



ACADEMIC PROFILE

PROFESSOR *

RESEARCH

	Role Criteria - Professor	Types of Evidence
Output	<ul style="list-style-type: none"> • Sustained and distinguished record of publication of internationally excellent research outputs, with demonstrable impact on leading researchers and the research agenda within the discipline. • Continued record of building, sustaining and/ or enhancing profile of research, as appropriate to the discipline. 	<ul style="list-style-type: none"> • Sustained record of publications at an international level of excellence in high quality, internationally recognised journals. • Publication of research monographs with high-quality academic publishers. • Record of staging international exhibitions or performances. • High level of citations or use of work by others, as appropriate to the field. • Editorships of significant research volumes or conference proceedings. • Major digital outputs. • Successful international conference organisation. • Presentations at international conferences, workshops and other fora of significance. • Development of external groups as part of an initiative to create opportunities for interdisciplinary research.
Income	<ul style="list-style-type: none"> • Sustained record of playing a leading role in successful bids for competitive, peer-reviewed national or international grants or other awards, as appropriate to the discipline. • Management of significant projects appropriate to the mode of research being carried out, ensuring completion within appropriate timescales and budgets. • Principal Investigator or co-investigator on substantial RCUK, EU and/or other grants supporting, if appropriate to subject area, at least one post-doctoral researcher. 	<ul style="list-style-type: none"> • Securing of a number of peer-reviewed grants as PI, or Co-I on large multi-institutional projects, to undertake research on a particular issue, as appropriate to the discipline. • Successful delivery as PI of peer-reviewed, funded research projects, appropriate to the area. • Development of international contacts as part of successful grant applications. • Formal evaluations of final grant reports. • Grant income at the upper tertile, benchmarked against the RG. • Sustained ability to attract significant new clients and/ or repeat business for executive education or CPD. • Attracting R&D investment from national or global business.
Esteem	<ul style="list-style-type: none"> • Significant contribution to the University's international profile in research. • Recognised international expert in subject field. • Invited assessor for major grant awarding bodies. 	<ul style="list-style-type: none"> • Fellowship of subject specific society. • Sustained record of invited talks at international conferences/ events and UK and/ or international Higher Education Institutions.

		<ul style="list-style-type: none"> • A track record of invited keynote or plenary lectures at conferences of national and international significance. • Invited reviews of topical area of research in high impact outlets. • Membership of editorial boards of leading journals or book series in the field. • Involvement with national discipline and professional bodies. • Record as External Examiner at PGR level. • Reviewer for national and international research bodies. • Member of national and international research or review bodies.
Impact	<ul style="list-style-type: none"> • Contribution to national and international collaborations with individuals or research groups. • Record of academic impact as defined by REF. • Provision of high-level expertise to external research bodies, delivering demonstrable and attributable impact in terms of user benefits and outcomes. 	<ul style="list-style-type: none"> • Establishment and leadership of joint projects to develop international guidelines on research into a particular field to improve partnership working. • Contribution to the development of novel approaches to research methodologies, equipment, techniques or technologies. • Initiation of new lines of research. • Chair of the Executive Committee of a particular Society and leading the development of a more strategic approach in this field of research.
Supervision	<ul style="list-style-type: none"> • Successful, sustained PhD supervision as primary supervisor. • Successful supervision of PDRAs. 	<ul style="list-style-type: none"> • Evidence of having sustained, successful research supervision as primary supervisor, normally at PhD level. • Evidence of the provision of high quality student support through distinctions/ awards earned by students for work supervised by you. • Record of effective supervision and mentoring of research or other staff.

EDUCATION

	Role Criteria – Professor	Types of Evidence
Quality of Delivery	<ul style="list-style-type: none"> • Excellent standard of teaching performance at undergraduate and/or postgraduate levels (which might include CPD provision) as judged by evaluation methods including student feedback and peer-review, at a load in accordance with the School Workload Model. • Responsiveness to issues raised in/for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity. • Effective delivery of his/her own teaching, and participation in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio. 	<ul style="list-style-type: none"> • Higher Education Academy Membership/ PGCHET (or equivalent). • Evidence of continuing professional development. • Delivery of effective teaching as evidenced by positive feedback received from students, colleagues and external examiners. • Successful grant applications to support teaching innovation. • Production of a student textbook. • Teaching awards.

