

BANGOR UNIVERSITY - BENCHMARKS AND INDICATORS OF ASSESSMENT FOR PROMOTION TO READER OR PERSONAL CHAIR

This document outlines the expected benchmark criteria for each of the areas of application.

RESEARCH	
Benchmarks	Indicators
<i>For Reader and Professorial applications evidence should demonstrate (if appropriate) a high proportion of outputs of high quality, rigour and originality and a national/international profile. Applications for a Personal Chair should also demonstrate evidence of impact and research leadership.</i>	
Record of regular and continuing publication of research in quality publications	<ul style="list-style-type: none"> ▪ Lead authorship of research published in internationally significant refereed journals, as book chapters or monographs, or in other appropriate media. ▪ In music and creative writing, evidence of activity and recognition as appropriate to the level of application. ▪ Staff who wish to be considered for promotion to the grade of Reader must demonstrate an emerging international reputation.
Evidence of contribution at an appropriate level in the subject area, membership of professional bodies and/or external esteem	<ul style="list-style-type: none"> ▪ Membership of national committees. ▪ Membership of editorial boards, if appropriate to the field. ▪ Status as reviewer and/or referee for national and international journals. ▪ Organisation of or contribution to academic conferences.
Evidence of research leadership and supervision	<ul style="list-style-type: none"> ▪ Leadership of research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues. ▪ Maintenance of a portfolio of research activity, development of research proposals, and management of research projects, as appropriate to the field. ▪ Mentoring of early career staff. ▪ Supervision of PhDs to completion. ▪ Leadership and contribution to the development of research strategy or research support and infrastructure within the college, school or unit. ▪ Evidence of facilitating, improving and inspiring the work of others.
Success in securing external funding, as	<ul style="list-style-type: none"> ▪ Significant and sustained level of applications to recognised research funding bodies, with a success

appropriate to the subject area	rate appropriate for the discipline. <ul style="list-style-type: none">▪ Where appropriate, evidence of KTP and exploitation of intellectual property, including patents.▪ Evidence of sustained success in achieving external funding that is appropriate to the field.▪ Leadership in initiatives to develop, enhance and support grant applications.
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TEACHING AND LEARNING	
Benchmarks	Indicators – <i>some elements will be more relevant (although not exclusive) to those who are primarily learning and teaching specialists.</i>
<p><i>Staff applying for a Personal Chair should demonstrate sustained leadership and contribution at University level and a sustained impact and reputation at a Welsh/UK and ideally, international level. It is likely that at this level applicants will be recognised as leaders and role models within the University and externally. For Reader and Professorial applications evidence of scholarship in this area should demonstrate (if appropriate) a high proportion of outputs that are considered to be excellent in terms of originality, significance and rigour. Those applying for promotion to the grade of Reader must demonstrate an emerging reputation as a leader in this area.</i></p>	
Evidence of teaching innovation and course development, course design and administration at both undergraduate and postgraduate levels	<ul style="list-style-type: none"> ▪ Leadership and mentoring in terms of the quality of courses and teaching. ▪ Leadership in College/School initiatives that improve teaching e.g. PGCertHE Teaching Advisor. ▪ Development of new teaching materials or methodologies influencing the pedagogy of the subject within and beyond the University. ▪ Development of new teaching materials, or demonstrated the capacity to lead innovation in the development or modernisation of the subject curriculum. ▪ Responsibility for the development of innovative approaches to course design, learning and teaching and assessment practice. ▪ Development of innovative approaches to learning and teaching, for example to course design, or assessment, as appropriate to the subject area. ▪ Significant and sustained contribution to teaching development plans or activities that benefit others within the College/School. ▪ Evidence of significant on-going curriculum review (QA1, QA2) to adapt and develop new learning domains. ▪ Reviewing of course content and materials, and where appropriate developed, designed and updated materials at a course/programme level. ▪ Involvement in academic quality assurance assessments, for example Validation Panels within the University or externally. ▪ Significant and sustained contributions that have shaped the way in which the subject is taught within the discipline/College.

