> • Contributing to and influencing the work of formal committees • Leading key <i>University</i> governance processes and strategic initiatives • Influencing the decisions made by <i>school or faculty</i> management teams • Delivering <i>school or faculty</i> leadership roles • Influencing <i>University</i> decision making and <i>University</i> policy • Managing and inspiring others to perform to their full potential • Actively creating an inclusive working environment |
| LC-2 | <p>Leadership in your discipline</p> <p>Developing your discipline within and outside the University through working with others to build relationships and enhance its profile.</p> | <ul style="list-style-type: none"> • <i>Leading</i> contributions to <i>University</i> initiatives that relate to your discipline, e.g. research-informed education • <i>Leading</i> contributions to key University governance processes such as School Reviews and the Integrated Planning Process • Developing new institutional partnerships • Strengthening <i>international</i> educational or research partnerships • Establishing new engagement opportunities between students and organisations • <i>Making a significant contribution</i> to professional associations, Research Councils, editorial boards, external examinations, etc. |
| LC-3 | <p>Collegiality</p> <p>Building supportive relationships with colleagues to enable them to perform at their best.</p> | <ul style="list-style-type: none"> • <i>Leading by example</i> in the Staff Review and Development process as a reviewer • Mentoring others across the University either as part of a formal scheme or more informally with colleagues • Supporting the career development of others • Ensuring the health, safety and wellbeing of yourself and others |
| LC-4 | <p>Contribution to the University</p> <p>Taking a meaningful role in University activities and initiatives to improve the working environment and create an inclusive culture.</p> | <ul style="list-style-type: none"> • <i>Making a significant contribution</i> to formal equality, diversity and inclusion (EDI) working groups and committees • <i>Leading</i> work to improve equality, diversity and inclusion across staff and student groups • Contributing to student recruitment through activities such as open days • Representing the trade unions on behalf of staff • Participating in school outreach programmes to support widening participation • <i>Leading</i> specific initiatives that bring people together for a clear purpose such as away days |

