

## Senior Lecturer: Knowledge Exchange profile

### Key criteria: knowledge exchange

- a) Knowledge exchange and engagement demonstrating importance and benefits for the University or beyond, normally in at least three of the following categories:
  - i) Development and delivery of formal or informal learning for business or the community, such as CPD and non-credit bearing continuing education;
  - ii) Contributions from knowledge exchange and engagement to the University's formal teaching and learning activities;
  - iii) Collaborative, commissioned, and/or contract research funded by private, public, or third sector organisations;
  - iv) Consultancy agreements or contracts;
  - v) Economic, social, or cultural development activities or projects;
  - vi) Community engagement.
- b) Success as an individual or as a significant team contributor in obtaining funding that supports the University's knowledge exchange mission, or showing strong potential for obtaining KE-related income from outside the University. Due regard will be taken to subject environments.
- c) Forms of substantive professional practice or intellectual property, in any medium, in one or both of the following areas and confirmed by referees as having national or international recognition:
  - i) Scholarly outputs, including novel applications or inventions which are appropriately shared and protected;
  - ii) Influence on public understandings, values, and attitudes, e.g. on policy, practice, product/service development.

Outputs and influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four items<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.

**Key criteria: academic leadership**

Leadership demonstrated at a team level (or beyond) in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Supporting others to succeed with achieving objectives.
- b) Successful driving of initiatives or changes.
- c) Contributions of analytical thinking that have solved significant problems.
- d) Active membership and valued contributions to groups, boards or committees within the University or externally.

**Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Teaching Senior Lecturer profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## **Illustrative Examples for Senior Lecturer: Knowledge Exchange profile**

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	<b>Illustrative examples</b>	<b>Commentary (where appropriate)</b>
<b>Key criteria: knowledge exchange</b>		
<b>(a) Knowledge exchange and engagement demonstrating importance and benefits for the University or beyond, normally in at least three of the following categories:</b>		
<b>(i) Development and delivery of formal or informal learning for business or the community.</b>	Workshop/online course/training package that has been developed for - and delivered to- a specific business or community; non-credit bearing courses such as MOOCs, BOCs; apps; CPD programme or similar venture; co-produced teaching material for external partner; conceptualisation and development of educational resources for external websites or TV/radio broadcasts, etc.	Note that candidates are normally expected to demonstrate <b>at least three</b> of points (i)-(vi). Many examples could have different aspects highlighted in demonstration of different categories, but evidence used against one point should not duplicate that used against another.
<b>(ii) Contributions from knowledge exchange and engagement to the University's formal teaching and learning activities.</b>	Module material produced based on professional experience or on collaborative partnerships; products or projects that have been developed as KE that have fed back into module materials; design and development of a new professional qualification; creating innovative VLE activities based on KE; embedding employability, social engagement, etc. into the curriculum; incorporating new ideas to teach module material; training or advising others to improve module delivery drawing on KE knowledge; collaborating with professional associations to deliver accredited assessments, etc.	
<b>(iii) Collaborative, commissioned, and/or contract research funded by private, public or third sector organisation.</b>	Commissioned research for or with industry; collaborative or co-produced project with external stakeholder; bespoke or tailor-made online course upon request; new strategy developed for a business; funded fieldwork carried out in partnership with a charity.	

<b>(iv) Consultancy agreements or contracts.</b>	Contracts or equivalent agreements to deliver any of the following: input into broadcasts; training workshops for professional associations; drafting a section of a website for a client; developing an app for a specific target audience; acting as an advisor to a specific business, education institution, or community's project, etc.	
<b>(v) Economic, social or cultural development activities or projects.</b>	PI on projects carried out with the International Development Office (IDO); collaborations on projects with NGOs or charities; commercial or industrial ventures; spin-out company; social enterprise; endeavours aiming to preserve cultural heritage, improve health, etc.	
<b>(vi) Community engagement.</b>	Leading on a community project; helping to raise money for a relevant cause of public interest; giving a series of public lectures or performance(s); curating an exhibition; providing expert input into court cases; giving evidence in parliament; making an identifiable contribution in a public-facing role or office e.g. ambassadorial role, local councillor, trustee on a charity board.	
<b>(b) Success as an individual or a significant team contributor in obtaining funding that supports the University's knowledge exchange mission, or showing strong potential for obtaining external KE-related income.</b>	External grants (e.g. Research council, government, charity, etc.); funding obtained for enterprise/knowledge exchange project(s), such as HEIF; income generated through external partnerships, CPD, or other revenue-generating KE activities; profit from a new product, process, or business model; revenue acquired from patents or licensing agreements; external investments; agreement to use of an external company's facilities/tools/machinery for research purposes, etc.	Where application for external funding was unsuccessful, evidence of strong potential should be provided (e.g. feedback from funder, statement from referees, success in obtaining competitive internal funding e.g. HEIF).
<b>(c) Forms of substantive professional practice or intellectual property, in any medium, in one or both of the following areas:</b>		
<b>(i) Scholarly outputs, inc. novel applications or inventions which are appropriately shared and protected</b>	Copyrighted/patented/trademarked creative products or services; new business model for a non-academic organisation; proof-of-concept project; creation of a prototype/tool kit/test beds/software, etc.	Normally four outputs (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has been available for scholarly activity, as explained in the Head of School accompanying statement. Quality to confirmed by
<b>(ii) Influence on public understandings, values, and</b>	Broadcasts; feature film; articles published in professional or scholarly journals; position statements; reports published for public bodies or government committees; monograph or book chapters; invited keynotes	

<b>attitudes, e.g. on policy, practice or product/service development</b>	and/or KE-related talks; international conference presentations; presentations at practitioner-oriented events; published scholarship project reports; REF/TEF/KEF impact case study; policy document; other outputs disseminating expertise internally, externally, and to the general public, etc.	referees. Outputs can be in one or both of (i) and (ii).
<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a) Supporting others to succeed with achieving objectives.</b>	Support of colleagues through leadership role (e.g. Research Convenor, Enterprise Lead, Director of Teaching, Subject Lead, SST Academic Lead, REF Impact Lead, or at Deputy level); support of underperforming staff (including ALs) and consider whether there is evidence to demonstrate this led to changed behaviour; mentoring colleagues, e.g. on APPLAUD or on a research/scholarship project; effective supervision of postgraduate students or visiting scholars/professionals; developing and delivering training and support sessions for ALs, students, peers, or other staff groups; undertaking appraisals; effective line management of individuals; inducting or supporting new colleagues; taking part in mock vivas; chairing vivas; acting as third-party monitor; initiating and leading projects at Discipline, School, or Faculty level; presenting at or leading a forum or workshop on best practice in a particular area; effectively supporting staff in other areas/departments when working on a common project etc.	Note that the focus here is on the effective support of others, rather than the holding of a role.
<b>(b) Successful driving of significant initiatives or changes.</b>	Developing external projects that have changed a policy/culture/behaviour of a community or stakeholders; developing new working practices or processes on a module team; training others to work differently delivering a new product, strategy, scheme, or programme; leading on a research/scholarship project, or accreditation/Periodic Programme Review/other review; creating materials with/for external or internal stakeholders; leading others to perform within specific constraints, e.g. chairing a complex module	

	production or presentation; delivering a new product, strategy, scheme, or programme; effective delivery and support of staff through Faculty or University-led change; innovative approach for supporting particular groups of students or particular groups of staff; developing and disseminating best practice in a particular area.	
<b>(c)Contributions of analytical thinking that have solved significant problems.</b>	Delivering projects that have addressed a significant societal problem; analysis of data leading to additional insight; negotiating and collaborating with colleagues in other departments, schools, or faculties (e.g. RES) or with collaborators on a project or grant; trialling new ways of working on a module e.g. with external stakeholders or ALs; carrying out a scholarship or research project to address employability, engagement, or other issues on a programme or in a particular area; delivering support or training to address a skills gap; analysis leading to change in the support of particular groups of ALs or students; implementing substantial improvements to existing processes; timely resolution of significant problems created by unexpected events, etc.	Note the focus here is on a problem to be resolved and demonstrating analytical thinking in doing so.
<b>(d)Active membership/valued contributions to groups, boards or committees.</b>	Member of a professional or research association or network; journal editorial board member; member of conference scientific or organising committee; member of school/faculty board of studies or equivalent; member of Senate; member of working group (e.g. on assessment, retention, etc.); research/teaching project mentor; member of University Ethics Committee; APPLAUD mentor; member of school/faculty/university management committee; lead in a particular subject or area; member of external professional body or committee.	Note the focus here is on outcome rather than just being a member of a group i.e. an explanation of the contribution made by the candidate is required.
<b>Alternative criteria</b>		
<b>(a)Esteem indicators</b>	Prizes or awards obtained; invited talks; membership of scholarly or professional societies/committees; grant appraiser; member of conference organising committee or advisory board; other external recognition of expertise.	
<b>(b)Demonstration of criteria from other SL profiles, not used elsewhere.</b>	Please refer to other SL profiles.	

<b>(c) Significant external roles, influence or income, not covered elsewhere.</b>	Honorary positions; Visiting Lecturer or other secondment; external examiner roles; external reviewing, refereeing, or editorial roles; leading a multinational project, or one of its working packages; advising a political working party or advising on the drafting of policy; consulting on the development of resources for an external stakeholder; professional achievement(s) outside academia, etc.	
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## Professor Band 1: Knowledge Exchange Profile

### Key criteria: knowledge exchange

- a) Knowledge exchange and engagement with considerable impacts in terms of reach and significance normally in at least three of the following categories:
  - i) Development and delivery of formal or informal learning for business or the community, such as CPD and non-credit bearing continuing education;
  - ii) Contributions from knowledge exchange and engagement to the University's formal teaching and learning activities;
  - iii) Collaborative, commissioned, and/or contract research funded by private, public or third sector organisations;
  - iv) Consultancy agreements or contracts;
  - v) Economic, social or cultural development activities or projects;
  - vi) Community engagement.
- b) Success as an individual or as a team leader in obtaining significant external funding that supports the University's knowledge exchange mission. Due regard will be taken to subject environments.
- c) Forms of substantive professional practice or intellectual property, in any medium, in one or both of the following areas and confirmed by referees as having international, or extensive national, recognition:
  - i) Scholarly outputs, including novel applications or inventions which are appropriately shared and protected;
  - ii) Influence on public understandings, values, and attitudes, e.g. on policy, practice or product/service development.

