

Academic Promotion Criteria Professorial Zone Descriptors Learning, Teaching & Scholarship

Assessment in each of the four zones will draw on the following illustrative statements. It is assumed that a Professor at Level 2 has many of the attributes of 1, and one at Level 3 has the attributes of 1, and 2, etc.

It is expected that for promotion to any Zone, a Professor would normally be able to demonstrate meeting the majority of the criteria outlined across the range of academic activity in the zone descriptors. It is recognised that distinction in all of the areas detailed in the zone descriptors will very rarely be achieved. Professors will be placed into the appropriate zone normally on the basis of “best” fit with the criteria outlined across the range of academic activity in the relevant zone descriptor and ultimately to the zone to which there is an overall preponderance of conformance.

Professors on the Learning, Teaching and Scholarship track should align with expectations set out for Descriptor 4 of the Professional Standards Framework (PSF) (<https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0>) and as embedded within the University's Recognising Excellence in Teaching (RET) Framework. Descriptor 4 requires an integrated approach to academic practice, i.e. the integration of teaching, management, leadership, mentoring, research/scholarship, administration and/or service.

It is not necessary for applicants to have been awarded Principal Fellowship of Advance HE or Principal Fellowship through the University's RET framework in order to be a Professor. Any member of staff who has, however, been granted Principal Fellowship through either route will already have been required to evidence their achievements in relation to “Leadership & Management” in a 2,500-word reflective account of their leadership of learning and teaching, and as part of the University of Glasgow RET application will also have been interviewed about their achievements more broadly. As such, any pre-existing award of Principal Fellowship within the last 3 years will be accepted as prima-facie case of Zone 1 performance in this particular category.

In our professoriate we especially wish to recognise both excellence of outcome, and collegiality towards peers. Collegiality is a threshold criterion and as such, may be a deciding factor in a promotion case.

ZONE 1: This is the normal entry level for those appointed to the Professoriate. Working at this level indicates an international reputation, reflected by a range and balance of the activities listed below, as appropriate to the opportunities and expectations of the discipline.

ZONE 2: The level for Professors with considerable academic distinction, and with ongoing excellent performance. Working at this level indicates an established international reputation for academic leadership, reflected by a range of the activities listed below as appropriate to the opportunities and expectations of the discipline.

ZONE 3: The level for Professors of excellent academic distinction internationally. Working at this level requires evidence of an internationally leading reputation for shaping the relevant field of study, reflected by a range of the activities listed below, as appropriate to the opportunities and expectations of the discipline.

ZONE 4: The level for Professors of the highest academic distinction. Working at this level requires evidence of international recognition as one of a group of world leaders in the relevant field of study, reflected by a range of the activities listed below, as appropriate to the opportunities and expectations of the discipline.

	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
SECTION A: SCHOLARSHIP	In demonstrating performance in the scholarship criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence. Excellence is demonstrated through evidenced advancement of pedagogy in Higher Education through scholarly contribution. Collegiality is exemplified by supporting colleagues, groups and organisations to make effective contributions to the advancement of pedagogy in Higher Education.			
	A sustained track record of high-quality achievement in Scholarship of Teaching and Learning (SoTL), expressed through external-facing outputs. Disciplinary outputs can be included where they are shown to influence teaching and assessment of the discipline. Outputs include peer-reviewed journal publications of international standing; external policy and professional reports; monographs, textbooks, book contributions; professional guidance on learning and teaching (such as QAA, Advance HE reports/guidance); dictionaries, scholarly editions; catalogues; contributions to major research databases; or other corpora of knowledge.	A sustained track record of scholarly output over career to date with international impact which includes 4 outputs in the most recent 6-year period which are significant and have influenced the practice of teaching internationally or improved the student experience beyond the immediate subject area.	A sustained track record of publication resulting in an outstanding body of world-leading scholarly output which has become an essential point of reference internationally for learning and teaching in the discipline and has demonstrable impact in other disciplines.	A sustained track record of publication resulting in an outstanding body of world-leading scholarly output which has become an essential point of reference for learning and teaching in a wide range of academic disciplines.
SECTION B: KNOWLEDGE EXCHANGE & IMPACT	In demonstrating performance in the knowledge exchange and impact criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence. Excellence is demonstrated through evidenced influence on policy and practice across the wider educational landscape. Collegiality is exemplified by collaborative working with, and demonstrating support for, colleagues in effecting positive change in pedagogy and related policies and practices and/or public understanding of science.			
	Sustained record of success in knowledge creation and transfer to benefit external parties and with evidence of impact. Sustained engagement with external bodies that influences practice and/or policy. Sustained commitment to, and development of, partnerships with external organisations involved in widening access and other forms of outreach that benefit the student experience of Higher Education. Leadership of activities associated with public understanding.	A record of significant engagement with bodies beyond Higher Education (which may include community-based organisations) with successful collaborative initiatives. Evidence of significant and sustained impact of industrial, public agency, third sector, or international educational partnerships. Contribution to inform policy documents in relation to HE teaching and the student experience.	Extensive experience of advising governmental and non-governmental agencies on educational policy. Track record of participation in major government education advisory bodies or agencies with remits covering the education sector as a whole.	Extensive experience as a key advisor to international non-academic agencies or communities, including companies, governmental bodies, non-governmental organisations and cultural institutions.

