



University for the Common Good

Promotion Scheme for Academic & Research Roles

Contents:

1	Purpose	1
2	Scope.....	1
3	Principles.....	1
3.1	Promotion Categories	1
3.2	Revised Role Profile and/or Contract of Employment.....	1
3.3	Funding including Fixed term Contracts	2
3.4	References and Assessments.....	2
4	Promotion Categories and Criteria	4
5	Application Process.....	4
6	Appeal Process	5

Promotion Scheme for Academic & Research Roles

Annual Round

1 Purpose

This purpose of this scheme is to set out the criteria for promotion to a number of academic and research roles. It has been developed with due regard to the University's Equality and Diversity Policy.

All staff deemed to meet the criteria will be promoted and issued with a new role profile which will form the basis of their revised contract of employment with GCU. Appointments will be on the basis of an HE2000 contract for Lecturer, Senior Lecturer and Reader and a Senior Academic contract for Professor (Personal Chair). Appointment to Research roles will be on the basis of a Research contract.

2 Scope

All staff in any job family are eligible to apply for promotion to the roles of Lecturer (Grade 7), Senior Lecturer (Grade 8), Reader (Grade 8) and Professor (Senior Academic) or Researcher 1A (Grade 6), Research Fellow (Grade 7) and Senior Research Fellow (Grade 8).

This Scheme also allows for individuals on a Senior Management contract to apply to be considered for conferment of the title of Professor.

The Promotions Panel reserves the right to award promotion to staff who have demonstrated outstanding achievement beyond the requirements of their current role, outwith the normal academic promotion round.

With regard to unsuccessful applications, due to the need to put in place and implement a development plan through PDAR, it is not normally expected that applicants will make another application in the following year.

Applicants are eligible to make only one application for promotion per round. This scheme does not allow incremental/discretionary advancements within an individual's existing grade.

3 Principles

3.1 Promotion Categories

Applicants who wish to apply for promotion are expected to be carrying out all aspects of their current roles at a high standard. Applicants are required to provide evidence against criteria under one or more categories depending on which role they are applying for. There are five categories: Research, Learning & Teaching, Knowledge Transfer & Income Generation, Administration & Management and Community Engagement & Outreach. Learning & Teaching or Research must be selected as one of the categories for all roles.

3.2 Revised Role Profile and/or Contract of Employment

Successful promotion will result in a revised role profile being issued to successful applicants and will form part of their revised contract of employment with GCU. In some circumstances this may result in new terms and conditions of employment.

A successful application to a role in a higher grade will normally result in the salary being placed at the first point of the salary band for that grade, although the Promotions Panel has discretion to determine the precise salary position.

3.3 Funding including Fixed term Contracts

The additional cost of promotion is charged to the employing School/Directorate for established (internally funded) positions. The funding must be available within the Project for applicants who are employed on external monies. Exceptionally, the School may apply discretion should they wish to pay any additional costs from the School's existing budget.

Applicants on fixed term contracts are eligible to apply. However successful promotion does not change the length of an individual's contractual status.

3.4 References and Assessments

All appointments are subject to satisfactory references and assessments received. Referees/Assessors must not include the Head of Department or members of the School Management Group (SMG) (who will contribute to the process by providing a supporting statement), or any member of the Promotions/Appeals Panels (members of the Executive Board).

For clarity, definitions are provided as follows:

- References are submitted by the applicant in support of their application, these must be from individuals who are able to comment authoritatively on the applicant's academic contribution in line with the criteria.
- Assessors are nominated by both the applicant and the University and provide an independent, objective and informed judgment on the quality and impact of the applicant's contribution by assessing the application against the specific criteria for the role. **Please note, an assessor must be at Professorial level and would not have previously collaborated with the applicant.**

Table 1 details the process, criteria and number of references/external assessors required for depending on the role applied for.

For those categories in which applicants are expected to submit completed references and not just referees' names, if an applicant does not provide the completed references their application will be deemed incomplete, and will not be accepted.

Table 1: Guide to the number of References and Assessors required

Role	References and External Assessments
Researcher 1A (Grade 6)	An applicant must submit two completed references from individuals who are able to comment authoritatively on an applicant's academic contribution in line with the criteria. At least one referee must be external to GCU.
Research Fellow (Grade 7)	An applicant must submit two completed references from individuals who are able to comment authoritatively on an applicant's academic contribution in line with the criteria. At least one referee must be external to GCU.
Lecturer (Grade 7)	An applicant must submit two completed references from individuals who are able to comment authoritatively on an applicant's academic contribution in line with the criteria. At least one referee must be external to GCU.
Senior Lecturer (Grade 8)	An applicant must submit two completed references from referees who are able to comment authoritatively on an applicant's academic contribution in line with the criteria. <ul style="list-style-type: none">➤ Each referee must be external to GCU.➤ At least one referee must be internationally recognised. If Research is selected as one of the categories for excellence then the international referee must also be based outside the UK.

