INTRODUCTION

These guidelines are intended purely as a framework to assist in qualitative assessments of contribution. There is flexibility to allow for roles with differing degrees of emphasis on the pillars of teaching, research, and engagement. Leadership, both by example and by performance in a dedicated role, is inherently important and is recognised across all three pillars. Effective leadership can be demonstrated via a range of activity. The Academic Promotions Committee recognises that different academics will follow different pathways at different stages in their academic careers. This framework is designed to acknowledge this and allow for excellence in teaching, research, and engagement to be recognised at various levels and career stages through activity based at Bailrigg or at any other of Lancaster’s network of partners or campuses.

These guidelines have been developed to illustrate the kinds of evidence required by the Academic Promotion Sub-Committee to guide it in making an informed judgement on a promotion case. In making its judgement the committee will consider the quality and strength of the evidence presented. The criteria illustrate examples that candidates can use as evidence in their cases. The criteria should not be seen as a box-ticking exercise.

All submissions will be reviewed against all three criteria: teaching, research, and engagement. Activity can only be evidenced against one criterion and ‘double-counting’ of activities is not permitted. Therefore, candidates should consider how to best assign each activity against the three criteria.

Provided under each criteria are descriptions of the attainments expected for successful completion of probation, promotion to Lecturer Grade 8, Teaching Fellow and Research Fellow, Senior Lecturer, Senior Teaching Fellow, Senior Research Fellow, Reader, and Professor.

The fact that a candidate may appear to meet several of the examples cited does not mean that a case for promotion has been established. In all cases the Academic Promotions Committee will look for evidence of sustained contribution at the levels cited.

Candidates should structure their cases around these guidelines and draw attention to any relevant distinctive features of their discipline area. Heads of Department and Faculty Committees should use the guidelines as a basis for assessment of cases. Candidates should focus their cases on activity in either the period following their latest successful promotion or their appointment to Lancaster University (whichever is the most recent).

Candidates are encouraged to declare any relevant career gaps. Examples may include where time has been taken out of a career, perhaps for raising children ( adoption leave, maternity leave, or paternity leave), to care for children or other relatives (flexible working), or any other periods of absence.

Candidates are encouraged to declare how the COVID pandemic has impacted their promotion case.

Candidates who work part-time are encouraged to declare their contractual working hours. They
should declare how part-time working has been considered in the workload allocation.

This information will be taken into account by the Faculty committees and the Academic Promotion Sub-Committee in assessing cases. In accordance with the University’s Equality, Diversity and Inclusion aims, the Faculty promotion committees and Academic Promotion Sub-Committee will only take into account relevant considerations and will consider carefully cases where disability or other personal circumstances may have had an impact on contribution.

**BALANCE OF CRITERIA**

Successful cases will satisfy the criteria mapped below. Candidates must demonstrably evidence how they satisfy the criteria. All cases will be considered on their own merits.

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Probation**                   | Three at level 1 for staff at Lecturer Grade 7.  
For staff appointed straight to the Lecturer Grade 8, the standard for satisfactory completion of probation will be that for Lecturer Grade 8. For Senior Lecturer, Senior Research Fellow, Senior Teaching Fellow, Reader and Professorial staff on probationary contracts, the requirements will be confirmed at the time of appointment. |
| **Lecturer Grade 8**            | Two at level 2, and one at level 1.                                         |
| **Research Fellow**             | Research at level 2R, engagement at level 2, and teaching level N/A. **OR** |
|                                 | Research at level 2R, engagement at level 1 and teaching at level 1.       |
| **Teaching Fellow**             | Teaching at level 2T, engagement at level 2, and research level N/A. **OR** |
|                                 | Teaching at level 2T, engagement at level 1 and research at level 1.       |
| **Senior Lecturer**             | One at level 3, one at level 2, and one at level 1 **OR** three at level 2. |
| **Senior Research Fellow**      | Research at level 3R, engagement at level 2, and teaching level N/A. **OR** |
|                                 | Research at level 3R, engagement at level 1 and teaching at level 1.       |
| **Senior Teaching Fellow**      | Teaching at level 3T, engagement at level 2, and research level N/A. **OR** |
|                                 | Teaching at level 3T, engagement at level 1, and research at level 1.       |
### Explanation and use of specialist levels within the balance of criteria

- **3T**: where teaching is judged to be greater than level 3, not yet at level 4, but showing clear signs of advancement and trajectory to level 4. To be used in Senior Teaching Fellow promotion cases.