Outputs and influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four items<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- d) Evidence of external profile, including at least one of: service on a national/international advisory board; national/international conference committee or editorial board; prestigious national/international prize(s) or award(s).

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.



### **Key criteria: academic leadership**

Leadership with influence beyond the candidate's immediate working environment, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.
- b) Successful driving of significant initiatives or changes.
- c) Excellent contributions of analytical and strategic thinking that have solved problems.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to groups or committees at Faculty/University level or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Teaching PB1 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## **Illustrative Examples for Professor Band 1: Knowledge Exchange profile**

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	<b>Illustrative examples</b>	<b>Commentary (where appropriate)</b>
<b>Key criteria: knowledge exchange</b>		
<b>(a) Knowledge exchange and engagement with considerable impacts in terms of reach and significance normally in at least three of the following categories:</b>		
<b>(i) Development and delivery of formal or informal learning for business or the community.</b>	Workshops/online courses/training packages that have been developed for -and delivered to- specific businesses or communities; development of non-credit bearing courses such as MOOCs, BOCs; apps; CPD programmes or similar ventures; co-produced teaching materials for external partners; conceptualisation and development of educational resources for external websites or TV/radio broadcasts, etc.	Note that candidates are normally expected to demonstrate <b>at least three</b> of points (i)-(vi). Note that many examples could have different points highlighted in demonstration of different categories, but evidence given in support of one point should not duplicate that used in support of another.
<b>(ii) Contributions from knowledge exchange and engagement to the University's formal teaching and learning activities.</b>	Module materials produced based on professional experience or on collaborative partnerships; products or projects that have been developed as KE that have fed back into module materials; design and development of new professional qualifications; creating innovative VLE activities based on KE; embedding employability, social engagement, etc. into the curriculum; incorporating new ideas to teach course material; training or advising others to improve module delivery drawing on KE knowledge; collaborating with professional associations to deliver accredited assessments, etc.	
<b>(iii) Collaborative, commissioned, and/or contract research funded by private, public or third sector organisations.</b>	Commissioned research for or with industry; collaborative or co-produced projects with external stakeholders; bespoke or tailor-made online courses upon request; new strategies developed for businesses; funded fieldwork carried out in partnership with charities.	

<b>(iv) Consultancy agreements or contracts.</b>	Contracts or equivalent agreements to deliver any of the following: input into broadcasts; training workshops for professional associations; drafting website content for a client; developing apps for specific target audiences; acting as an advisor to businesses, education institutions, or for community projects, etc.	
<b>(v) Economic, social or cultural development activities or projects.</b>	Showing national or international impact through being PI on projects carried out with the International Development Office (IDO); collaborations on projects with NGOs or charities; commercial or industrial ventures; spin-out company; social enterprise; endeavours aiming to preserve cultural heritage, improve health, etc.	
<b>(vi) Community engagement.</b>	Leading on community projects; helping to raise money for relevant causes of public interest; giving series of public lectures or performances; curating exhibitions; providing expert input into court cases; giving evidence in parliament; making an identifiable contribution in public-facing roles or offices: ambassadorial role, local councillor, trustee on a charity board, etc.	
<b>(b) Success as an individual or as a team leader in obtaining significant external funding that supports the University's knowledge exchange mission.</b>	External grants (e.g. Research council, government, charity, etc.); funding obtained for enterprise/knowledge exchange project(s); income generated through external partnerships, CPD, or other revenue-generating KE activities; profit from new products, processes, or business models; revenue acquired from patents or licensing agreements; external investments; agreement to use of external companies' facilities/tools/machinery for research purposes, etc.	Due regard will be taken to subject environments.
<b>(c) Forms of substantive professional practice or intellectual property, in any medium, in one or both of the following areas:</b>		
<b>(i) Scholarly outputs, inc. novel applications or inventions which are appropriately shared and protected</b>	Copyrighted/patented/trademarked creative products or services; new business models for non-academic organisations; proof-of-concept projects; creation of prototypes/tool kits/test beds/software, etc.	Note that at this level, outputs should have international or extensive national recognition. Quality to be confirmed by referees.

<b>(ii) Influence on public understandings, values, and attitudes, e.g. on policy, practice or product/service development</b>	Broadcasts; feature film; articles published in professional or scholarly journals; position statements; reports published for public bodies or government committees; monograph or book chapters; invited keynotes and/or KE-related talks; international conference presentations; presentations at practitioner-oriented events; published scholarship project reports; REF/TEF/KEF impact case studies; policy documents; other outputs disseminating expertise internally, externally, and to the general public, etc.	Normally four outputs (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has been available for scholarly activity, as explained in the Head of School accompanying statement. Outputs can be in one or both of (i) and (ii).
<b>(d) Evidence of external research profile</b>	Including at least one of: service on national/international advisory board; national/international conference committee or editorial board; prestigious national/international prize(s) or award(s).	
<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.</b>	Impact on staff and students of work of candidate in Senior roles. Within a School, these might include Head of School (or Deputy), Head of Department, Director of Teaching, Research or Student Support; REF UoA Chair. At Faculty level this may include Associate Dean (or Deputy) or Executive Dean; introduction of significant strategic change e.g. in support of postgraduate students across the School/Faculty, in teaching and learning strategy, in working with the broader academic community, innovations across the 4 nations, links with external policy-making bodies; or equivalent external leadership.	Note that emphasis is on the impact of the work of the candidate, not holding of role.
<b>(b) Successful driving of significant initiatives or changes</b>	Successful driving of research or student support initiatives at School, Faculty, or University, e.g. conceptualising and leading research or scholarship projects; leading on accreditation/other review; impactful innovations e.g. in the field of digital research; leading on the delivery of tailored courses for new markets and stakeholders; developing and implementing new working practices or processes on module teams across the OU; leading and training various staff groups to work	

	differently; delivering new research products, strategies, schemes, or programmes.	
<b>(c)Excellent contributions of analytical and strategic thinking that have solved problems</b>	Clear input at the strategic level of School or Faculty in relation to e.g. research or teaching, staffing structure, approach to CPD/enterprise, teamworking initiatives, increasing the Faculty voice in the 4 nations; analysis of data leading to significant change in practice; conceptualising and developing new strategy or policy or key principles; resolution of tricky staffing or workload situations.	Note the focus here is on problems to be resolved and demonstrating analytical and strategic thinking in doing so.
<b>(d)Excellent mentoring, management or development of others, demonstrating support of others' career development.</b>	Sustained and impactful mentoring of staff within one's own Faculty and/or other units; highly effective support of staff and research students through leadership role; leading and running staff development programme (for ALs, peers, or other staff groups); designing or making significant improvements to the staff development strategy.	
<b>(e)Active membership and significant, valued contributions to groups or committees at Faculty/Institute level or equivalent in external bodies</b>	Leadership or significant contributions to University or external committees or groups, including those vocationally related; leading or active membership of external groups e.g. leading or other significant role on international conference committee with evidence of impact (e.g. setting up new external collaboration); key role in relevant professional or scientific society; series editor for a journal or publisher; academic lead or deputy lead for university project (e.g. on assessment, retention, etc.); member of school/faculty/university management team or committee; academic lead in a particular subject or area.	Note the focus here is on outcome rather than just being a member of a group i.e. explanation should be given of the contribution made by the candidate.
<b>Alternative criteria</b>		
<b>(a)Esteem indicators</b>	National Teaching Fellowship; Open University Teaching or Research Awards; external awards or prizes; PFHEA; keynote talks; leading role in a competitive funding awarding committee for National or International Research Agency or equivalent; other external recognition of research or teaching expertise.	Not included elsewhere in the case.
<b>(b) Demonstration of criteria from the Teaching or Research PB1 profiles not used elsewhere</b>	Please refer to other PB1 profiles.	

<b>(c) Significant external roles, influence, or income, not covered elsewhere</b>	Honorary positions; Visiting professor or other secondment; membership of national/international advisory board; membership and identifiable contribution to editorial board; editorship of influential journal; PI on a multinational project; significant external consultancy role; significant professional achievement(s) outside academia.	
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## Professor Band 2: Knowledge Exchange Profile

### Key criteria: knowledge exchange

- a) Knowledge exchange and engagement with very considerable impacts in terms of reach and significance normally in at least three of the following categories:
  - i) Development and delivery of formal or informal learning for business or the community, such as CPD and non-credit bearing continuing education;
  - ii) Contributions from knowledge exchange and engagement to the University's formal teaching and learning activities;
  - iii) Collaborative, commissioned, and/or contract research funded by private, public or third sector organisations;
  - iv) Consultancy agreements or contracts;
  - v) Economic, social or cultural development activities or projects;
  - vi) Community engagement.
- b) Success as an individual or as a team leader in obtaining significant external funding that supports the University's knowledge exchange mission. Due regard will be taken to subject environments.
- c) Forms of substantive professional practice or intellectual property, in any medium, in one or both of the following areas and confirmed by referees as having international, and some world-leading, recognition:
  - i) Scholarly outputs, including novel applications or inventions which are appropriately shared and protected;
  - ii) Influence on public understandings, values, and attitudes, e.g. on policy, practice or product/service development.

Outputs and influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four items<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- d) Evidence of external profile, including at least two of: service on a national/international advisory board; national/international conference committee or editorial board; prestigious national/international prize(s) or award(s).

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.

### **Key criteria: academic leadership**

Leadership demonstrated at a strategic level, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Sustained and effective leadership with major, demonstrable results.
- b) Successful driving of significant initiatives or changes within and beyond the candidate's immediate working environment.
- c) Major contributions of analytical and strategic thinking that have solved problems within and beyond the candidate's immediate working environment.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Teaching PB2 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.