Student Engagement	<ul style="list-style-type: none"> • Responsibility for enhancing the quality of learning opportunities within the School/ Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience. • Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties. • Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received. 	<ul style="list-style-type: none"> • Evidence of effective engagement with students leading to an enhanced student experience. • Evidence of responding to student, peer or external examiner feedback. • Evidence of reflection on teaching activity. • Chair of working groups and committees involving student representatives whose remit is to improve the student experience. • Responsibility for dealing with issues involving individual students.
Course Development	<ul style="list-style-type: none"> • Sustained contributions to School policy and practice in teaching, with a leading role in developing the direction of teaching and learning within the discipline or subject area within the institution. • Development of new approaches to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School. • Demonstrated successful and effective teaching performance, taking account of an appropriate range of teaching methods and assessment, developing new approaches as appropriate, teaching at different levels and identifying opportunities for integrating research into teaching. • Engagement in the review, development and planning of modules and/ or programmes, taking account of experience and feedback. 	<ul style="list-style-type: none"> • Successful and sustained record of innovative application to teaching and learning practice of latest research and scholarship, both in the substantive area of the discipline being taught and in pedagogy/ scholarly activity with evidence of its impact on the student experience. • Update of modules in light of new findings or developments within the discipline and having discussion topics around new research. • Development of successful new programmes. • Evidence of use of innovative methodologies or technologies in teaching. • Contribution to the development of pedagogical approaches and assessment practice, proposing changes to enhance the student learning experience. • Contribution of specialist components to a research methods module at PG level or other research-led component. • Record as external Examiner at UG and/or PGT level. • Development of international placement, internship, student exchanges or educational opportunities for student cohorts.
ACADEMIC LEADERSHIP		
	Role Criteria – Professor	Types of Evidence

Leadership (School)	<ul style="list-style-type: none"> • Sustained research/ teaching leadership at international level both within the institution and in the wider research community. • Significant contribution to the University's international profile through development of partnerships in research and/ or education. • Contribution to School administration and management through leadership of team or area of responsibility. • Development and mentoring of less experienced members of staff, identifying development needs, agreeing plans to meet these and managing and supporting staff in line with University policies. 	<ul style="list-style-type: none"> • Evidence of successful period as Director of Education or Research. • Leadership of the review and implementation of a substantial initiative at School or University level to develop the quality of education, ensuring objectives are met. • Chair of significant School committees, e.g. SSCC, School Education Committee, Research, etc. • Responsibility for a particular undergraduate or postgraduate programme. • Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer. • Lead coordinator in professional accreditation, EEP. • Leadership role in student recruitment, nationally and internationally. • Management responsibilities for a significant group of staff. • Establishment of research teams and groups to carry out research into a particular issue within the discipline. • Record of effective supervision and mentoring of research or other staff or postgraduate students, managing and supporting them in line with University policies and procedures and good practice. • Involvement in the mediation of disputes between staff. • Mentoring of an individual staff member or group of staff.
Leadership (Faculty/ University)	<ul style="list-style-type: none"> • Leadership role in the management and support of strategic initiatives at subject, School/ Research Institute, Faculty and/ or University levels. • Record of input into the overall strategic direction of the University and/ or own academic discipline, taking a leading role in the management of major areas of activity. 	<ul style="list-style-type: none"> • Chair of Faculty or University Committees or working groups. • Significant contribution to the development of policy at Faculty, Research Institute or University level. • Expert work within the University, e.g. on committees and working groups. • Leadership role in the review, development and implementation of the education strategy, policy and practices of the Faculty or University.
Leadership (External)	<ul style="list-style-type: none"> • Leading role in the relevant wider academic or professional community with demonstrable impact on the strategic direction of future research, or on matters of strategic importance in an educational and professional context for a subject. • Evidence of agenda setting in research or education through e.g. participation/ advisory roles in professional or government bodies. • Continued track record of promoting activities externally, demonstrating influence of key parties and achieving tangible benefits for the profession and/ or the University as a whole. 	<ul style="list-style-type: none"> • Award of prizes or recognition by peer-group bodies. • Sustained track record of invited and keynote presentations. • High-level membership of appropriate professional bodies or equivalent. • Chair of national/ international funding committees; chair of national/ international policy committees; membership of international discipline committees. • Membership of appointment, assessment or advisory committees at other HEIs. • Record as external Examiner at UG and/or PGT level.

