**Guidelines for**

**Academic**

**Contribution**

**Contents**

**Page**

1. Introduction 1
2. Lecturer 3
3. Senior Lecturer 5
4. Reader 7
5. Professor 9

Appendix 1: UK Professional Standards Framework (Higher Education Agency) - abridged

1. Introduction

This framework sets out Queen Mary’s expectations of staff at the different academic grades, both clinical and non-clinical[[1]](#footnote-1). It has been developed as a single point of reference so that staff are clear about the threshold level of contribution expected of them in a grade; and those wishing to be considered for promotion understand the kinds of contribution that they will need to demonstrate to support their application.

The primary academic roles are the creation and dissemination of knowledge, through activities in teaching, research and knowledge transfer. Academics are also required to contribute to the effective management and coordination of these activities and support the enabling strategies of QMUL. Thus, there are three categories for assessing the contribution of our academic staff:

* Knowledge Creation e.g. research publications, grants awarded
* Knowledge Dissemination e.g. teaching and scholarship, public/ business/ international engagement activities
* Enabling activities: those activities - at team, School/Institute, Faculty or University level - which facilitate and support knowledge creation and dissemination

Professional practice is an important additional element for many academic staff, for example in Law and the School of Medicine and Dentistry. However, these professional practice activities can be incorporated within the same three categories, typically within knowledge creation or dissemination.

The balance of an individual’s contribution across these categories is informed by the outcomes of their appraisal and agreed with their Head of School/Institute Director. In some cases this may include a formal designation of their role (for example teaching and scholarship, teaching and research, principal investigator).

The format in the following pages comprises, for each grade, three criteria (one each for Knowledge Creation, Knowledge Dissemination and Enabling Activities). These criteria represent the statement of threshold expectation. Alongside each is a list of indicative evidence. This deliberately draws from a wide variety of activity to reflect the extensive range that academics are engaged in. However, it must be emphasised that no single staff member or candidate for a grade is expected to deliver across all of these illustrations. As stated, the areas of actual achievement for the particular individual will be determined by their specific role designations and the focus of their contribution derived from their appraisals.

In particular, those making assessments need to take particular care in instances where external events suddenly provide an individual academic the opportunity for a heightened public profile. In such circumstances, whilst credit may be given the individual for their response, it should not be to the detriment of others being assessed whose disciplines, for example, have not currently afforded them a similar opportunity.

Each set of expectations builds on those for the previous grade(s). They are over-arching criteria and more specific, quantifiable targets and objectives will be determined, in accordance with subject, School/Institute or Faculty norms, where appropriate (for example, the SMD Performance Standards).

Where teaching is being assessed as part of Knowledge Dissemination, reference should be made to the Higher Education Academy’s national UK Professional Standards Framework ([www.heacademy.ac.uk/ukpsf](http://www.heacademy.ac.uk/ukpsf)) (see Appendix 1), alongside Queen Mary’s own Indicators of Teaching Excellence.

Evidence of Continuous Professional Development will be seen as an indicator and enabler of future contribution and the QMUL Education Fellowship Scheme is a comprehensive CPD scheme for all academic staff. Through the Higher Education Academy, the Scheme is recognised as a sign of competence and excellence in line with nationally recognised frameworks, and attainment of fellowship, at all levels, will be taken into consideration as part of the evidence base for staff progression. The Scheme can therefore be used to support applications for promotion, whether on a Teaching and Scholarship or a Teaching and Research track.

Academic staff are additionally expected to contribute to relevant public engagement and enterprise initiatives and these are included in both Knowledge Creation and Knowledge Dissemination illustrations below.

2. Lecturer

In order to meet the minimum level of contribution a Lecturer must be able to demonstrate satisfactory achievement, proportionate to the balance of his/her load across the following categories: Knowledge Creation, Knowledge Dissemination and Enabling Activities. The balance of an individual’s load across these categories is determined with his/her Head of School/Institute Director.

For each category there is a single criterion that indicates the threshold level of contribution for a Lecturer. These are shown below together with a list of evidence of possible activities, responsibilities and achievements that **might** be used to demonstrate that the criteria have been met. It is not expected that staff should present all the types of evidence listed, but they would normally be expected to demonstrate evidence under a number of the headings listed for the relevant categories.