## Professor Band 3: Knowledge Exchange Profile

### Key criteria: knowledge exchange

- a) Knowledge exchange and engagement with outstanding impacts in terms of reach and significance normally in at least three of the following categories:
  - i) Development and delivery of formal or informal learning for business or the community, such as CPD and non-credit bearing continuing education;
  - ii) Contributions from knowledge exchange and engagement to the University's formal teaching and learning activities;
  - iii) Collaborative, commissioned, and/or contract research funded by private, public or third sector organisations;
  - iv) Consultancy agreements or contracts;
  - v) Economic, social or cultural development activities or projects;
  - vi) Community engagement.
- b) Success as an individual or as a team leader in obtaining very significant external funding that supports the University's knowledge exchange mission. Due regard will be taken to subject environments.
- c) Forms of world-leading professional practice or intellectual property, in any medium, in one or both of the following areas and confirmed by referees as having international recognition:
  - i) Scholarly outputs, including novel applications or inventions which are appropriately shared and protected;
  - ii) Influence on public understandings, values, and attitudes, e.g. on policy, practice or product/service development.

Outputs and influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four items<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- d) Evidence of external profile, including at least two of: service on a national/international advisory board; national/international conference committee or editorial board; prestigious national/international prize(s) or award(s).

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.

### **Key criteria: academic leadership**

Leadership demonstrated in complex organisational and strategic environments, in any context, meeting the following criteria and with outcomes in line with University objectives:

- a) Outstanding leadership with major, demonstrable results.
- b) Outstanding driving of major initiatives or changes at University-level and beyond.
- c) Outstanding contributions of analytical and strategic thinking that have solved problems at University-level and beyond.
- d) Outstanding mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Teaching PB3 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

**Senior Lecturer: Research profile (includes Senior Research Fellow)**

**Key criteria: research**

- a) A strong research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is mostly internationally excellent in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Research income from outside the University, attributable to the candidate, normally within the top half of the UK sector figure for the subject area in the most recent 6-year period<sup>2</sup>.
- c) Principal Investigator or equivalent on one or Co-Investigator on two UKRI, EU and/or other grants won in competition with peer review.
- d) Effective supervision of research degree students<sup>3</sup>.
- e) Evidence of recognised achievement in knowledge exchange and/or engagement activity e.g. public engagement with research, impact of scholarship or research on teaching and learning, or impact beyond academia.

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

<sup>2</sup> External funding will be considered as one measure of the quality of candidates' research proposals and is an essential contribution to the University's ability to sustain paid research. The benchmarking is to help ensure that all candidates are judged on similar criteria

<sup>3</sup> Either supervision to completion of degree or other evidence of effective supervision of research degree students.

**Promotion Profile for Senior Lecturer and Senior Research Fellow**

## Promotion Profile for Senior Lecturer and Senior Research Fellow

### Key criteria: academic leadership

Leadership demonstrated at a team level (or beyond) in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Supporting others to succeed with achieving objectives.
- b) Successful driving of initiatives or changes.
- c) Contributions of analytical thinking that have solved significant problems.
- d) Active membership and valued contributions to groups, boards or committees within the University or externally.

### Alternative criteria

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching or Knowledge Exchange Senior Lecturer profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## Illustrative Examples for Senior Lecturer: Research profile

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	Illustrative examples	Commentary (where appropriate)
<b>Key criteria: research</b>		
<b>(a) Strong research profile as evidenced by high quality scholarly outputs with significant authorship contributions.</b>	Articles published in established peer-reviewed journals; refereed articles published as part of conference proceedings; reports published for public bodies or government committees; monograph* or book chapters.	<p>Normally four outputs (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has been available for scholarly activity, as explained in the Head of School accompanying statement. Outcomes may be pedagogic or subject-based. *A single monograph (or equivalent substantial piece of work) <i>may</i> be accepted for two outcomes, but please explain why you consider double-weighting appropriate.</p> <p>Work should be mostly internationally excellent in terms of originality, significance and rigour (e.g. 2*/3*/3*/3* in REF terms). Quality to be confirmed by referees.</p>

<b>(b) Research income from outside the University, attributable to the candidate.</b>	Successful applications for external grants (e.g. ERC, EPSRC, STFC, AHRC, Research England, EU, European Space Agency, government, charity, etc.); funding obtained for enterprise/knowledge exchange project(s); income generated through external partnerships or CPD activities, etc. Competitively won research time at external research facility or on international telescope, with verified equivalent income to the University.	Income should normally be in the top half of the UK sector for the subject area in the most recent 6-year period. See benchmark document.
<b>(c) Principal Investigator or equivalent on one or Co-Investigator on two UKRI and/or other grants won in competition with peer review.</b>	Leading a major workpackage on an EU grant (Marie Curie, COST, etc.); PI or Co-I on an ERC, EPSRC, STFC, AHRC grant, etc; lead on a successful bid for an external contract, e.g. government, etc.	
<b>(d) Effective supervision of research degree students.</b>	Successful completion of PhD or professional doctorate by at least one supervised or co-supervised student <i>and/or</i> evidence of impact of effective supervision.	
<b>(e) Evidence of recognised achievement in knowledge exchange and/or engagement activity.</b>	Press articles (e.g. for the BBC, <i>The Guardian</i> ), articles published in <i>The Conversation</i> , practitioner publications, or other public-facing outlets (e.g. OpenLearn, professional blogs) as evidenced by readership data; interviews in the media; contribution to BBC programmes; exhibitions in libraries, art galleries, museums; teaching interventions in schools or other contexts; public lectures; presentations at industry events; collaborations with external stakeholders, etc.	
<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a) Supporting others to succeed with achieving objectives.</b>	Support of colleagues through leadership role (e.g. Research Convenor, REF Impact Lead, Postgraduate Research Tutor, Subject Lead, SST Academic Lead, or at Deputy level); support of underperforming staff and consider whether there is evidence to demonstrate this led to changed behaviour; mentoring colleagues, e.g. on APPLAUD or on a research project; effective supervision of visiting scholars; developing	Note that the focus here is on the effective support of others, rather than the holding of a role.

	and delivering training and support sessions for associate lecturers (ALs), students, peers, or other staff groups; undertaking appraisals; effective line management of individuals; inducting or supporting new colleagues; taking part in mock vivas; chairing vivas; acting as third-party monitor; initiating and leading projects at Discipline, School, or Faculty level; presenting at or leading a forum or workshop on best practice in a particular area; effectively supporting staff in other areas/departments when working on a common project etc.	
<b>(b) Successful driving of significant initiatives or changes.</b>	Leading on a research project or on an accreditation or other review; developing external projects that have changed a policy/culture/behaviour of a community or stakeholders; creating materials with/for external or internal stakeholders; leading others to perform within specific constraints, e.g. chairing a complex module production or presentation; developing new working practices or processes on a module team; training others to work differently delivering a new product, strategy, scheme, or programme; developing and disseminating best practice in a particular area; design of research-informed teaching content; effective delivery and support of staff through Faculty or University-led change (e.g. new research strategy); innovative approach for supporting particular groups of students (e.g. postgraduate research students) or particular groups of staff (e.g. research assistants, ALs)	
<b>(c) Contributions of analytical thinking that have solved significant problems.</b>	Negotiating with co-investigators on a grant; trialling new ways of working on a module and/or with ALs; Resolving workload issues on a module team; carrying out a scholarship project to address retention, recruitment, engagement, completion, or other issues on a programme or in a particular area; delivering support or training to address a skills gap; analysis of data leading to additional insight (e.g. into demographic gaps in attainment); negotiating and collaborating with colleagues in other departments, schools, or faculties; analysis leading to change in the support of particular groups of ALs or students e.g. those who struggle with collaborative work; implementing substantial	Note the focus here is on a problem to be resolved and demonstrating analytical thinking in doing so.



	improvements to existing processes; timely resolution of significant problems created by unexpected events, etc.	
<b>(d)Active membership/valued contributions to groups, boards or committees.</b>	Member of a professional or research association or network; journal editorial board member; member of conference scientific or organising committee; member of school/faculty board of studies or equivalent; member of Senate; member of working group (e.g. on assessment, retention, etc.); member of University Ethics Committee; APPLAUD mentor; member of school/faculty/university management committee; research project mentor; lead in a particular subject or area; member of Athena Swan group; member of external professional academic body or committee.	Note the focus here is on outcome rather than just being a member of a group i.e. an explanation of the contribution made by the candidate is required.
<b>Alternative criteria</b>		
<b>(a)Esteem indicators</b>	Prizes or awards obtained; invited talks; membership of scholarly societies/committees; grant appraiser; member of conference organising committee or scientific advisory board; other external recognition of research expertise.	
<b>(b)Demonstration of criteria from other SL profiles, not used elsewhere.</b>	Please refer to other SL profiles.	
<b>(c)Significant external roles, influence or income, not covered elsewhere.</b>	Honorary positions; Visiting Lecturer or other secondment; external examiner roles; external reviewing, refereeing, or editorial roles; leading a multinational project, or one of its working packages; advising a political working party or advising on the drafting of policy; consulting on the development of resources for an external stakeholder; professional achievement(s) outside academia, etc.	

## Professor Band 1: Research Profile

### Key criteria: research

- a) An excellent research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is recognised as internationally excellent, with at least some world-leading, in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Research income from outside the University, attributable to the candidate, normally within the top third of the UK sector figure for the subject area in the most recent 6-year period<sup>2</sup>.
- c) At least two UKRI, EU and/or other grants won in competition with peer review, of which one must have the candidate as Principal Investigator or equivalent.
- d) A good record of effective supervision of research degree students<sup>3</sup>.
- e) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of pedagogic or subject-based research on teaching and learning, and impact beyond academia.
- f) Evidence of external research profile, including at least one of: service on a national/international editorial board or conference committee, national/international research committee; prestigious national/international prize(s) or award(s).

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

<sup>2</sup> External funding will be considered as one measure of the quality of candidates' research proposals and is an essential contribution to the University's ability to sustain paid research. The benchmarking is to help ensure that all candidates are judged on similar criteria.