	<ul style="list-style-type: none"> ➤ If Research is selected as one of the categories for excellence, referees must confirm that the applicant's research quality is equivalent to at least REF 2* or 3* quality.¹.
Senior Research Fellow (Grade 8)	<p>Details of 5 assessors' are required. At least 3 assessments will be considered by the Promotions Panel. The People Services team will write out for the external assessments. An Applicant must submit the names of four assessors and the University (Dean normally) will select the name of a fifth assessor.</p> <ul style="list-style-type: none"> ➤ Each assessor will be at Professor Level, external to GCU and be able to comment authoritatively on an applicant's academic contribution in line with criteria requirements. ➤ At least three of the assessors must be internationally recognised and based outside the UK. ➤ Assessors must confirm that within the applicants portfolio of research outputs, there are at least some 3 and 4* outputs within the last 5 years and there is a significant amount of 2* output.¹. <p>The University reserves the right to approach all of the assessors submitted by the applicant or may choose to identify other assessors if appropriate.</p>
Reader (Grade 8) ²	<p>Details of 5 assessors' are required. At least 3 assessments will be considered by the Promotions Panel. The People Services team will write out for the external assessments. An Applicant must submit the names of four assessors and the University (Dean normally) will select the name of a fifth assessor.</p> <ul style="list-style-type: none"> ➤ Each assessor will be at Professor Level, external to GCU and be able to comment authoritatively on an applicant's academic contribution in line with criteria requirements. ➤ At least three of the assessors must be internationally recognised and based outside the UK. ➤ Assessors must confirm that within the applicants portfolio of research outputs, there are at least some 3 and 4* outputs within the last 5 years and there is a significant amount of 2* output. <p>The University reserves the right to approach all of the assessors submitted by the applicant or may choose to identify other assessors if appropriate.</p>
Professor	<p>Details of 5 assessors' are required. At least 3 assessments will be considered by the Promotions Panel. The People Services team will write out for the external assessments. An Applicant must submit the names of four assessors and the University (Dean normally) will select the name of a fifth assessor.</p> <ul style="list-style-type: none"> ➤ Each assessor will be at Professor Level, external to GCU and be able to comment authoritatively on an applicant's academic contribution in line with criteria requirements. ➤ At least three of the assessors must be internationally recognised and based outside the UK. ➤ If Research is selected as one of the categories for excellence, assessors must confirm that within the applicants portfolio of research outputs, there are at least some 3 and 4* outputs within the last 5 years and there is a significant amount of 2* output. <p>The University reserves the right to approach all of the assessors submitted by the applicant or may choose to identify other assessors if appropriate.</p>

¹ The REF2014 categories are: 4* World Leading, 3* Internationally Excellent, 2* Internationally Recognised, 1* Nationally Recognised

² Grades refer to the nationally agreed Pay and Grading scales

4 Promotion Categories and Criteria

Applicants are required to provide evidence against criteria under one or more categories depending on which role they are applying for.

Table 2 shows a summary of the evidence required for promotion to each role. Specific criteria and high level promotion indicators for each role are detailed within **the Criteria Appendix** including examples of the skills, knowledge and behavioural indicators expected for each role.

Applicants are asked to provide some examples of how they have applied these in line with the evidence presented.

Table 2: Summary of Promotion Categories for Academic and Research Roles

Promotion to Academic Roles	Research	Learning & Teaching	Knowledge Transfer & Income Generation	Administration & Management	Community Engagement & Outreach
Researcher 1A (Grade 6)	Applicants must evidence excellence in Research and high level achievements in at least 1 of the other 4 categories at Researcher 1A level				
Lecturer (Grade 7)	Applicants must evidence excellence in at least two categories at Lecturer level, one of which must be either Research or Learning & Teaching				
Research Fellow (Grade 7)	Applicants must evidence excellence in Research and high achievement in at least 1 of the other 4 categories at Research Fellow level				
Senior Lecturer (Grade 8)	Applicants must evidence excellence in at least 2 categories at Senior Lecturer level, one of which must be either Research or Learning & Teaching				
Senior Research Fellow (Grade 8)	Applicants must evidence excellence in Research and high achievement in at least 2 of the other 4 categories at Senior Research Fellow level				
Reader (Grade 8)	Applicants must evidence excellence in Research and high achievement in at least 2 of the other 4 categories at Reader level				
Professor	Applicants must evidence excellence in at least 2 categories at Professor level, one of which must be either Research or Learning & Teaching				