| Criterion | Indicative Evidence |
| --- | --- |
| **Knowledge Creation**: Has engaged effectively and independently in the creation of knowledge, showing initiative and skill and is continuing to develop as a researcher. | * Conducting individual or collaborative research projects. * Securing external funding. * A developing publication record of work that is potentially internationally excellent in terms of originality, significance and rigour. |
| **Knowledge Dissemination**: Has engaged effectively and independently in dissemination of knowledge, showing initiative and skill, and is continuing to develop as a higher education teacher and scholar in line with the HEA’s Professional Standards Framework. | * Achieved or working towards (or the equivalent of) HEA Fellow (D2), demonstrating achievement in all the dimensions of the Professional Standards Framework, including relevant subject and pedagogic research and/or scholarship. * Contributes appropriately to the teaching load of the unit. * Evidence of good teaching through positive peer review, support from external examiners and good student evaluations. * Contribution to the student experience. * Successful supervision of u/g and taught masters students. * Supervision of external activities such as placements and field trips. * Development of industry links or community partners, e.g. via PhD student projects or contributions to projects funded by commerce, industry, or public sector bodies. * Contribution to student entrepreneurship and enterprise activities e .g. supporting extra-curricular enterprise activities. * Demonstrate an understanding of the role of public engagement by contributing to the development of public events and activities at QM. * Increasing public understanding of the discipline by e.g. public lectures. * Joining external networks to share information and ideas such as liaising with local community organisations (including schools). * Contributing to delivery of a CPD programme.   Clinical / Professional Practice   * Development of professional practice. * Securing funding for practice related work. |
| **Enabling Activities:** Has contributed to the management/ administration of activities and the support of QMUL’s Enabling Strategies, showing initiative and skill, and is continuing to develop in this area. | * Ensuring knowledge and skills relevant to the profession are up-to date and applied in teaching and research. * Undertaking administrative duties in areas such as marketing, recruitment, admissions, examinations, programme management. * Management of projects relating to own areas of work. |

3. Senior Lecturer

In order the meet the minimum level of contribution, in addition to the level of contribution expected of a Lecturer, a Senior Lecturer must demonstrate satisfactory achievement, proportionate to the balance of their load across the categories of Knowledge Creation, Knowledge Dissemination and Enabling Activities. The balance of an individual’s load across these categories is determined with his/her Head of School/Institute Director.

For each category of activity there is a single criterion that indicates the minimum level of contribution. These are shown below together with a list of evidence of possible activities, responsibilities and achievements that **might** be used to demonstrate that the criteria have been met. It is not expected that staff should present all the types of evidence listed, but they would normally be expected to demonstrate evidence under a number of the headings listed for the relevant categories.

| Criterion | Indicative Evidence |
| --- | --- |
| **Knowledge Creation:** Proven ability and substantial achievement in research, with evidence of continuing excellence as a higher education researcher. | * An established publication record of work that is internationally excellent in terms of originality, significance and rigour. * Securing external funding. * Successful supervision of research students and other researchers. * Invited/refereed national conference contributions. * Productive collaborations with others across QM, in other HEIs and with industry. * Demonstrating understanding that engagement informs research, for example, through consulting patient or community groups. * Contributing to the successful commercialisation of patents, inventions and other exploitable intellectual property. |
| **Knowledge Dissemination:** Evidence of innovation and continuing excellence as a higher education teacher and scholar, in light of the HEA’s Professional Standards Framework, together with proven ability and substantial achievement in teaching, education and associated duties. | * Achieved or working towards (or the equivalent of) Senior Fellow (D3) incorporating, for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision, staff and/or subject support, mentoring, and advisory responsibilities. * Evidence of ability to design, implement and quality-control teaching programmes. * Significant teaching experience, at both undergraduate and postgraduate levels, including designing new units and course materials. * Innovative methodologies/pedagogy. * Success in gaining funding for enhancements of teaching and learning. * Production of teaching resources e.g. textbooks, software. * Encouraging student entrepreneurship and extracurricular enterprise activities. * Development of significant links with industry or community partners, e.g. via PhD student projects, or via consultancy. * Winning paid consultancy work from external organisations or planning a CPD programme to meet sponsor needs. * Developing and sustaining new relationships with external bodies. * Increasing public understanding of the discipline by e.g. using print, broadcast and other media to reach non-specialist audiences. * Clinical / Professional Practice * Leadership and professional reputation within a practice environment. * Innovations in professional practice. * Activities of at least a national level in support of professional practice. |
| **Enabling Activities:** Has made substantial managerial/ administrative contributions to Queen Mary's functioning and development, at School/Institute, faculty or University level with evidence of continuing support for QMUL’s Enabling Strategies. | * Contribution to School management e.g. budgetary, quality assurance and enhancement or recruitment and admissions responsibilities; Examinations Officer. * Delegated liaison with external bodies on behalf of QMUL to foster collaborations e.g. with schools over widening participation matters, international links. * Supervision/mentoring of junior staff. * Delegated representation of QMUL on external bodies. |

4. Reader

The award of the title of Reader is a recognition of personal merit, conferred in accordance with Regulation 3 of the University of London, which states that "in considering a person for the conferment of the title of Reader, regard shall be had to the person’s standing and promise in the relevant subject or profession as established by important contributions to its advancement through publications, creative work or other appropriate forms of scholarship or performance, and through teaching".