<sup>3</sup> Including to completion of research degree.

**Key criteria: academic leadership**

Leadership with influence beyond the candidate's immediate working environment, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.
- b) Successful driving of significant initiatives or changes.
- c) Excellent contributions of analytical and strategic thinking that have solved problems.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to groups or committees at Faculty/University level or equivalent in external bodies.

**Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching or Knowledge Exchange PB1 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## **Illustrative Examples for Professor Band 1: Research profile**

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	<b>Illustrative examples</b>	<b>Commentary (where appropriate)</b>
<b>Key criteria: research</b>		
<b>(a)Excellent research profile, as evidenced by high quality scholarly outputs with significant authorship contributions.</b>	Articles published in established peer-reviewed journals; refereed articles published as part of prestigious conference proceedings; reports published for learned societies or government committees; monograph* or book chapters.	<p>Normally four outputs (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has been available for scholarly activity, as explained in the Head of School accompanying statement. Outcomes may be pedagogic or subject-based. *A single monograph (or equivalent substantial piece of work) <i>may</i> be accepted for two outcomes, but please explain why you consider double-weighting appropriate.</p> <p>Note that the expectation is that the work represented is internationally excellent, with at least some world-leading in terms of originality, significance and rigour (e.g. 3*/3*/3*/4* in REF terms). Quality to be confirmed by referees.</p>

<b>(b) External research income, attributable to the candidate.</b>	Successful applications for external grants (e.g. ERC, EPSRC, STFC, AHRC, Research England, EU, European Space Agency, government, charity, etc.); funding obtained for enterprise/knowledge exchange project(s); income generated through external partnerships or CPD activities, etc. Competitively won research time at external research facility or on international telescope, with verified equivalent income to the University.	Income should normally be in the top third of the UK sector for the subject area in the most recent 6-year period.
<b>(c) At least two UKRI, EU and/or other grants won in competition with peer review, of which one must have the candidate as PI or equivalent.</b>	Leading a major workpackage on an EU grant (Marie Curie, COST, etc.); PI on an ERC, EPSRC, STFC, AHRC grant, etc; lead on a successful bid for an external contract, e.g. government, etc.	
<b>(d) A good record of effective supervision of research degree students.</b>	Successful completion of PhD or professional doctorate by at least one supervised or co-supervised student, with evidence of impact of effective supervision.	
<b>(e) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity.</b>	Public engagement activity with influence on government policy (at national or international level); production of Open Educational Resources (including BOCs/MOOCs) with significant impact; substantial revisioning of materials for external use; significant public engagement; newspaper articles or media appearances attracting large readership/views; TV programmes; social media engagement; conceptualisation and development of vocationally related learning and development of resources across the four nations, such as CPD, workshops, seminars, or similar; exhibitions in libraries, art galleries, museums; collaborations with external stakeholders that have considerable reach, etc.	
<b>(f) Evidence of external research profile</b>	Invited keynotes and presentations at national or international conferences; running of workshops for professional bodies (e.g. JISC, Learned Societies and Professional associations); running of special panels at external conferences; external prize or award; serving on a national editorial board, national research committee, or national conference committee, or equivalent.	Including at least one of: service on national editorial board, national research committee or national conference committee; prestigious national prize(s) or award(s).

<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.</b>	Impact on staff and students of work of candidate in Senior roles. Within a School, these might include Head of School (or Deputy), Associate Head, or Director of Research or REF UoA Chair. At Faculty level this may include Associate Dean (or Deputy) or Executive Dean; introduction of significant strategic change e.g. in support of postgraduate students across the school/faculty, in research or teaching and learning strategy, in working with the broader academic community, innovations across the 4 nations, links with external policy-making bodies; or equivalent external leadership.	Note that emphasis is on the impact of the work of the candidate, not holding of role.
<b>(b) Successful driving of significant initiatives or changes.</b>	Successful driving of research or student support initiatives at School, Faculty, or University, e.g. conceptualising and leading research or scholarship projects; leading on accreditation/other review; impactful innovations e.g. in the field of digital research; leading on the delivery of tailored courses for new markets and stakeholders; developing and implementing new working practices or processes on module teams across the OU; leading and training various staff groups to work differently; delivering new research products, strategies, schemes, or programmes.	
<b>(c) Excellent contributions of analytical and strategic thinking that have solved problems.</b>	Clear input at the strategic level of School or Faculty in relation to e.g. research or scholarship plans, approach to CPD/enterprise, teamworking initiatives, increasing the Faculty voice in the 4 nations; analysis of data leading to significant change in practice; conceptualising and developing new strategy or policy or key principles; resolution of tricky staffing or workload situations.	Note the focus here is on problems to be resolved and demonstrating analytical and strategic thinking in doing so.
<b>(d) Excellent mentoring, management or development of</b>	Sustained and impactful mentoring of staff within one's own Faculty and/or other units; highly effective support of staff and research students through leadership role; leading and running staff development	

<b>others, demonstrating support of others' career development.</b>	programme (for ALs, peers, or other staff groups); designing or making significant improvements to the staff development strategy.	
<b>(e) Active membership and significant, valued contributions to groups or committees at Faculty/Institute level or equivalent in external bodies</b>	Leadership or significant contributions to University or external committees or groups; leading or active membership of external groups e.g. leading or other significant role on international conference committee with evidence of impact (e.g. setting up new external collaboration); key role in relevant professional or scientific society; series editor for a journal or publisher; academic lead or deputy lead for university project (e.g. on assessment, retention, etc.); member of school/faculty/university management team or committee; academic lead in a particular subject or area.	Note the focus here is on outcome rather than just being a member of a group i.e. explanation should be given of the contribution made by the candidate.
<b>Alternative criteria</b>		
<b>(a) Esteem indicators</b>	National or international research awards and prizes; Open University Research Awards; PFHEA; keynote talks; leading role in a competitive funding awarding committee for National or International Research Agency or equivalent; other external recognition of research expertise.	Not covered elsewhere in the case.
<b>(b) Demonstration of criteria from the Teaching or Knowledge Exchange PB1 profiles</b>	Please refer to other PB1 profiles.	
<b>(c) Significant external roles, influence or income, not covered elsewhere</b>	Honorary positions; Visiting professor or other secondment; membership of national/international advisory board; membership and identifiable contribution to editorial board; editorship of influential journal; PI on a multinational project; significant external consultancy role; significant professional achievement(s) outside academia.	

## Professor Band 2: Research Profile

### Key criteria: research

- a) An outstanding research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is recognised as internationally excellent, with at least half world-leading, in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Research income from outside the University, attributable to the candidate, normally within the top quarter of the UK sector figure for the subject area in the most recent 6-year period<sup>2</sup>.
- c) Principal Investigator or equivalent on three or more UKRI, EU and/or other grants won in competition with peer review and Co-Investigator on others<sup>3</sup>.
- d) An excellent and extensive record of effective supervision of research degree students.
- e) Evidence of very considerable reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of pedagogic or subject-based research on teaching and learning, and impact beyond academia.
- f) Evidence of external research profile, including at least two of: service on a national/international editorial board or conference committee, national/international research committee; prestigious national/international prize(s) or award(s).

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

<sup>2</sup> External funding will be considered as one measure of the quality of candidates' research proposals and is an essential contribution to the University's ability to sustain paid research. The benchmarking is to help ensure that all candidates are judged on similar criteria

<sup>3</sup> If you were not formally Principal Investigator, but consider you have undertaken an equivalent role, please explain and this may be accepted.



### **Key criteria: academic leadership**

Leadership demonstrated at a strategic level, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Sustained and effective leadership with major, demonstrable results.
- b) Successful driving of significant initiatives or changes within and beyond the candidate's immediate working environment.
- c) Major contributions of analytical and strategic thinking that have solved problems within and beyond the candidate's immediate working environment.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching or Knowledge Exchange PB2 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## Professor Band 3: Research Profile

### Key criteria: research

- a) An outstanding research profile, as evidenced by scholarly outputs of the highest quality with significant authorship contributions, representing work that is recognised as internationally excellent and mostly world-leading, in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Research income from outside the University, attributable to the candidate, normally within the top fifth of the UK sector figure for the subject area in the most recent 6-year period<sup>2</sup>.
- c) Principal Investigator or equivalent on six or more UKRI, EU and/or other grants won in competition with peer review and Co-Investigator on others<sup>3</sup>.
- d) An excellent and extensive record of effective supervision of research degree students.
- e) Evidence of outstanding reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of pedagogic or subject-based research on teaching and learning, and impact beyond academia.
- f) Evidence of external research profile, including at least two of: service on a national/international editorial board or conference committee, national/international research committee; prestigious national/international prize(s) or award(s).

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

<sup>2</sup> External funding will be considered as one measure of the quality of candidates' research proposals and is an essential contribution to the University's ability to sustain paid research. The benchmarking is to help ensure that all candidates are judged on similar criteria.

<sup>3</sup> If you were not formally Principal Investigator, but consider you have undertaken an equivalent role, please explain and this may be accepted.

### **Key criteria: academic leadership**

Leadership demonstrated in complex organisational and strategic environments, in any context, meeting the following criteria and with outcomes in line with University objectives:

- a) Outstanding leadership with major, demonstrable results.
- b) Outstanding driving of major initiatives or changes at University-level and beyond.
- c) Outstanding contributions of analytical and strategic thinking that have solved problems at University-level and beyond.
- d) Outstanding mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching or Knowledge Exchange PB3 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## Senior Lecturer: Research and Teaching profile

### Key criteria: research and teaching

- a) A strong research profile, as evidenced by quality scholarly outputs with significant authorship contributions, representing work that is recognised internationally, with at least some internationally excellent, in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Contributions demonstrating importance and benefits for the University in at least one of the following categories:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches.
  - ii) Innovation or excellent practice that demonstrates an impact on student success.
  - iii) Initiatives that address pedagogical challenges in distance learning.
  - iv) Quality enhancement.
- c) Individual or significant input to team contributions that aim to enhance the financial sustainability of research and/or teaching e.g. by attracting or showing strong potential for research or teaching income from the outside the University or by contributing to student recruitment or retention.
- d) Evidence of recognised achievement in knowledge exchange and/or engagement activity e.g. public engagement with research, impact of scholarship or research on teaching and learning, or impact beyond academia.