- **3R**: where research is judged to be greater than level 3, not yet at level 4, but showing clear signs of advancement and trajectory to level 4. To be used in Reader and Senior Research Fellow promotion cases.

- **2T**: where teaching is judged to be greater than level 2, not yet at level 3, but showing clear signs of advancement and trajectory to level 3. To be used in Teaching Fellow promotion cases.

- **2R**: where research is judged to be greater than level 2, not yet at level 3, but showing clear signs of advancement and trajectory to level 3. To be used in Research Fellow promotion cases.

- **N/A**: ‘Not Assessed’ where the candidate is contractually not required to undertake a particular pillar and is also unable to demonstrably evidence meeting the requirements of the level 1 criteria in that pillar.

- **0**: where the candidate has not been able to demonstrably evidence meeting the requirements of the level 1 criteria in a particular pillar.
TEACHING

Teaching is to be defined here in the widest manner. It embraces all aspects of instruction, training, guidance and teaching including postgraduate supervision, and all activities which assist and support students in their learning. It also includes establishing new teaching opportunities, developing new client groups for teaching and demonstrating educational leadership at the programme, subject/discipline or strategic/policy-making level. Impact can be achieved through teaching, for example where it shapes education and learning. Teaching may include aspects of consulting/mentoring and/or income generation through work with external agencies, which support teaching developments. Contributions to teaching excellence at Bailrigg or any other campus in the Lancaster network (for example, China, Malaysia, Ghana or Germany) are recognised equally.

Applicants should indicate their highest teaching qualification and HEA Fellowship status. For progression beyond Lecturer/Teaching Fellow, evidence must be provided of HEA Fellowship or successful completion of a programme accredited against the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF). These can include the Advancing Teaching: Lancaster Accreditation Scheme (ATLAS), Lancaster University Postgraduate Certificate in Academic Practice (PGCAP), or equivalent qualifications gained elsewhere. Note that these are threshold indicators and you should speak to the relevancy of your ongoing Continuing Professional Development (CPD) in teaching as part of your narrative submission.

A claim to achievement at each level must be supported by reliable and auditable evidence in one or more of the categories listed below. It is anticipated that evidence of your ‘approach’ – reflected in categories a) and/or b) – will be the primary focus for levels 1 and 2, while evidence of your ‘impact’ – reflected in categories c) and d) - will be more prominent for applications at levels 3 or 4. Where appropriate, evidence should demonstrate achievements in support of the University’s Education Strategy and its underpinning themes (employability, inclusivity, internationalisation, and sustainability).

a) Professional activities – a description of your activities in teaching and learning – with insight into the nature, volume and range of contributions made, as well as your particular areas of interest and/or expertise.

b) Self-assessment – a self-reflective narrative describing your approach, including how and why it has developed over time, and – where relevant - its impact. To illustrate impact, appropriate use of student feedback may be used. Material submitted for recognition, such as for a HEA Fellowship, or other award may be used – a summary should be given in the two-page submission with any essential additional material attached as an appendix.

c) Measures of student learning – while recognising that measures of learning gain are diverse and subject to critique, where an individual wishes to submit evidence of the impact of their teaching on students’ learning this should be provided in a suitable format. An example would be the demonstration of learning achieved against a recognised benchmark. Appropriate student feedback may also be used.

d) Peer evaluation and recognition – assessments from peers, internal and external to the University. Peer assessments can relate to different aspects of your achievements, including your impact on teaching and learning within the University; impact and influence beyond the University; educational leadership; esteem and recognition such as teaching awards.
Level 1

Achievement at this level (commensurate with one's teaching duties) means demonstrating that you are an effective and collegial teacher: creating positive conditions for student learning – by establishing approaches to educational design, delivery and assessment that are appropriate for the subject, student cohort and context – and taking a reflective approach to developing and improving your teaching practice over time. Your primary sphere of impact is the students you teach/tutor/supervise.