5 Application Process

Full details on: guidance for applicant and line manager on preparing and submitting a case for promotion which includes a detailed list of examples of criteria; outline of the key stages of the process, timelines, key roles and responsibilities, frequently asked Questions & Answers can be found here on [GCYou](#).

6 Appeal Process

Following a written outcome from the Promotions Panel, applicants will have an opportunity to submit a written appeal against an unsuccessful application. NB. An appeal is not an opportunity to reconsider the original application. Applicants wishing to proceed with an appeal must submit an appeal in writing, outlining their grounds for appeal and this should be copied to their line manager and Executive Lead. The grounds for appeal should be clearly specified and fall under one or both of the following headings:

1. Significant information is now available, which was pertinent at the time, but which was not available for good reason to the Promotions Panel.
2. The promotion/appointments procedure was conducted inappropriately.

Appeals should be submitted to the Director of People in the first instance within 10 working days of receipt of the written outcome. Appeals will be considered by a Panel comprising of two members of the Executive Board who were not involved in the original decision at the Promotions Panel. The decision of the Appeals Panel, which will be communicated in writing, will be final.



University for the Common Good

Promotion Criteria for Academic & Research Roles

Appendix 1

Contents:

Promotion Criteria.....	3
Researcher 1A (Grade 6).....	4
Lecturer (Grade 7)	6
Research Fellow (Grade 7)	8
Senior Lecturer (Grade 8).....	10
Senior Research Fellow (Grade 8)	12
Reader (Grade 8)	14
Professor.....	16

Promotion Criteria

Applicants are required to provide evidence against criteria under one or more categories depending on which role they are applying for. There are five categories: Research, Learning & Teaching, Knowledge Transfer & Income Generation, Administration & Management and Community Engagement & Outreach. Learning & Teaching or Research must be one of them. Section, 4, Table 2 of the Promotion Scheme shows a summary of the evidence required for promotion to each role.

This document sets out the specific criteria and promotion indicators for each role. In addition, this contains examples of the qualifications, skills, knowledge and behavioural indicators expected for each role. Applicants are asked to provide some examples of how they have applied these in line with the evidence presented.

Please note: This is not an exhaustive list; the Promotions Panel will place an emphasis on quality rather than quantity.

Researcher 1A (Grade 6)

Promotion Criteria & Indicators

Applicants must evidence excellence in Research and high level achievements in at least one of the other four categories at Researcher 1A level

AP Indicators	Category	Promotion Indicators
Promotion Indicators	Research	<ul style="list-style-type: none"> Evidence of contributions to valuable and successful research proposals Contribute to the production of externally peer-reviewed papers for publication
	Learning & Teaching	<ul style="list-style-type: none"> Contribute to the development and application of innovative and appropriate teaching methods to promote student engagement, application and cognitive development
	Knowledge Transfer & Income Generation	<ul style="list-style-type: none"> Evidence of translating research findings into practical applications
	Administration & Management	<ul style="list-style-type: none"> Evidence of co-ordination and management of research project resources
	Community Engagement & Outreach	<ul style="list-style-type: none"> Evidence of burgeoning external networking, community engagement or outreach

Additional Indicators required to support your application for promotion. Please provide examples of how you have applied the following qualifications, skills, knowledge and behavioral indicators based on the evidence presented.

Qualifications	<ul style="list-style-type: none"> Relevant Master's degree or other specialist post-graduate qualification or the equivalent level reached through experience
Skills, Knowledge & Experience	<ul style="list-style-type: none"> Influencing and communication skills <ul style="list-style-type: none"> Good communication skills with the ability to persuade, influence and adapt communication style to different situations and individuals Analytical and problem solving skills <ul style="list-style-type: none"> Ability to identify the cause-and-effect relationship between two aspects of a situation and choose the right solution from known alternatives Commercial and financial understanding <ul style="list-style-type: none"> Experience of managing and controlling budgets and understanding financial tools and analyses Understanding the University and HE <ul style="list-style-type: none"> Good understanding of the University environment, aims and objectives, with experience ideally gained in HE