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

**Key criteria: academic leadership**

Leadership demonstrated at a team level (or beyond) in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Supporting others to succeed with achieving objectives.
- b) Successful driving of initiatives or changes.
- c) Contributions of analytical thinking that have solved significant problems.
- d) Active membership and valued contributions to groups, boards or committees within the University or externally.

**Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching, Research or Knowledge Exchange Senior Lecturer profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## **Illustrative Examples for Senior Lecturer: Research and Teaching profile**

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	<b>Illustrative examples</b>	<b>Commentary (where appropriate)</b>
<b>Key criteria: research and teaching</b>		
<b>(a) Strong research profiles as evidenced by high quality scholarly outputs with significant authorship contributions.</b>	Articles published in established peer-reviewed journals; refereed articles published as part of conference proceedings; reports published for public bodies or government committees; monograph* or book chapters.	<p>Normally four outputs (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has been available for scholarly activity, as explained in the Head of School accompanying statement. Outcomes may be pedagogic or subject-based. *A single monograph (or equivalent substantial piece of work) <i>may</i> be accepted for two outcomes, but please explain why you consider double-weighting appropriate.</p> <p>Work should be recognised internationally, with at least some internationally excellent in terms of originality, significance and rigour (e.g. 2*/2*/2*/3* in REF terms). Quality to be confirmed by referees.</p>

<b>(b) Contributions demonstrating importance and benefits for the University in at least one of the following categories:</b>		
<b>(i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches.</b>	Designing the content for a new qualification; shaping the learning design of a new module; creating innovative VLE activities; embedding PDP, literacy, accessibility or employability into the curriculum; writing significant new content during module production, or significant rewriting of outdated content; developing the assessment strategy for a module; applying new ideas to teach course materials; conceptualising alternative delivery or assessment models for students with additional requirements; training or advising others to improve module delivery; enhancing qualification support, for example before module start or between modules, etc.	Note that candidates are expected to demonstrate <b>at least one</b> of points (i)-(ii). Note that many examples could have different aspects highlighted in demonstration of different categories.
<b>(ii) Innovation or excellent practice demonstrating impact on student success.</b>	Implementing innovations to enhance student satisfaction, retention, or success (e.g. student or associate lecturer (AL) support/development sessions, assessment practice and guidance, TMA screencasts, student feedback mechanisms, etc); successful supervision of postgraduate taught or research students (e.g. in-depth guidance, support, and/or feedback) as evidenced by key milestones; incorporating new practices leading to enhanced graduate employability; conceptualising Student Support Team (SST) campaigns or tutor team interventions to improve retention/progression; making a unique contribution to initiatives to support particular groups of students, e.g. disabled, BAME, Students in Secure Environments (SiSE), etc.	
<b>(iii) Quality enhancement.</b>	Acting as reviewer, external advisor or examiner on an HE/FE programme or equivalent; working on a university project, group, or committee to improve the quality of learning opportunities for OU students (e.g. Qualifications and Assessment Committee, Board of Studies, Teaching Committee, etc.); delivering quality enhancement seminars; shaping of More Students Qualifying (MSQ) interventions; implementing pedagogical changes resulting from Quality Monitoring and Enhancement (QME) processes; actively participating in—or authorship of—benchmarking, accreditation, and/or quality assurance activities (e.g. TEF); significant critical reading of module materials;	

	reviewing AL staff development across a School; running staff development for all ALs on a programme.	
<b>(c)Evidence of seeking external research or teaching funding.</b>	Applications for external grants (e.g. research council, government, charity, etc.); applications for teaching/enterprise/knowledge exchange project(s); income generated through external partnerships or CPD activities; internal scholarship/teaching funding bids (e.g. Faculty Scholarship Centre, Faculty Teaching Excellence Fund); leading on funded projects/initiatives to improve the financial sustainability of teaching (student recruitment, retention) etc.	Where application for external funding was unsuccessful, evidence of strong potential should be provided (e.g. feedback from funder, statement from referees, success in obtaining competitive internal funding e.g. HEIF).
<b>(d)Evidence of recognised achievement in knowledge exchange and/or engagement activity.</b>	Press articles (e.g. for the BBC, <i>The Guardian</i> ); articles published in <i>The Conversation</i> , practitioner publications, or other public-facing outlets (e.g. OpenLearn, professional blogs) as evidenced by readership data; interviews in the media; contribution to BBC programmes; exhibitions in libraries, art galleries, museums; teaching interventions in schools or other contexts; public lectures; presentations at industry events; collaborations with external stakeholders, etc.	
<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a)Supporting others to succeed with achieving objectives.</b>	Support of colleagues through leadership role (e.g. Research Convenor, REF Impact Lead, Employment Lead, Accessibility Lead, Lead Staff Tutor, Subject Lead, Director of Teaching, Lead Staff Tutor, SST Academic Lead, , or at Deputy level); support of underperforming staff (including ALs) and consider whether there is evidence to demonstrate this led to changed behaviour; effective supervision of postgraduate students or visiting scholars; mentoring colleagues, e.g. on APPLAUD or on a research/scholarship project; inducting or supporting new colleagues; developing and delivering training and support sessions ALs, students, peers, or other staff groups; undertaking appraisals; taking part in mock vivas; chairing vivas; acting as third-party monitor; presenting at or leading a forum or workshop on best practice in a particular area;	Note that the focus here is on the effective support of others, rather than the holding of a role.



	effectively supporting staff in other areas/departments when working on a common project; initiating and leading projects at Discipline, School, or Faculty level; effective line management of individuals.	
<b>(b) Successful driving of significant initiatives or changes.</b>	Developing new working practices or processes on a module team; developing external projects that have changed a policy/culture/behaviour of a community or stakeholders; training others to work differently; leading on a research/scholarship project, or accreditation/Periodic Programme Review/other review; creating materials with/for external or internal stakeholders; leading others to perform within specific constraints, e.g. chairing a complex module production or presentation; delivering a new product, strategy, scheme, or programme; effective delivery and support of staff through Faculty or University-led change (e.g. new AL Contract); innovative approach for supporting particular groups of students (e.g. Students in Secure Environments) or particular groups of staff (e.g. homeworking staff tutors, Associate Lecturers); developing and disseminating best practice in a particular area.	
<b>(c) Contributions of analytical thinking that have solved significant problems.</b>	Resolving workload issues on a module team; analysis of data leading to additional insight (e.g. into demographic gaps in attainment); negotiating and collaborating with colleagues in other departments, schools, or faculties; trialling new ways of working on a module and/or with Associate Lecturers; analysis leading to change in the support of particular groups of ALs or students e.g. those who struggle with collaborative work; carrying out a scholarship project to address retention, recruitment, engagement, completion, or other issues on a programme or in a particular area; delivering support or training to address a skills gap; implementing substantial improvements to existing processes; timely resolution of significant problems created by unexpected events, etc.	Note the focus here is on a problem to be resolved and demonstrating analytical thinking in doing so.
<b>(d) Active membership/valued contributions to groups, boards or committees.</b>	Member of a professional or research association or network; journal editorial board member; member of conference scientific or organising committee; member of school/faculty board of studies or equivalent; member of Senate; member of working group (e.g. on assessment,	Note the focus here is on outcome rather than just being a member of a group i.e. an explanation of the

	retention, etc.); scholarship/research project mentor; member of University Ethics Committee; APPLAUD mentor; member of school/faculty/university management committee; lead in a particular subject or area; member of Athena Swan group; member of external professional academic body or committee.	contribution made by the candidate is required.
<b>Alternative criteria</b>		
<b>(a) Esteem indicators</b>	Prizes or awards obtained; invited talks; membership of scholarly societies/committees; grant appraiser; member of conference organising committee or scientific advisory board; other external recognition of expertise.	
<b>(b) Demonstration of criteria from other SL profiles, not used elsewhere.</b>	Please refer to other SL profiles.	
<b>(c) Significant external roles, influence or income, not covered elsewhere.</b>	Honorary positions; Visiting Lecturer or other secondment; external examiner roles; external reviewing, refereeing, or editorial roles; leading a multinational project, or one of its working packages; advising a political working party or advising on the drafting of policy; consulting on the development of teaching resources for an external stakeholder; professional achievement(s) outside academia, etc.	

## Professor Band 1: Research & Teaching profile

### Key criteria: research and teaching

- a) A very strong research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is internationally excellent in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Contributions demonstrating considerable importance and benefits for the University in:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
  - ii) Innovation or excellent practice that demonstrates an impact on student success;
  - iii) Significant initiatives that address pedagogical challenges in distance learning;
  - iv) Quality enhancement.
- c) Individual or significant input to team contributions that have considerably enhanced the financial sustainability of research or teaching e.g. by attracting significant research or teaching income from outside the University or by contributing significantly to student recruitment or retention.
- d) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of scholarship or research on teaching and learning, and impact beyond academia.