As a minimum those seeking the title of Reader must demonstrate that they are operating fully at the level of Senior Lecturer, in relation to the balance of their activities across the categories of Knowledge Creation, Knowledge Dissemination and Enabling Activities. In addition they should be able to demonstrate personal distinction in accordance with the Readership criteria for Knowledge Creation and/or Knowledge Dissemination. These are shown in the table below together with a list of evidence of possible activities, responsibilities and achievements that **might** be used to demonstrate that the criteria have been met.

The balance of an individual’s load across these categories is determined annually with their Head of School/Institute Director. It is not expected that staff should present all the types of evidence listed, but they would normally be expected to demonstrate evidence under a number of the headings listed for the relevant categories.

| Criterion | Indicative Evidence |
| --- | --- |
| **Knowledge Creation:** important contribution to the advancement of his or her subject by means of knowledge creation and can demonstrate personal research distinction and a strong trajectory in the development of their international reputation. | * A strong publication record of work that is internationally excellent in terms of originality, significance and rigour. * Shows a sustained record of attracting external funding. * Leading research teams. * Sustained successful PhD supervision. * Member of significant external research group(s). * Demonstrating research leadership and strategic level involvement with the growth of research activity at School/Institute level. * Invitations to give plenary talks at international conferences. * Organising national and international conferences. * Referee for external research applications. * Referee for external publications. * Identifying opportunities for consultancy contracts and creating a framework to ensure projects run to plan. * Exploiting research or teaching materials commercially through patent, licence, spin-out company formation, engagement with technology transfer. |
| **Knowledge Dissemination:** Important contribution to the advancement of learning and teaching and pedagogy through research, scholarship, knowledge transfer or published professional practice which is national in its scope. | * Achieved or working towards (or the equivalent of) Principal Fellow (D4) incorporating evidence of a sustained record of impact at a strategic level in relation to teaching and learning, in or moving towards positions with leadership responsibilities within QM, or having strategic impact and influence beyond their own institution. * Innovative methodologies/pedagogy. * Receipt of peer-reviewed funding for projects to develop and enhance teaching and learning and successful completion of such projects. * Prizes or awards in recognition of teaching excellence e.g. QMUL Drapers’ Teaching Fellowship or National Teaching Fellowship. * Promoting excellence in the delivery of QMUL’s Graduate Attributes. * Significant impact on QMUL’s students and reputation through enhancements to the delivery of local programmes. * Demonstrable impact on teaching in the discipline nationally and/or internationally, for example through substantial contribution to Subject Centre or subject associations, or substantial participation in policy forums. * Taking a lead role in championing staff and student entrepreneurship or mentoring other staff to become involved in engagement projects. * Development of significant and sustained links with industry or community partners, e.g. through significant consultancy activity. * Involvement at national level in HEI industry link forums and groups, e.g. setting up regional or national networks to promote collaboration. * Contributing to public understanding of discipline at a national level through e.g. participation in radio/TV programmes, or publishing articles in newspapers or other media. * Acting as an expert adviser to e.g. a government body. * Identifying new markets for CPD programmes. * Clinical / Professional Practice * Outstanding professional practice competence * Membership of national education/training committees of professional bodies |
| **Enabling Activities:** High level managerial/administrative contributions to Queen Mary's functioning and development, at School/Institute, faculty or College level with evidence of continuing support for QMUL’s Enabling strategies (as indicated in the Institutional plan). | * Management of a substantial team * Significant contributions to School management * Membership of College-wide committee with a change making agenda |

5. Professor

The title of Professor is the pinnacle of the academic profession and is designed to recognise academic leadership and distinguished contribution to the academy and QMUL. In accordance with the Regulation 3 of the University of London, "in considering a person for conferment of the title of Professor, regard shall be had to the person’s national/international standing in the relevant subject or profession as established by outstanding contributions to its advancement through publications, creative work or other appropriate forms of scholarship or performance, and through teaching and administration”.

As a minimum those seeking the title of Professor must demonstrate that they are operating fully at the level of Senior Lecturer, in relation to the balance of their activities across the categories of Knowledge Creation, Knowledge Dissemination and Enabling Activities. In addition they should be able to demonstrate personal distinction in accordance with the Professorship criteria for Knowledge Creation and/or Knowledge Dissemination. These are shown in the table below together with a list of evidence of possible activities, responsibilities and achievements that **might** be used to demonstrate that the criteria have been met.