	<p>context</p> <p>Planning and organising</p>	<ul style="list-style-type: none"> ■ Ability to plan and organise own work across weeks and months, with a clear understanding of how own work affects others across the organisation OR experience of planning and organising own work and the work of others in the delivery of key practical activities over short timescales
<p>Behaviours</p>	<p>Collaboration and teamwork</p> <p>Organisational citizenship</p> <p>Coaching and mentoring</p> <p>Relationship building</p> <p>Seeing the bigger picture</p>	<ul style="list-style-type: none"> ■ Solicits information from others outside own area to gain a broader perspective and understand others' views, focusing on team goals beyond own area or specialism ■ Cooperates with others beyond own teams to achieve objectives ■ Gives regular, constructive feedback to others to encourage their on-going development ■ Engages with all members of their team or function and shows a clear commitment to engaging with external stakeholders (e.g. community engagement) ■ Applies and modifies complex methods or concepts learned through previous experience to current issues or situations, providing new ideas and insights

Lecturer (Grade 7)

Promotion Criteria & Indicators

Applicants must evidence excellence in at least two categories at Lecturer level, one of which must be either Research or Learning & Teaching

AP Indicators	Category	Promotion Indicators
Promotion Indicators	Research	<ul style="list-style-type: none"> Leading or contributing to successful bids for external research funding Writing and publishing and presenting externally peer-reviewed discussion papers, review papers, book chapters, monographs, research reports etc. which are considered to be of at least REF 2* quality
	Learning & Teaching	<ul style="list-style-type: none"> Associate Fellow, Fellow of the HEA or other recognised teaching qualification Evidence of significant curriculum design to promote University priorities Evidence of the development and application of innovative and appropriate teaching and assessment methods to promote student engagement, application and cognitive development
	Knowledge Transfer & Income Generation &	<ul style="list-style-type: none"> Demonstrate income (high contribution, high surplus) generation from private, public, third sector sources. Translating innovative outputs that have an impact on private, public, third sector (normally excluding HE)
	Administration & Management	<ul style="list-style-type: none"> Effective and efficient management of existing administrative policies, systems, processes for a group, department or school
	Community engagement & Outreach	<ul style="list-style-type: none"> Evidence of success in relevant networking and engagement Evidence of work of public benefit that enhances the reputation of the University
<p>Additional Indicators required to support your application for promotion. Please provide examples of how you have applied the following qualifications, skills, knowledge and behavioral indicators based on the evidence presented.</p>		
Qualifications	Qualifications	<ul style="list-style-type: none"> Normally holds relevant Doctoral qualification or has registered for a Doctoral qualification and successfully completed the progress/confirmation review or the equivalent level reached through experience. Also expected to be an Associate Fellow or Fellow of the HEA where the role includes learning & teaching

Skills, Knowledge & Experience	<p>Influencing and communication skills</p> <p>Analytical and problem solving skills</p> <p>Commercial and financial understanding</p> <p>Understanding the University and context</p> <p>Planning and organising</p>	<ul style="list-style-type: none"> ▪ Strong communication skills with the ability to negotiate, motivate and influence at senior levels ▪ Ability to analyse several parts of a problem and see multiple causal links to reach the right solution ▪ Strong understanding of the commercial impact of own area of work on the wider organisation ▪ Broad awareness of the activities of the University, its long-term goals and its position in the external marketplace and wider sector ▪ Strong experience of planning and organising own work and the work of others over the medium term
Behaviours	<p>Collaboration and teamwork</p> <p>Organisational citizenship</p> <p>Coaching and mentoring</p> <p>Relationship building</p> <p>Seeing the bigger picture</p>	<ul style="list-style-type: none"> ▪ Recognises the importance of collaboration for effective working, and builds projects and initiatives on a collaborative basis with peers and / or external partners ▪ Thinks about the broader organisational goals when setting plans ▪ In a leadership role, ensures individuals have clear goals and objectives and provides regular performance feedback for their direct reports. OR In an individual contributor role, invests time and care in coaching people to improve their work and raise standards across the institution ▪ Builds a strong network across their area or function, and builds links with external stakeholders (e.g. in their area of specialism and/or in the business community) ▪ Assembles ideas, issues, and observations into an explanation which makes complex ideas or situations clear, simple, and / or understandable for others, including non-specialists in the area in question

Research Fellow (Grade 7)

Promotion Criteria & Indicators

Applicants must evidence excellence in Research and high achievement in at least one of the other four categories at Research Fellow level