Example indicators of being an effective teacher can include:

- Teaching practice which is of a high standard, engages students, supports effective learning, is research-informed and makes appropriate use of learning technologies and learning support materials;
- Assessment of students' work which fits with the teaching aims and the material, provides timely and effective feedback to students, and sets good academic standards;
- Support for students' learning inside and outside the classroom, recognising and responding to student diversity;
- Courses designed in an effective way appropriate for the subject matter and the level and types of students concerned, and with explicit aims;
- An awareness of general issues and current expectations in the teaching of their subject, and up to date in terms of content and methods of teaching;
- CPD consistent with descriptor level 1 of the UKPSF and/or obtain HEA Associate Fellowship status;
- An active contribution to teaching initiatives within the department.
- Effective management of teaching, characterised by: delivering module teaching in person and/or online to a high standard, academic tutoring, and ongoing training and development (including digital learning courses).
- Any other teaching activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University’s teaching strategies, which the Academic Promotions Committee recognises as being consistent with teaching level 1.

Level 2

Achievement at this level means developing from an effective and collegial teacher (level 1) to a highly skilled and collegial teacher who is starting to demonstrate educational leadership: taking an evidence-informed approach to developing and improving your teaching practice over time. You would also provide leadership and mentorship to peers to help nurture a collective and collegial culture of excellence in teaching and learning across your group or discipline. Your primary sphere of impact encompasses your colleagues (as well as students).

Example indicators of being a highly skilled teacher can include:
• Course evaluation and development in response to student and/or peer feedback.

• Where there has been sufficient time since appointment, innovation in teaching or supporting learning, e.g. the introduction of new modules and/or the significant updating of existing modules, significant changes to assessment practice, or enhancement to the support of student learning.

• Successful leadership in the development and use of innovative digital/blended learning methods with evidence of influencing practice within the Department.

• Taking a leading role in new teaching initiatives within or outside their Department at Bailrigg or any other of Lancaster’s international partners/campuses.

• A role in supporting the quality assurance and enhancement of teaching within or beyond the department, e.g. panel membership for periodic reviews, examination boards at UG and PGT levels.

• CPD consistent with descriptor level 2 of the UKPSF and/or obtain HEA Fellowship status.

• Influencing teaching at subject/disciplinary/departmental level and beyond.

• Mentoring and support of others in teaching and supporting learning, e.g. co-ordinating Graduate Teaching Assistant (GTA) contributions and contributing to their CPD activities, peer review activity.

• Successful leadership of major teaching activities at the departmental level, with evidence of effective outcomes. Examples may include, but are not limited to: teaching enhancement, strategic teaching collaborations, or aspects of TEF.

• Effective and sustained performance in a teaching leadership role at the departmental level.

• Any other teaching activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University's teaching strategies, which the Academic Promotions Committee recognises as being consistent with teaching level 2.

Level 3
Achievement at this level means demonstrating your role as an institutional leader in teaching and learning: enhancing the environment for inclusion and excellence within and beyond the University. Your sphere of impact encompasses the educational environment (as well as colleagues and students). This level is marked by achievements in teaching in terms of leadership, performance, innovation, impact and dissemination (using the indicators for level 2), some of which should be at least of national eminence. Demonstration of scholarship in learning and teaching may also be included provided it has not been used elsewhere in your application. Evidence of peer evaluation and recognition is necessary at this level.

Example indicators of being an institutional leader in teaching and learning can include:

• A leading role in steering the teaching and learning strategy of the Department or Faculty.

• Mentoring and support of others in teaching and supporting learning within or beyond the
Department, including peer review activity.

- Successful leadership in the development and use of innovative digital/blended learning methods with evidence of influencing practice across Departments or the Faculty.