The balance of an individual’s load across these categories is determined annually with their Head of School/Institute Director. It is not expected that staff should present all the types of evidence listed, but a case would normally be expected to include evidence under a number of the headings listed for the relevant categories.

| Criterion | Indicative Evidence |
| --- | --- |
| **Knowledge Creation:** High level research distinction, including major strategic research leadership, and an established international reputation based on the advancement of their subject | * A distinguished publication record of work that is internationally excellent in terms of originality, significance and rigour; and evidence that this standard is being sustained. * Successful recruitment, supervision and outcomes for research students and other researcher staff. * Sustained performance in securing significant external funding. * Leading successful collaborative national/international research. * Major journal editor/member of editorial board. * Assessor for major grant awarding bodies. * International expert in the subject field. * Demonstrating a commitment to engagement-informed research by championing engagement activity within department, sharing new engagement practice with colleagues. * Playing key role in national/international networks to foster innovation. * Involved in research proposal grading and assessment for external bodies. * A significant record of transfer of intellectual property into the wider economy. * Contributing to public understanding of discipline at a national/international level through e.g. keynote addresses to well-regarded international conferences; lecture series instigated by international colleagues; organising international conferences. |
| **Knowledge Dissemination:** Playing a major role in, and academic leadership of, teaching and education, and an established national reputation as a teacher and educator. | * Achieved or working towards (or the equivalent of) Principal Fellow (D4) incorporating evidence of a sustained record of impact at a strategic level in relation to teaching and learning, in or moving towards positions with leadership responsibilities within QM, or having strategic impact and influence beyond their own institution. * Academic leadership in relation to teaching. * Leadership of major knowledge-transfer activities. * Leadership of significant business partnerships with external organisations. * Receipt of significant peer-reviewed funding for projects to develop and enhance teaching and learning and successful completion of such projects. * Demonstrable impact on teaching in the discipline nationally for example through substantial contribution to Subject Centre or subject associations, or substantial participation in policy forums. * High-level appointment as external expert on teaching and learning. * Active, significant and externally recognised contributions to College outreach initiatives e.g. receipt of national/international awards, significant Public Engagement project funding, successful spin out company. * Active, significant, embedded and externally funded links with major strategic industrial or community partners. * Significant involvement at national/international level in HEI industry/community link forums e.g. report authoring, significant, sustained consultancy activity. * Significant, sustained and externally recognised contribution to student entrepreneurship and enterprise activities e.g. receipt of national/international awards, links with networks and public/private bodies. * Advising boards of major public bodies on national issues. * Attracting new clients or repeat business for consultancy or CPD and designing curriculum.   Clinical / Professional Practice   * Major professional texts or other materials. * Lead co-ordinator in professional accreditation. * Leadership of national education/training committees of professional bodies. |
| **Enabling Activities**: Extensive, high-level contributions to Queen Mary's functioning and development, including major strategic leadership in support of QMUL’s Enabling strategies (as indicated in the Institutional Plan). | * Substantial leadership contribution to School, Faculty or College e.g. Director of Research, Director of Taught Programmes. * Contribute to the development of QMUL’s profile in the UK and internationally. * Foster significant collaborations with local, national or international bodies. * Membership of College recruitment panels. * Development of new areas of activity for QMUL. |

**Dimensions of the Framework**

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| --- | --- | --- |
| **Areas of Activity** | **Core Knowledge** | **Professional Values** |
| A1 Design and plan learning activities and/or programmes of study  A2 Teach and/or support learning  A3 Assess and give feedback to learners  A4 Develop effective learning environments and approaches to student support and guidance  A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices. | K1 The subject material  K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme  K3 How students learn, both generally and within their subject/disciplinary area(s)  K4 The use and value of appropriate learning technologies  K5 Methods for evaluating the effectiveness of teaching  K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching | V1 Respect individual learners and diverse learning communities  V2 Promote participation in higher education and equality of opportunity for learners  V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development  V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice |

**Fellowship descriptors**

| **D1 (Associate Fellow)** | **D2 (Fellow)** | **D3 (Senior Fellow)** | **D4 (Principal Fellow)** |
| --- | --- | --- | --- |
| Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:  I. Successful engagement with at least two of the five Areas of Activity  II. Successful engagement in appropriate teaching and practices related to these Areas of Activity  III. Appropriate Core Knowledge and understanding of at least K1 and K2  IV. A commitment to appropriate Professional Values in facilitating others’ learning  V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities  VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities | Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals  should be able to provide evidence of:  I. Successful engagement cross all five Areas of Activity  II. Appropriate knowledge and understanding across all aspects of Core Knowledge  III. A commitment to all the Professional Values  IV. Successful engagement in appropriate teaching practices related to the Areas of Activity  V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice  VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices | Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:  I. Successful engagement across all five Areas of Activity  II. Appropriate knowledge and understanding across all aspects of Core Knowledge  III. A commitment to all the Professional Values  IV. Successful engagement in appropriate teaching practices related to the Areas of Activity  V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice  VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices  VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning | Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:  I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments  II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings  III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning  IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)  V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices |

1. The prefix ‘Clinical’ will continue to be used in job titles, as appropriate [↑](#footnote-ref-1)