AP Indicators	Category	Promotion Indicators
Promotion Indicators	Research	<ul style="list-style-type: none"> Leading or contributing to successful bids for external funding Writing and publishing and presenting externally peer-reviewed discussion papers, review papers, book chapters, monographs, research reports etc. which are considered to be at least REF 2* quality Plan, co-ordinate and implement research activities
	Learning & Teaching	<ul style="list-style-type: none"> Associate Fellow of the HEA or other recognised teaching qualification Evidence of the development of and application of innovative and appropriate teaching and assessment methods to promote student engagement, application and cognitive development
	Knowledge Transfer & Income Generation &	<ul style="list-style-type: none"> Income (high contribution, high surplus) generated from private, public, or third sector sources for knowledge transfer projects Innovative outputs, that have an impact on the private, public, third sector (normally excluding HE)
	Administration & Management	<ul style="list-style-type: none"> Effective and efficient management of existing administrative policies, systems processes for a group, department or school
	Community engagement & Outreach	<ul style="list-style-type: none"> Evidence of success in relevant networking and engagement Evidence of work of public benefit that enhances the reputation of the University
<p>Additional Indicators required to support your application for promotion. Please provide examples of how you have applied the following qualifications, skills, knowledge and behavioral indicators based on the evidence presented.</p>		
Qualifications	Qualifications	<ul style="list-style-type: none"> Normally holds relevant Doctoral qualification or has registered for a Doctoral qualification and successfully completed the progress/confirmation review or the equivalent level reached through experience. Also expected to be an Associate Fellow or Fellow of the HEA where the role includes learning & teaching

Skills, Knowledge & Experience	<p>Influencing and communication skills</p> <p>Analytical and problem solving skills</p> <p>Commercial and financial understanding</p> <p>Understanding the University and context</p> <p>Planning and organising</p>	<ul style="list-style-type: none"> ▪ Strong communication skills with the ability to negotiate, motivate and influence at senior levels ▪ Ability to analyse several parts of a problem and see multiple causal links to reach the right solution ▪ Strong understanding of the commercial impact of own area of work on the wider organisation ▪ Broad awareness of the activities of the University, its long-term goals and its position in the external marketplace and wider sector ▪ Strong experience of planning and organising own work and the work of others over the medium term
Behaviours	<p>Collaboration and teamwork</p> <p>Organisational citizenship</p> <p>Coaching and mentoring</p> <p>Relationship building</p> <p>Seeing the bigger picture</p>	<ul style="list-style-type: none"> ▪ Recognises the importance of collaboration for effective working, and builds projects and initiatives on a collaborative basis with peers and / or external partners ▪ Thinks about the broader organisational goals when setting plans ▪ In a leadership role, ensures individuals have clear goals and objectives and provides regular performance feedback for their direct reports. OR In an individual contributor role, invests time and care in coaching people to improve their work and raise standards across the institution ▪ Builds a strong network across their area or function, and builds links with external stakeholders (e.g. in their area of specialism and/or in the business community) ▪ Assembles ideas, issues, and observations into an explanation which makes complex ideas or situations clear, simple, and / or understandable for others, including non-specialists in the area in question

Senior Lecturer (Grade 8)

Promotion Criteria & Indicators

Senior Lecturer: Applicants must evidence excellence in at least two categories at Senior Lecturer level, one of which must be either Research or Learning & Teaching.

AP Indicators	Category	Promotion Indicators
Promotion Indicators	Research	<ul style="list-style-type: none"> Successful record of leading and contributing to research income generated over career (and at GCU and since last promotion) Sustained track record of research outputs of at least REF 2* quality with some 3*/ 4* Supervision of PGR Students
	Learning & Teaching	<ul style="list-style-type: none"> Fellow, Senior Fellow, Principal Fellow of the HEA or other recognised teaching qualification Successful record of leading and contributing to pedagogical work/development Leadership of a significant curriculum and/pathway review Lead major project to drive innovation in the teaching practices of a significant group of colleagues
	Knowledge Transfer & Income Generation	<ul style="list-style-type: none"> Track record in attracting funding for knowledge transfer projects and activity Lead delivery of major externally funded education, CPD, training, consultancy programmes Translate innovative outputs that have had an impact on the private, public, third sector (normally excluding HE)
	Administration & Management	<ul style="list-style-type: none"> Sustained achievement across lead roles in committees, working groups, project teams, programmes Lead design of new systems or processes to support running of a group, department or school Mentoring of Colleagues
	Community Engagement & Outreach	<ul style="list-style-type: none"> Provide expert advice and support to government professional, business or community organisations Lead on an aspect of school/university CE and outreach strategies
<p>Additional Indicators required to support your application for promotion. Please provide examples of how you have applied the following qualifications, skills, knowledge and behavioral indicators based on the evidence presented.</p>		
Qualifications	Qualifications	<ul style="list-style-type: none"> Normally holds relevant Doctoral qualification or has registered for a Doctoral qualification and successfully completed the progress/confirmation review. Fellow, Senior Fellow, Principal Fellow of the HEA or other recognised teaching qualification