	<ul style="list-style-type: none"> ▪ Significant and sustained contributions to active development and use of the VLE and other forms of learning technologies, if appropriate to the subject area. ▪ Work as an innovator/champion in Learning and Teaching and student engagement across the institution. ▪ Leading contribution to curriculum development and design across the institution. ▪ Promotion of methods that support an inclusive learning environment (including Welsh-language teaching).
<p>Evidence of significant contributions to the pedagogy of the subject area/professional practice, if this is the primary focus of the application for promotion</p>	<ul style="list-style-type: none"> ▪ Significant and sustained contribution to the development and delivery in own subject area and educational contribution at School/College/University level and externally. ▪ Involvement of learning and teaching at national level, for example running workshops or specialist courses at other universities. ▪ Lead policy development in the University. ▪ Conference presentations on pedagogy. ▪ Development of collaboration in terms of teaching across subject and disciplinary boundaries. ▪ From September 2018 staff must have achieved HEA accreditation to Fellow or Principal Fellow for staff with a Teaching and Scholarship contract. ▪ Evidence of facilitating, improving and inspiring the work of others.
<p>Scholarship related to learning and teaching, if this is the primary focus of the application for promotion</p>	<ul style="list-style-type: none"> • Leading authorship of books, publications in refereed journals and/or other articles, and/or conference proceedings appropriate to field.
<p>Evidence of high quality teaching</p>	<ul style="list-style-type: none"> ▪ Evidence from student feedback and peers to evaluate and develop teaching. Recognition through nomination as Bangor University Teaching Fellow. ▪ Excellence in teaching, attested by evidence from a teaching profile, peer observation, student feedback, teaching award, or other sources appropriate to the subject area. ▪ Evidence of sustained development of the teaching skills of other staff within the University. ▪ Evidence of a sustained commitment to continuing professional development in learning and teaching. ▪ Sustained development of methods that support an inclusive learning environment.

WIDER CONTRIBUTION	
Benchmarks	Indicators
<p><i>Applications for Reader and Personal Chair must be supported by evidence of sustained leadership contribution at a minimum of University level and demonstrate contributions across the breadth of the University's strategic aims. Applicants should be aware that chairs and readers are normally leadership roles, so applicants should show evidence of facilitating, improving and inspiring the work of colleagues across the range of academic duties.</i></p>	
<p>Contribution to University management and administration</p>	<ul style="list-style-type: none"> ▪ Significant and sustained high-quality contribution to academic management and/or policy formation at School, College or University level. ▪ Significant and sustained high-quality contribution to planning, governance or academic management at School or College level. ▪ Evidence of the successful execution of several management roles, (e.g. Director of Teaching or Research, Senior Tutor, Exams Officer, Admissions Tutor) at School or College level. ▪ Significant and sustained contribution to addressing aspects of the Student Experience (e.g. Employability Award). ▪ Significant and sustained contribution to student recruitment and retention including recruitment initiatives beyond the University. ▪ Leadership of School or College projects, which may involve interdisciplinary groups. ▪ Taking an active and sustained role in fostering the development of and encouraging less experienced members of staff. ▪ Evidence of facilitating, improving and inspiring the work of others. ▪ Significant and sustained contribution to the University's mission to promote equality and diversity and the Welsh language.
<p>Enhancing the University's Profile</p>	<ul style="list-style-type: none"> ▪ Sustained initiation or maintenance of links between the University and external groups or the community at large. ▪ Advisory capacity for government bodies. ▪ Leadership and management of significant third mission activities, or the development of major projects with commercial impact. ▪ Significant and sustained contribution to capacity building in the region e.g. as evidenced through

Knowledge Transfer activities.

- Contribution to marketing and publicity events.
- Contribution to the University's mission to collaborate with other HEIs in the UK and further afield.
- Contribution to culture and cultural enrichment.
- Contribution to the University's mission to promote equality and diversity and the Welsh language, if appropriate to the subject area.
- Contribution to community engagement.