	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
SECTION C: LEARNING & TEACHING PRACTICE	In demonstrating performance in the learning and teaching practice criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence. Excellence is demonstrated through evidenced commitment to enhancing student learning and substantial achievement as an educator. Collegiality is exemplified by supporting colleagues in developing their practice or in adopting innovative approaches to teaching.			
	Substantial and sustained track record of excellence in contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate. External examining at UG or PG level. Membership of subject review panels at other universities. Membership of national bodies with responsibilities for shaping the future of the discipline.	Major role in national and/or international educational agencies with responsibilities for higher education policy and curriculum development. Evidence of influencing or effecting positive changes in teaching practice within the discipline nationally.	Evidence of influencing or effecting positive changes in teaching practice within the discipline at international level.	Significant L&T or related innovation that has impacted on Higher Education practice globally.
SECTION D: LEADERSHIP, MANAGEMENT & ENGAGEMENT	In demonstrating performance in the leadership, management and engagement criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence. Excellence is demonstrated through influencing learning and teaching practices, motivating colleagues, and coordinating activity that can be shown to have benefited staff and students and to have supported the educational mission of the University. Collegiality is, for example, reflected in support provided for the training/coaching/mentorship of colleagues, and in evidenced contribution to college-level or Institution-level initiatives.			
	Evidence of a sustained level of leadership that has led to the enhancement of the student experience at subject/School/College or Institute level. Leadership of staff with evidence of impact on the learning and teaching culture and practices and associated staff development. Educational leadership and policy contributions in the form of championing learning and teaching internally and externally and/or championing integrated academic practice. Mentorship of Early Career and other	Significant leadership and management responsibilities for shaping the future of the relevant Subject/School within the University. Appointment as external assessor for quality reviews of other HEIs. Leadership of significant L&T or related innovation at College/University level addressing key strategic priorities (e.g., retention, graduate attributes, improving assessment, etc.). Leadership of a major cross-University initiative in teaching or enhancement of the student experience, including international partnerships.	Leadership of the development of policy at national level. Accountability in the implementation of long-term strategic developments at School, College or University levels with significant internal/external impact. This may include leadership responsibilities (current or previous) which have resulted in significant improvement in the performance of School / Research Institute / College (as measured by KPIs); and/or consistent delivery of PDR objectives relating to leadership of the School / Research Institute / College over the last 3 years.	Track record of leadership of the development of policy at international levels.

	staff. Leadership of partnership activities / collaborations.			
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SECTION E: ESTEEM	In demonstrating performance in the esteem criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence. Excellence is intrinsically reflected in the peer-assessed recognition of Higher Education-related educational activity and quality by external bodies. Collegiality is exemplified by the support of colleagues (especially those who are at earlier career stages) through prize nominations or facilitating the appointment of colleagues to external bodies (e.g., societies and committees).			
	Fellowship of higher education-related and discipline-specific societies. Membership of the steering committee or other similar executive role within national bodies concerning the discipline or teaching in HE. Track record of keynote presentations and invited talks. External awards for contributions to learning and teaching. Editorial roles in leading journals or books. Track record of invited contributions to workshops and seminars for external bodies. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in scholarship of teaching and learning.	Committee chairmanship or council membership within subject-specific society. Membership of editorial board of journal(s) or book series. Chairmanship of national working groups on aspects of learning and teaching. Significant media exposure. Visiting national appointments. Winner of teaching awards from national bodies. Membership of international committees, etc. concerned with teaching in Higher Education, collaboration with external bodies. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in scholarship of teaching and learning.	Fellowship of the Royal Society of Edinburgh or equivalent international academy (MRIA, FAHA). Many plenary/keynote talks at major international conferences and/or invitations to deliver distinguished named lectures/lecture series. Winner of medals/prizes from national bodies. Visiting international appointments. Presidency of a major subject-specific society. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in scholarship of teaching and learning.	Fellowship of a major international Academy. Winner of medals/prizes from overseas bodies. Conferment of Honorary Degree(s) from the world's top 100 Universities. Presidency of major society with significant international profile. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in scholarship of teaching and learning.