Skills, Knowledge & Experience	<p>Influencing and communication skills</p> <p>Analytical and problem solving skills</p> <p>Commercial and financial understanding</p> <p>Understanding the University and HE context</p> <p>Planning and organising</p>	<ul style="list-style-type: none"> ▪ A track record of communicating with and influencing at the highest levels within and beyond the organisation ▪ Experience of making complex plans and undertaking detailed analysis to solve difficult and novel problems, which may require original solutions ▪ Strong understanding of their position in the commercial marketplace, with the ability to leverage external partnerships beyond own area to benefit the University ▪ Extensive experience of working in the HE sector and strong understanding of key drivers and challenges for the sector ▪ Strong experience of planning and organising own work and the work of others over the medium term
Behaviours	<p>Collaboration and teamwork</p> <p>Organisational citizenship</p> <p>Coaching and mentoring</p> <p>Relationship building</p> <p>Seeing the bigger picture</p>	<ul style="list-style-type: none"> ▪ Proactively engages with leaders and peers in other areas or in external organisations to deliver shared goals, demonstrating the value of collaborating with colleagues and with external partners ▪ Aligns own plans to long-term organisational strategy ▪ In a leadership role, focuses on coaching and developing people across their whole area, putting training or development programmes in place to meet specific capability gaps. OR In an individual contributor role, demonstrates commitment to encourage and bring on the next generation of GCU staff ▪ Makes links outside own function to build a wide network across the University, whilst engaging strongly with external networks to get a broader view ▪ Creates new concepts in field of specialism and innovates by looking at issues in new and ground-breaking ways

Senior Research Fellow (Grade 8)

Promotion Criteria & Indicators

Senior Research Fellow: Applicants must evidence excellence in Research and high achievement in at least two of the other four categories at Senior Research Fellow level.

AP Indicators	Category	Promotion Indicators
Promotion Indicators	Research	<ul style="list-style-type: none"> ▪ Successful record of leading and securing research income over career (and at GCU and since last academic promotion) ▪ Sustained track record of research outputs of at least REF 2* quality with some 3*/4* ▪ Track Record of successful supervision to completion of PGR students ▪ Develop and lead collaborative research with other partners
	Learning & Teaching	<ul style="list-style-type: none"> ▪ Fellow, Senior Fellow, Principal Fellow of the HEA or other recognised teaching qualification ▪ Lead major project to drive innovation in the teaching practices of a significant group of colleagues ▪ Invitation to contribute to guides or publications of national (or international) organisations
	Knowledge Transfer & Income Generation	<ul style="list-style-type: none"> ▪ Lead delivery of major externally funded, research-related training or consultancy programmes ▪ Translate innovative outputs that have had an impact on the private, public or third sector (normally excluding HE)
	Administration & Management	<ul style="list-style-type: none"> ▪ Lead on large aspects of research group administration and management ▪ Mentoring of Colleagues
	Community Engagement & Outreach	<ul style="list-style-type: none"> ▪ Provide expert advice and support to government, professional, business or community organisations ▪ Lead on an aspect of a research centre school or University community engagement strategy
<p>Additional Indicators required to support your application for promotion. Please provide examples of how you have applied the following qualifications, skills, knowledge and behavioral indicators based on the evidence presented.</p>		
Qualifications	Qualifications	<ul style="list-style-type: none"> ▪ Normally holds relevant Doctoral qualification or has registered for a Doctoral qualification and successfully completed the progress/confirmation review. ▪ Expected to be Fellow, Senior Fellow or Principal Fellow of the HEA where the role includes learning & teaching.