		<ul style="list-style-type: none"> • Active membership of an editorial board of a respected journal or leading book series. • Active membership of a committee of a national subject group. • Chair of a REF panel or subpanel. • Membership of a government committee or enquiry, providing advice on the future of the discipline, its funding or application. • Provision of advice to government or policymaking bodies. • Authorship of (or being a member of the body which created) an official report in the subject area. • Highly visible role in a public enquiry. • Public visibility through articles in national newspapers, appearances (either as a speaker or interviewee) on radio and television in a role directly relevant to the discipline and/ or University. • Development of external groups as part of an initiative to create opportunities for interdisciplinary research. • Scarce technical/ subject expertise.
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SOCIETAL AND ECONOMIC IMPACT

	Role Criteria - Professor	Types of Evidence
Knowledge Transfer and Enterprise	<ul style="list-style-type: none"> • Sustained record of success in knowledge creation and transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector, as illustrated by contract, license and/ or consultancy income, or application of knowledge to improve public sector performance or quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector. • Identification of new opportunities for KT activity, establishing, managing and leading influential and sustained networks, partnerships or programmes, and gaining funding where appropriate. • Building of capacity in public, private or third sector organisations, and/ or contributing to evidence-informed policy. 	<ul style="list-style-type: none"> • Role in the review, development and implementation of the learning and teaching or research or KT strategy, culture, policy and practices of the School, Institute, Faculty or University by providing specialist advice and input into decisions and planning affecting the future direction of that particular activity/ area. • Acting as broker between the University and external companies to identify and develop specific KT projects. • Production of a high quality research impact case study, or currently developing a research impact case study of significant potential or development of potentially strong pathways to impact plan. • Record of commercialisation of knowledge. • Awards for innovation or impact. • Development of a new technique that has been adopted by an external organisation/ company. • Provision of advice to boards of commercial organisations on the future development of a particular product. • Development of new programmes in response to engagement with business organisations or other external partners. • Contribution to regeneration and economic development.

Social Engagement and Outreach	<ul style="list-style-type: none"> • Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; voluntary organisations; international student recruitment. • Tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues. • Record of raising the profile of the University and bringing international recognition to it through dissemination of academic activity to the public or other external users or clientele. • Public and/ or cultural engagement. • Policy development in public institutions leading to changes in practice. • Promotion of experiential or community-based learning for students through placements and internships or through the Science Shop. • Evidence of a leading contribution to the public engagement work of the University generally. 	<ul style="list-style-type: none"> • Research into a particular issue that has provided information and advice to government to help develop national guidelines/ policy. • Findings from your research resulting in the development and introduction of government guidelines on a particular area/ subject. • Evidence of using status to establish specific partnerships with external and internal groups. • Provision of advice to boards of significant public bodies on the long-term strategy of a particular national issue. • Appearances, articles or acknowledgements in national/ international media. • Appointment to high-level national or international industry/ other sector body or role. • Official University representative. • Significant participation in activities as defined in the University's Social Charter. • Contributing toward environmental sustainability, protection and impact reduction. • Enhancing the research capacity, knowledge and skills of businesses and organisations.

* Clinical Academic applicants must have performed satisfactorily in the annual joint University/NHS appraisal of clinical role relating to patient care.