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

### **Key criteria: academic leadership**

Leadership with influence beyond the candidate's immediate working environment, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.
- b) Successful driving of significant initiatives or changes.
- c) Excellent contributions of analytical and strategic thinking that have solved problems.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to groups or committees at Faculty/University level or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching, Research or Knowledge Exchange PB1 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## **Illustrative Examples for Professor Band 1: Research and Teaching profile**

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	<b>Illustrative examples</b>	<b>Commentary (where appropriate)</b>
<b>Key criteria: research and teaching</b>		
<b>(a) Very strong research profile, as evidenced by high quality scholarly outputs with significant authorship contributions.</b>	Articles published in established peer-reviewed journals; refereed articles published as part of prestigious conference proceedings; reports published for learned societies or government committees; monograph* or book chapters.	<p>Normally four outputs (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has been available for scholarly activity, as explained in the Head of School accompanying statement. Outcomes may be pedagogic or subject-based. *A single monograph (or equivalent substantial piece of work) <i>may</i> be accepted for two outcomes, but please explain why you consider double-weighting appropriate.</p> <p>Work should be internationally excellent in terms of originality, significance and rigour (e.g. 3*/3*/3*/3* in REF terms). Quality to be confirmed by referees.</p>

<p><b>(b) Contributions demonstrating considerable importance and benefits for the University in:</b></p> <p><b>(i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches.</b></p> <p><b>(ii) Innovation or excellent practice demonstrating impact on student success.</b></p> <p><b>(iii) significant initiatives that address pedagogical challenges in distance learning.</b></p> <p><b>(iv) Quality enhancement.</b></p>	<p>Conceptualisation and development of innovative qualification with excellent student satisfaction, sustained growth and viability; creation of learning material at module or qualification level with increased retention; development of teaching strategy across modules; introduction of new approach to assessment across the Faculty or University; introduction and development of pedagogic innovations (i.e. computer-marked assessment, diagnostic quizzes, feedback mechanisms); pedagogic innovation at the strategic level at School or Faculty (i.e. new stage gate process; teaching plans for Associate Lecturers, feedback mechanisms from students; developments in online pedagogy); leading role on a university project, group or committee to improve the quality of learning opportunities for students (e.g. Qualifications and Assessment Committee, Teaching Committee, Board of Studies etc.); leading role in Quality Monitoring and Enhancement (QME) processes; leading role in benchmarking, accreditation, and/or quality assurance activities (e.g. TEF); leading role in the staff development of academic colleagues including ALs which feed through to School and Faculty strategy; leading on initiatives to support particular groups of students, e.g. BAME, Students in Secure Environments (SiSE), etc.</p>	<p>Note that at this level, many cases use major and highly significant work in demonstration of this criterion, thus there is overlapping of (i)-(iv). It is the responsibility of the candidate to demonstrate how each aspect has been demonstrated, using a number of different examples overall.</p>
<p><b>(c) Individual or team contributions to initiatives that have considerably enhanced the financial sustainability of research or teaching</b></p>	<p>Significant externally funded research projects or teaching-related income; demonstrable growth in module/qualification registration, increased retention on module; increased retention on subsequent modules; conceptualising and developing of more efficient methods for producing or presenting modules or assessment; significant staff development work with ALs which supports increased levels of student success.</p>	
<p><b>(d) Evidence of considerable reach and significance in knowledge exchange and/or engagement</b></p>	<p>Public engagement activity with influence on institutional or government policy (at national or international level); production of Open Educational Resources (including BOCs/MOOCs) with significant impact; substantial revisioning of materials for external use; significant public engagement; newspaper articles or media appearances attracting large readership/views; TV/radio programmes; social media</p>	

	engagement; conceptualisation and development of vocationally related learning and development of resources across the four nations, such as CPD, workshops, seminars, or similar; exhibitions in libraries, art galleries, museums; collaborations with external stakeholders that have considerable reach, etc.	
<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.</b>	Impact on staff and students of work of candidate in Senior roles. Within a School, these might include Head of School, Head of Department, Director of Teaching, Research or Student Support, REF UoA Chair; At Faculty level this may include Associate Dean (or Deputy) or Executive Dean; introduction of significant strategic change e.g. in support of postgraduate students across the School/Faculty, in teaching and learning strategy, in working with the broader academic community, innovations across the 4 nations, links with external policy-making bodies; or equivalent external leadership.	Note that emphasis is on the impact of the work of the candidate, not holding of role.
<b>(b) Successful driving of significant initiatives or changes.</b>	Successful driving of research or student support initiatives at School, Faculty, or University, e.g. conceptualising and leading research or scholarship projects; leading on accreditation/other review; leading on the delivery of tailored courses for new markets and stakeholders; developing and implementing new working practices or processes on module teams across the OU; leading and training various staff groups to work differently; delivering new research products, strategies, schemes, or programmes.	
<b>(c) Excellent contributions of analytical and strategic thinking that have solved problems</b>	Clear input at the strategic level of School or Faculty in relation to e.g. research or teaching, staffing structure, approach to CPD/enterprise, teamworking initiatives, increasing the Faculty voice in the 4 nations; analysis of data leading to significant change in practice; conceptualising and developing new strategy or policy or key principles; resolution of tricky staffing or workload situations.	Note the focus here is on problems to be resolved and demonstrating analytical and strategic thinking in doing so.

<b>(d)Excellent mentoring, management or development of others, demonstrating support of others' career development.</b>	Sustained and impactful mentoring of staff within one's own Faculty and/or other units; highly effective support of staff and research students through leadership role; leading and running staff development programme (for ALs, peers, or other staff groups); designing or making significant improvements to the staff development strategy.	
<b>(e) Active membership and significant, valued contributions to groups or committees at Faculty/Institute level or equivalent in external bodies</b>	Leadership or significant contributions to University or external committees or groups; leading or active membership of external groups e.g. leading or other significant role on international conference committee with evidence of impact (e.g. setting up new external collaboration); key role in relevant professional or scientific society; series editor for a journal or publisher; academic lead or deputy lead for university project (e.g. on assessment, retention, etc.); member of school/faculty/university management team or committee; academic lead in a particular subject or area.	Note the focus here is on outcome rather than just being a member of a group i.e. explanation should be given of the contribution made by the candidate.
<b>Alternative criteria</b>		
<b>(a)Esteem indicators</b>	National Teaching Fellowship; Open University Teaching or Research Awards; external awards or prize; PFHEA; keynote talks; leading role in a competitive funding awarding committee for National or International Research Agency or equivalent; other external recognition of expertise.	
<b>(b) Demonstration of criteria from the Teaching, Research or Knowledge Exchange PB1 profiles not used elsewhere</b>	Please refer to other PB1 profiles.	Not included elsewhere in the case.
<b>(c) Evidence of external profile not covered elsewhere</b>	Honorary positions; Visiting professor or other secondment; membership of national/international advisory board; membership and identifiable contribution to editorial board; editorship of influential journal; PI on a multinational project; significant external consultancy role; significant professional achievement(s) outside academia.	



## Professor Band 2: Research & Teaching profile

### Key criteria: research and teaching

- a) An excellent research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is internationally excellent, with at least some world-leading, in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Contributions demonstrating very considerable importance and benefits for the University in:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
  - ii) Innovation or excellent practice that demonstrates an impact on student success;
  - iii) Significant initiatives that address pedagogical challenges in distance learning;
  - iv) Quality enhancement.
- c) Evidence of initiatives that have very considerably enhanced the financial sustainability of research or teaching e.g. by attracting major research or teaching income from outside the University or by contributing to initiatives that impact significantly on student recruitment or retention.
- d) Evidence of very considerable reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of scholarship or research on teaching and learning, and impact beyond academia.
- e) Evidence of external research profile, including at least one of: service on national/international editorial board or conference committee; national/international research committee; prestigious national/international prize(s) or award(s).
- f) Invited presentations/lectures/seminars to disseminate insightful pedagogical approaches and/or address pedagogical challenges.

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

**Key criteria: academic leadership**

Leadership demonstrated at a strategic level, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Sustained and effective leadership with major, demonstrable results.
- b) Successful driving of significant initiatives or changes within and beyond the candidate's immediate working environment.
- c) Major contributions of analytical and strategic thinking that have solved problems within and beyond the candidate's immediate working environment.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

**Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching, Research or Knowledge Exchange PB2 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## Professor Band 3: Research & Teaching profile

### Key criteria: research and teaching

- a) An outstanding research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is internationally excellent, with at least half world-leading, in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- b) Contributions demonstrating very considerable importance and benefits for the University in:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
  - ii) Innovation or excellent practice that demonstrates an impact on student success;
  - iii) Significant initiatives that address pedagogical challenges in distance learning;
  - iv) Quality enhancement.
- c) Evidence of outstanding initiatives that have very considerably enhanced the financial sustainability of research or teaching e.g. by attracting major research or teaching income from outside the University or by contributing to initiatives that impact significantly on student recruitment or retention.
- d) Principal Investigator or equivalent on three or more UKRI, EU and/or other grants won in competition with peer review and Co-Investigator on others<sup>2</sup>.
- e) An excellent record of effective supervision of research degree students.
- f) Evidence of outstanding reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of scholarship or research on teaching and learning, and impact beyond academia.
- g) Evidence of external research profile, including at least two of: service on national/international editorial board or conference committee; national/international research committee; prestigious national/international prize(s) or award(s).

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<sup>1</sup> Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) *may* be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

<sup>2</sup> If you were not formally Principal Investigator, but consider you have undertaken an equivalent role, please explain and this may be accepted.

**Key criteria: academic leadership**

Leadership demonstrated in complex organisational and strategic environments, in any context, meeting the following criteria and with outcomes in line with University objectives:

- a) Outstanding leadership with major, demonstrable results.
- b) Outstanding driving of major initiatives or changes at University-level and beyond.
- c) Outstanding contributions of analytical and strategic thinking that have solved problems at University-level and beyond.
- d) Outstanding mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

**Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching, Research or Knowledge Exchange PB3 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

**Senior Lecturer: Teaching profile**

**Key criteria: teaching**

- a) Contributions demonstrating importance and benefits for the University in at least two of the following categories:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches.
  - ii) Innovation or excellent practice that demonstrates an impact on student success.
  - iii) Initiatives that address pedagogical challenges in distance learning.
  - iv) Quality enhancement.
- b) Individual or significant input to team contributions that aim to enhance the financial sustainability of teaching e.g. by contributing to student recruitment or retention or by attracting or showing strong potential for teaching-related income from outside the University.
- c) Evidence of scholarly and/or research activity with demonstrable influence on teaching beyond the candidate's immediate working environment, as confirmed by referees. This influence may be within or beyond the OU. Influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four outcomes<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.

**Key criteria: academic leadership**

Leadership demonstrated at a team level (or beyond) in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Supporting others to succeed with achieving objectives.
- b) Successful driving of initiatives or changes.
- c) Contributions of analytical thinking that have solved significant problems.
- d) Active membership and valued contributions to groups, boards or committees within the University or externally.

**Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Knowledge Exchange Senior Lecturer profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## Illustrative Examples for Senior Lecturer: Teaching profile

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	Illustrative examples	Commentary (where appropriate)
<b>Key criteria: teaching</b>		
<b>(a) Contributions demonstrating importance and benefits for the University in at least two of the following categories:</b>		
<b>(i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches.</b>	Designing the content for a new qualification; shaping the learning design of a new module; creating innovative VLE activities; embedding PDP, literacy, accessibility or employability into the curriculum; writing significant new content during module production, or significant rewriting of outdated content; developing the assessment strategy for a module; applying new ideas to teach course materials; conceptualising alternative delivery or assessment models for students with additional requirements; training or advising others to improve module delivery; enhancing qualification support, for example before module start or between modules, etc.	Note that candidates are expected to demonstrate <b>at least two</b> of points (i)-(iv). Many examples could have different aspects highlighted in demonstration of different categories, but evidence used against one point should not duplicate that used against another.
<b>(ii) Innovation or excellent practice demonstrating impact on student success.</b>	Implementing innovations to enhance student satisfaction, retention, or success (e.g. student or associate lecturer (AL) support/development sessions, assessment practice and guidance, TMA screencasts, student feedback mechanisms, etc); successful supervision of postgraduate taught or research students (e.g. in-depth guidance, support, and/or feedback) as evidenced by key milestones; incorporating new practices leading to enhanced graduate employability; conceptualising Student Support Team (SST) campaigns or tutor team interventions to improve retention/progression; making a unique contribution to initiatives to	

	support particular groups of students, e.g. disabled, BAME, Students in Secure Environments (SiSE), etc.	
<b>(iii) Initiatives addressing pedagogical challenges in distance learning.</b>	Leading a scholarship project focused on students' online collaborative learning; devising new ways of working with ALs to promote student engagement; creating online resources to help distance learning students achieve module outcomes; implementing actions to enable wider participation, increase accessibility, promote Student Voice, improve feedback provision, enhance student support, or to enhance study skills or resolve other subject-specific challenge, etc.	
<b>(iv) Quality enhancement.</b>	Acting as reviewer, external advisor or examiner on an HE/FE programme or equivalent; working on a university project, group, or committee to improve the quality of learning opportunities for OU students (e.g. Qualifications and Assessment Committee, Board of Studies, Teaching Committee, etc.); delivering quality enhancement seminars; shaping of More Students Qualifying (MSQ) interventions; implementing pedagogical changes resulting from Quality Monitoring and Enhancement (QME) processes; actively participating in—or authorship of—benchmarking, accreditation, and/or quality assurance activities (e.g. TEF); significant critical reading of module materials; reviewing AL staff development across a School; running staff development for all ALs on a programme.	
<b>(b) Individual or team contributions that aim to enhance the financial sustainability of teaching.</b>	Leading or actively taking part in: initiatives or projects to improve student recruitment or retention, such as conceptualising and developing materials for OpenLearn or FutureLearn; creating bridging materials; making more effective use of teaching resources, e.g. tutorial budget; introducing sustainable improvements to the tuition strategy or the tutorial recording policy for a module; applications submitted for external funding bids (e.g. Advance HE, British Council, EU, government, charity, etc.)	Where application for external funding was unsuccessful, evidence of strong potential should be provided (e.g. feedback from funder, statement from referees, success in obtaining competitive internal funding e.g. funding from Faculty Scholarship Centre).
<b>(c) Evidence of scholarly and/or research activity with demonstrable influence on teaching beyond the candidate's</b>	Achievement of SFHEA; teacher or practitioner-oriented conference presentations, e.g. a poster at an eSTEE conference or other learning event; scholarship project reports or reports on the development of resources/methods/artefacts and their impact accessible via the	Normally four outcomes (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has



<b>immediate working environment (across OU or externally)</b>	Scholarship Exchange or other appropriate OU website; contributions to TV or radio programmes; writing of co-published OU teaching materials; apps, BOCs, MOOCs, guidelines etc. produced for professional or external bodies; invited talks; contributions to published articles, monographs*, conference proceedings; contribution to Athena Swan submission; evaluation/report of AL staff development events or processes; resources for use by others in staff development; introduction and implementation of innovative teaching models for a specific subject area, etc.	been available for scholarly activity, as explained in the Head of School accompanying statement. Quality to be confirmed by referees. *A single monograph (or equivalent substantial piece of work) <i>may</i> be accepted for two outcomes, but please explain why you consider double-weighting appropriate.
<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a) Supporting others to succeed with achieving objectives.</b>	Support of colleagues through leadership role (e.g. Programme Lead, Lead Staff Tutor, SST Academic Lead, Employment Lead, Accessibility Lead, or at Deputy level); support of underperforming staff (including ALs) and consider whether there is evidence to demonstrate this led to changed behaviour; mentoring colleagues, e.g. on APPLAUD or on a research/scholarship project; effective supervision of postgraduate students or visiting scholars/professionals; developing and delivering training and support sessions for ALs, students, peers, or other staff groups; undertaking appraisals; effective line management of individuals; inducting or supporting new colleagues; taking part in mock vivas; chairing vivas; acting as third-party monitor; initiating and leading projects at Discipline, School, or Faculty level; presenting at or leading a forum or workshop on best practice in a particular area; effectively supporting staff in other areas/departments when working on a common project etc.	Note that the focus here is on the effective support of others, rather than the holding of a role.
<b>(b) Successful driving of significant initiatives or changes.</b>	Developing new working practices or processes on a module team; developing external projects that have changed a policy/culture/behaviour of a community or stakeholders; training	

	<p>others to work differently; leading on a scholarship project, or accreditation/Periodic Programme Review/other review; creating materials with/for external or internal stakeholders; leading others to perform within specific constraints, e.g. chairing a complex module production or presentation; delivering a new product, strategy, scheme, or programme; effective delivery and support of staff through University-led change (e.g. New AL Contract); innovative approach for supporting particular groups of students (e.g. Students in Secure Environments, students with disabilities) or particular groups of staff (e.g. homeworking staff tutors, ALs), developing and disseminating best practice in a particular area.</p>	
<p><b>(c) Contributions of analytical thinking that have solved significant problems.</b></p>	<p>Resolving workload issues on a module team; analysis of data leading to additional insight (e.g. into demographic gaps in attainment); negotiating and collaborating with colleagues in other departments, schools, or faculties; trialling new ways of working on a module and/or with ALs; analysis leading to change in the support of particular groups of ALs or students e.g. those who struggle with collaborative work; carrying out a scholarship project to address retention, recruitment, engagement, completion, or other issues on a programme or in a particular area; delivering support or training to address a skills gap; implementing substantial improvements to existing processes; timely resolution of significant problems created by unexpected events, etc.</p>	<p>Note the focus here is on a problem to be resolved and demonstrating analytical thinking in doing so.</p>
<p><b>(d) Active membership/valued contributions to groups, boards or committees.</b></p>	<p>Member of a professional or research association or network; journal editorial board member; member of conference scientific or organising committee; member of school/faculty board of studies or equivalent; member of Senate; member of working group (e.g. on assessment, retention, etc.); scholarship project mentor; member of University Ethics Committee; APPLAUD mentor; member of school/faculty/university management committee; lead in a particular subject or area; member of Athena Swan group; member of external professional academic body or committee.</p>	<p>Note the focus here is on outcome rather than just being a member of a group i.e. an explanation of the contribution made by the candidate is required.</p>
<p><b>Alternative criteria</b></p>		

<b>(a) Esteem indicators</b>	Prizes or awards obtained; invited talks; membership of scholarly societies/committees; grant appraiser; member of conference organising committee or scientific advisory board; other external recognition of expertise.	
<b>(b) Demonstration of criteria from other SL profiles, not used elsewhere.</b>	Please refer to other SL profiles.	
<b>(c) Significant external roles, influence or income, not covered elsewhere.</b>	Honorary positions; Visiting Lecturer; external examiner roles; external reviewing, refereeing, or editorial roles; leading a multinational project, or one of its working packages; advising a political working party or advising on the drafting of policy; consulting on the development of teaching resources for an external stakeholder; professional achievement(s) outside academia, etc.	

## Professor Band 1: Teaching Profile

### Key criteria: teaching

- a) Contributions demonstrating considerable importance and benefits for the University in:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
  - ii) Innovation or excellent practice that demonstrates an impact on student success;
  - iii) Significant initiatives that address pedagogical challenges in distance learning;
  - iv) Quality enhancement.
- b) Individual or significant input to team contributions that have considerably enhanced the financial sustainability of teaching e.g. significant impact on student recruitment or retention or significant teaching-related income from outside the University.
- c) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity.
- d) Invited presentations/lectures/seminars to disseminate insightful pedagogical approaches and/or address pedagogical challenges.
- e) Senior Fellow of the Higher Education Academy or equivalent.
- f) Evidence of scholarly and/or research activity with considerable influence on teaching beyond the candidate's immediate working environment, with some national or international influence, confirmed by referees. Influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four outcomes<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.

### **Key criteria: academic leadership**

Leadership with influence beyond the candidate's immediate working environment, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.
- b) Successful driving of significant initiatives or changes.
- c) Excellent contributions of analytical and strategic thinking that have solved problems.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to groups or committees at Faculty/University level or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Knowledge Exchange PB1 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## **Illustrative Examples for Professor Band 1: Teaching profile**

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as ensuring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate for the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not duplicate evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.