Skills, Knowledge & Experience	Influencing and communication skills	<ul style="list-style-type: none"> ▪ A track record of communicating with and influencing at the highest levels within and beyond the organisation
	Analytical and problem solving skills	<ul style="list-style-type: none"> ▪ Experience of making complex plans and undertaking detailed analysis to solve difficult and novel problems, which may require original solutions
	Commercial and financial understanding	<ul style="list-style-type: none"> ▪ Strong understanding of their position in the commercial marketplace, with the ability to leverage external partnerships beyond own area to benefit the University
	Understanding the University and HE context	<ul style="list-style-type: none"> ▪ Extensive experience of working in the HE sector and strong understanding of key drivers and challenges for the sector
	Planning and organising	<ul style="list-style-type: none"> ▪ Strong experience of planning and organising own work and the work of others over the medium term
Behaviours	Collaboration and teamwork	<ul style="list-style-type: none"> ▪ Proactively engages with leaders and peers in other areas or in external organisations to deliver shared goals, demonstrating the value of collaborating with colleagues and with external partners
	Organisational citizenship	<ul style="list-style-type: none"> ▪ Aligns own plans to long-term organisational strategy
	Coaching and mentoring	<ul style="list-style-type: none"> ▪ In a leadership role, focuses on coaching and developing people across their whole area, putting training or development programmes in place to meet specific capability gaps. OR In an individual contributor role, demonstrates commitment to encourage and bring on the next generation of GCU staff
	Relationship building	<ul style="list-style-type: none"> ▪ Makes links outside own function to build a wide network across the University, whilst engaging strongly with external networks to get a broader view
	Seeing the bigger picture	<ul style="list-style-type: none"> ▪ Creates new concepts in field of specialism and innovates by looking at issues in new and ground-breaking ways

Reader (Grade 8)

Promotion Criteria & Indicators

Reader: Applicants must evidence excellence in Research and high achievement in at least two of the other 4 categories at Reader level.

AP Indicators	Category	Promotion Indicators
Promotion Indicators	Research	<ul style="list-style-type: none"> ▪ Successful record of leading on and securing research income (at GCU and since last academic promotion) ▪ Sustained track record of research outputs of REF 2* quality with some 3*/4* ▪ Build successful research collaborations with external partners and track record of successful supervision to completion of PGR students
	Learning & Teaching	<ul style="list-style-type: none"> ▪ Fellow, Senior Fellow, Principal Fellow of the HEA or other recognised teaching qualification ▪ Lead major project to drive innovation in the teaching practices of a significant group of colleagues ▪ Significant curriculum design to promote university priorities
	Knowledge Transfer & Income Generation	<ul style="list-style-type: none"> ▪ Track record in attracting funding for knowledge transfer projects and activity ▪ Lead delivery of major externally funded education CPD, training, consultancy programmes ▪ Translate innovative outputs that have had an impact on the private, public, third sector (normally excluding HE)
	Administration & Management	<ul style="list-style-type: none"> ▪ Sustained achievement in lead roles in committees, working groups, project team ▪ Evidence of achievement in research group and/or departmental programme leadership and management roles ▪ Mentoring of colleagues
	Community Engagement & Outreach	<ul style="list-style-type: none"> ▪ Provide expert advice and support to government, professional, business or community organisations ▪ Leader on an aspect of a school or University community engagement or outreach strategy
<p>Additional Indicators required to support your application for promotion. Please provide examples of how you have applied the following qualifications, skills, knowledge and behavioral indicators based on the evidence presented.</p>		
Qualifications	Qualifications	<ul style="list-style-type: none"> ▪ Normally holds relevant Doctoral qualification or has registered for a Doctoral qualification and successfully completed the progress/confirmation review. ▪ Expected to be Fellow, Senior Fellow or Principal Fellow of the HEA where the role includes learning & teaching.

Skills, Knowledge & Experience	<p>Influencing and communication skills</p> <p>Analytical and problem solving skills</p> <p>Commercial and financial understanding</p> <p>Understanding the University and HE context</p> <p>Planning and organising</p>	<ul style="list-style-type: none"> ▪ A track record of communicating with and influencing at the highest levels within and beyond the organisation ▪ Experience of making complex plans and undertaking detailed analysis to solve difficult and novel problems, which may require original solutions ▪ Strong understanding of their position in the commercial marketplace, with the ability to leverage external partnerships beyond own area to benefit the University ▪ Extensive experience of working in the HE sector and strong understanding of key drivers and challenges for the sector ▪ Strong experience of planning and organising own work and the work of others over the medium term
Behaviours	<p>Collaboration and teamwork</p> <p>Organisational citizenship</p> <p>Coaching and mentoring</p> <p>Relationship building</p> <p>Seeing the bigger picture</p>	<ul style="list-style-type: none"> ▪ Proactively engages with leaders and peers in other areas or in external organisations to deliver shared goals, demonstrating the value of collaborating with colleagues and with external partners ▪ Aligns own plans to long-term organisational strategy ▪ In a leadership role, focuses on coaching and developing people across their whole area, putting training or development programmes in place to meet specific capability gaps. OR In an individual contributor role, demonstrates commitment to encourage and bring on the next generation of GCU staff ▪ Makes links outside own function to build a wide network across the University, whilst engaging strongly with external networks to get a broader view ▪ Creates new concepts in field of specialism and innovates by looking at issues in new and ground-breaking ways