	<b>Illustrative examples</b>	<b>Commentary (where appropriate)</b>
<b>Key criteria: teaching</b>		
<b>Contributions demonstrating considerable importance and benefits for the University in:</b> <b>(i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches.</b> <b>(ii) Innovation or excellent practice demonstrating impact on student success.</b> <b>(iii) significant initiatives that address pedagogical challenges in distance learning.</b> <b>(iv) Quality enhancement.</b>	Conceptualisation and development of innovative qualification with excellent student satisfaction, sustained growth and viability; creation of learning material at module or qualification level with increased retention; development of teaching strategy across modules; introduction of new approach to assessment across the Faculty or University; introduction and development of pedagogic innovations (i.e. computer-marked assessment, diagnostic quizzes, feedback mechanisms); pedagogic innovation at the strategic level at School or Faculty (i.e. new stage gate process; teaching plans for Associate Lecturers, feedback mechanisms from students; developments in online pedagogy); leading role on a university project, group or committee to improve the quality of learning opportunities for students (e.g. Qualifications and Assessment Committee, Teaching Committee, Board of Studies etc.); leading role in Quality Monitoring and Enhancement (QME) processes; leading role in benchmarking, accreditation, and/or quality assurance activities (e.g. TEF); leading role in the staff development of academic colleagues including ALs which feed through to School and Faculty strategy; leading on initiatives to support particular groups of students, e.g. BAME, Students in Secure Environments (SiSE), etc.	Note that at this level, many cases use major and highly significant work in demonstration of this criterion, thus there is overlapping of (i)-(iv). It is the responsibility of the candidate to demonstrate how each aspect has been demonstrated, using a number of different examples overall.

<b>(b) Individual or team contributions to initiatives that have considerably enhanced the financial sustainability of teaching.</b>	Activity leading to demonstrable growth in module/qualification registration, increased retention and/or progressing; increased retention on subsequent modules; conceptualising and developing of more efficient methods for producing or presenting modules or assessment; external funding or grants for teaching projects; significant staff development work with ALs which supports increased levels of student success.	Note that impact on recruitment, retention, efficiency etc. needs to be evidenced.
<b>(c) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity.</b>	Influence on government policy (e.g. UK, Scotland, Wales or Northern Ireland); production of Open Educational Resources (including BOCs/MOOCs) with significant impact; substantial revisioning of materials for external use; significant public engagement; newspaper articles attracting large readership/views; TV programmes; social media engagement; conceptualisation and development of vocationally related learning and development of resources across the four nations, such as CPD, workshops, seminars, or similar.	
<b>(d) Invited presentations/lectures /seminars to disseminate insightful pedagogical approaches and/or address pedagogical challenges.</b>	Invited keynotes and presentations at national or international conferences, e.g. Advance HE conference; running of workshops for professional bodies (e.g. JISC, Learned Societies and Professional bodies); contributions to invited panels at conferences.	
<b>(e) Senior Fellow of the Higher Education Academy or equivalent.</b>	SFHEA (obtained via OpenPad, Applaud or direct route) or PFHEA.	
<b>(f) Evidence of scholarly and/or research activity with considerable impact on teaching beyond the candidate's immediate working environment, with some national or international impact.</b>	Peer reviewed articles, *monographs; invited contributions to practitioner journals; published contributions to practitioner conference; production of innovative BOC, MOOC, apps, or guidelines for professional bodies; TEF subject level pilot; Production of media material such as TV programme, radio, or podcast output; leading of Athena Swan submission; advice to government agencies.	Note that the outcomes when taken together should demonstrate some national or international impact on teaching or students beyond the OU. Quality to be confirmed by referees.  Normally four outcomes (three in most recent 6 years) to be highlighted as evidence of trajectory, but fewer when limited time has

		been available for scholarly activity, as explained in the Head of Unit accompanying statement. *A single monograph (or equivalent substantial piece of work) <i>may</i> be accepted for two outcomes, but please explain why you consider double-weighting appropriate.
<b>Key criteria: academic leadership</b>		Note that leadership can be demonstrated in any context and can be internal or external to the OU, provided it supports University or Unit objectives.
<b>(a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.</b>	Impact on staff and students of work of candidate in Senior roles. Within a School, these might include Head of School (or Deputy), Head of Department, Director of Teaching, Director of Research etc. At Faculty level these might include Associate Dean (or Deputy), Executive Dean, Director of Scholarship Centre. Introduction of significant strategic change e.g. in teaching and learning strategy, in working with the broader academic community, innovations across the 4 nations, links with external policy-making bodies; or equivalent external leadership.	Note that emphasis is on the impact of the work of the candidate, not holding of role.
<b>(b) Successful driving of significant initiatives or changes.</b>	Successful driving of teaching or student support initiatives at School, Faculty, or University, e.g. new modules or qualifications, a new assessment strategy, leading and initiating Scholarship projects; leading on accreditation/Periodic Programme Review/other review; impactful innovations e.g. in the field of digital learning/research; leading on the delivery of tailored courses for new markets and stakeholders; developing and implementing new working practices or processes on module teams across the OU; leading and training various staff groups to work differently; delivering new strategies, schemes, or programmes.	



<b>(c)Excellent contributions of analytical and strategic thinking that have solved problems.</b>	Clear input at the strategic level of School or Faculty in relation to e.g. teaching design, staffing structure, approach to CPD/enterprise, teamworking initiatives, increasing the Faculty voice in the 4 nations; analysis of data leading to significant change in practice; conceptualising and developing new strategy or policy or key principles; resolution of tricky staffing or workload situations.	Note the focus here is on problems to be resolved and demonstrating analytical and strategic thinking in doing so.
<b>(d)Excellent mentoring, management or development of others, demonstrating support of others' career development.</b>	Sustained and impactful mentoring of staff within one's own Faculty and/or other units; highly effective support of staff and research students through leadership role; leading and running staff development programme (for ALs, peers, or other staff groups); designing or making significant improvements to the staff development strategy.	
<b>(e) Active membership and significant, valued contributions to groups or committees at Faculty/Institute level or equivalent in external bodies.</b>	Leadership or significant contributions to University or external committees or groups, including those vocationally related; leading or active membership of external groups e.g. leading role or other significant role on international conference committee with evidence of impact (e.g. setting up new external collaboration); key role in relevant professional/educational society; series editor for a journal or publisher; academic lead or deputy lead for university project (e.g. on assessment, retention, etc.); member of school/faculty/university management team or committee; academic lead in a particular subject or area; active membership of relevant professional bodies (especially those related to Scholarship); member of Athena Swan group.	Note the focus here is on outcome rather than just being a member of a group i.e. explanation should be given of the contribution made by the candidate.
<b>Alternative criteria</b>		
<b>(a)Esteem indicators.</b>	National Teaching Fellowship; Open University Teaching Awards; external awards or prizes; PFHEA; keynote talks; leading role in a national/international teaching body or equivalent; other external recognition of teaching expertise.	Note that PFHEA could be used in placed of SFHEA in teaching criterion (e) and also used here (as indicator of esteem).
<b>(b) Demonstration of criteria from the Research or Knowledge Exchange PB1 profiles.</b>	Please refer to other PB1 profiles.	Not covered elsewhere in the case.

<b>(c) Significant external roles, influence of income, not covered elsewhere.</b>	Honorary positions; Visiting professorship or other secondment; membership of national/international advisory board; membership and identifiable contribution to editorial board; editorship of influential journal; PI on a multinational project; significant external consultancy role; significant professional achievement(s) outside academia.	
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## Professor Band 2: Teaching Profile

### Key criteria: teaching

- a) Contributions demonstrating outstanding importance and benefits for the University in:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
  - ii) Innovation or excellent practice that demonstrates an impact on student success;
  - iii) Significant initiatives that address pedagogical challenges in distance learning;
  - iv) Quality enhancement.
- b) Evidence of outstanding initiatives that have very considerably enhanced the financial sustainability of teaching, e.g. significant impact on student recruitment or retention or significant teaching-related income from outside the University.
- c) Evidence of very considerable reach and significance in knowledge exchange and/or engagement activity.
- d) Invited presentations/lectures/seminars to disseminate insightful pedagogical approaches and/or address pedagogical challenges.
- e) Principal Fellow of the Higher Education Academy or equivalent.
- f) Evidence of scholarly and/or research activity, with considerable influence on teaching beyond the candidate's immediate working environment, including some demonstrated international influence, confirmed by referees. Influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four outcomes<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.

### **Key criteria: academic leadership**

Leadership demonstrated at a strategic level, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Sustained and effective leadership with major, demonstrable results.
- b) Successful driving of significant initiatives or changes within and beyond the candidate's immediate working environment.
- c) Major contributions of analytical and strategic thinking that have solved problems within and beyond the candidate's immediate working environment.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Knowledge Exchange PB2 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

## Professor Band 3: Teaching Profile

### Key criteria: teaching

- a) Contributions demonstrating outstanding importance and benefits for the University in:
  - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
  - ii) Innovation or excellent practice that demonstrates an impact on student success;
  - iii) Significant initiatives that address pedagogical challenges in distance learning;
  - iv) Quality enhancement,
- b) Evidence of outstanding initiatives that have very considerably enhanced the financial sustainability of teaching, e.g. significant impact on student recruitment or retention or significant teaching-related income from outside the University.
- c) Evidence of outstanding reach and significance in knowledge exchange and/or engagement activity.
- d) Invited presentations/lectures/seminars to disseminate insightful pedagogical approaches and/or address pedagogical challenges.
- e) Principal Fellow of the Higher Education Academy or equivalent.
- f) Evidence of world-leading scholarly and/or research activity, with considerable international influence on teaching, confirmed by referees. Influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four outcomes<sup>1</sup> (identified by the candidate), at least three in the most recent 6-year period.
- g) Outstanding contributions to major consortia that deliver significant teaching and inter-institutional level and/or outstanding contributions to a major international educational organisation.

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<sup>1</sup> Or fewer when limited time has been available for scholarly/research activity.

### **Key criteria: academic leadership**

Leadership demonstrated in complex organisational and strategic environments, in any context, meeting the following criteria and with outcomes in line with University objectives:

- a) Outstanding leadership with major, demonstrable results.
- b) Outstanding driving of major initiatives or changes at University-level and beyond.
- c) Outstanding contributions of analytical and strategic thinking that have solved problems at University-level and beyond.
- d) Outstanding mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to University-level groups, boards or committees or equivalent in external bodies.

### **Alternative criteria**

- a) Esteem indicators.
- b) Demonstration of criteria from the Research or Knowledge Exchange PB3 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.