Professor

Promotion Criteria & Indicators

Applicants must evidence excellence in at least two categories at Professor level, one of which must be either Research or Learning & Teaching

AP Indicators	Category	Promotion Indicators
Promotion Indicators	Research	<ul style="list-style-type: none"> ▪ Sustained and high level of income from grants over career at GCU (and since last promotion) ▪ Sustained, high quality and highly cited portfolio of outputs of REF 2*, 3* and 4* outputs produced over career at GCU (and since last promotion) ▪ Reputation recognised by editorship of prestigious journals, invitations to speak at/organising of major conferences and profile amongst peers nationally and internationally ▪ Track record of successful supervision to completion of PGR students
	Learning & Teaching	<ul style="list-style-type: none"> ▪ Senior Fellow, Principal Fellow of the HEA or other recognised teaching qualification ▪ Evidence of leadership of innovation in learning and teaching that has impacted upon the teaching practice of peers nationally and internationally ▪ Recognised evidence of international standing in learning and teaching e.g. editorship of prestigious journals, invitations to speak at major conferences and profile amongst peers nationally and internationally (for example Academic Leadership)
	Knowledge Transfer & Income Generation &	<ul style="list-style-type: none"> ▪ Sustained and high level of income from consultancy, intellectual property and/or CPD ▪ Influence through publication, studies and advisory roles, on business, government and/or a major professional field ▪ Innovative outputs that have had an impact on the private public or third sector (excluding HE) ▪ Lead academic, professional and industry contacts and networks
	Administration & Management	<ul style="list-style-type: none"> ▪ Evidence of leadership in institutional roles ▪ Evidence of contribution to institutional structures and policies and practices
	Community Engagement & Outreach	<ul style="list-style-type: none"> ▪ Lead review or enquiry for a government, professional or statutory organisation ▪ Lead the design and delivery of innovative community engagement programmes nationally and/or

		internationally
Additional Indicators required to support your application for promotion. Please provide examples of how you have applied the following qualifications, skills, knowledge and behavioral indicators based on the evidence presented.		
Qualifications	Qualifications	<ul style="list-style-type: none"> ▪ Normally holds relevant Doctoral qualification or has registered for a Doctoral qualification and successfully completed the progress/confirmation review. ▪ Expected to be Senior Fellow or Principal Fellow of the HEA where the role includes learning & teaching
Skills, Knowledge & Experience	Influencing and communication skills Analytical and problem solving skills Commercial and financial understanding Understanding the University and HE context Planning and organising	<ul style="list-style-type: none"> ▪ A track record of communicating with and influencing at the highest levels within and beyond the organisation ▪ Experience of making complex plans and undertaking detailed analysis to solve difficult and novel problems, which may require original solutions ▪ Strong understanding of their position in the commercial marketplace, with the ability to leverage external partnerships beyond own area to benefit the University ▪ Extensive experience of working in the HE sector and strong understanding of key drivers and challenges for the sector ▪ Broad experience of planning and organising across strategic horizons and/or a large area of the organisation, looking ahead across the medium to long-term
Behaviours	Collaboration and teamwork Organisational citizenship Coaching and mentoring Relationship building	<ul style="list-style-type: none"> ▪ Proactively engages with leaders and peers in other areas or in external organisations to deliver shared goals, demonstrating the value of collaborating with colleagues and with external partners ▪ Aligns own plans to long-term organisational strategy ▪ Takes a long-term view on people development, aligned to University needs; takes the lead in identifying and developing talent for the future ▪ Makes links outside own School or Directorate to build a wide network across the whole University and at all levels in the organisation, whilst leveraging strong and wide external networks to bring outside expertise in and share best practice externally

	Seeing the bigger picture	<ul style="list-style-type: none">▪ Creates new concepts in field of specialism and innovates by looking at issues in new and ground-breaking ways
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