- A major contribution to successful Faculty or University initiatives to enhance the quality of teaching, learning and assessment.

- A major contribution to working with external agencies/clients and activities that lead to financial, reputational or other significant benefit to the University’s teaching or the student experience.

- Authorship of teaching materials in the subject/discipline area which are recognised externally as effective contributions in their field, e.g. book, web resource.

- Scholarly publications which are peer-recognised as advancing learning, teaching or assessment in a subject/discipline area.

- Establishing and developing sustainable teaching-related networks which bring benefit to the Department/Faculty/University.

- Invitations to give presentations, lead workshops or undertake reviews in an aspect of teaching or supporting learning.

- Income generation in the field of teaching activities in line with the disciplinary norm.

- Demonstrable role in supporting the quality assurance and enhancement of teaching beyond the University, e.g. panel member for external review, external examiner at another University.

- CPD consistent with descriptor level 3 of the UKPSF and/or HEA Senior Fellowship status.

- A nomination for a University teaching award or an award of similar standing.

- Successful leadership of major teaching activities, or successfully leading on significant aspects of TEF, at the Faculty level. Overall responsibility for and successful leadership of a department’s TEF submission.

- Successful and sustained performance in a teaching leadership role with a significant and complex portfolio within the Department or Faculty.

- Successful and sustained performance (normally for a minimum of three years) as an Associate Dean with a teaching portfolio, for example, for Undergraduate or Postgraduate Education.

- Any other teaching activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University’s teaching strategies, which the Academic Promotions Committee recognises as being consistent with teaching level 3.
Level 4

Achievement at this level means demonstrating your role as at least a national and/or a global leader in teaching and learning: achievement of national/international influence and leadership in the advancement of teaching and learning in higher education through your contribution to educational practice (including improving educational dialogue and partnership or driving multi-institutional educational reform) and/or your impact on pedagogical knowledge. It is likely that teaching and learning would be your major academic focus. This level is marked by achievements in teaching in terms of leadership, performance, innovation, impact, and dissemination (using the indicators for Level 3) which are at least of national eminence and have been sustained over a significant period. Evidence of peer evaluation and recognition is necessary at this level.

Example indicators of being a national/global leader in teaching and learning can include:

- Reputation of at least national standing for teaching and supporting learning.
- Evidence of sustained and significant enhancement and transformation of the student learning experience.
- Successful leadership in the development and use of innovative digital/blended learning methods with evidence of influencing practice across the University.
- Demonstrable success in leading Faculty or University initiatives to enhance the quality of teaching, learning and assessment.
- Evidence of mentoring and influencing colleagues that facilitates them to be leaders in teaching and support of learning, including peer review activity.
- Established reputation in leading engagement with external agencies/clients and activities that lead to financial, reputational or other significant benefit to the University’s teaching or the student experience.
- Authorship of teaching materials in the subject/discipline area which are widely recognised as effective and valuable in their field, e.g. book, web resource.
- Scholarly publications which are widely recognised as advancing learning, teaching or assessment in a subject/discipline area.
- Establishing and developing sustainable teaching-related networks with other institutions which bring benefit to the University and the wider sector.
- Regular external invitations to give keynote presentations, lead workshops or undertake reviews in an aspect of teaching or supporting learning.
- A sustained record of income generation in the field of teaching activities substantially above the disciplinary norm.
- Undertake own CPD consistent with descriptor level 4 of the UKPSF and/or obtain HEA Principal Fellowship status.
• Institutional nomination for a National Teaching Fellowship award or an award of similar standing.

• Successful leadership of a major element of the University’s teaching strategy at Faculty level or beyond.

• Successful leadership of major activities, such as TEF, at a Faculty level, or University level, or beyond it.

• Any other teaching activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University’s teaching strategies, which the Academic Promotions Committee recognises as being consistent with teaching level 4.

**RESEARCH**

The University recognises that research outputs can take a variety of forms, in accordance with the subject area. This will be reflected in the Discipline Profile. Research includes traditional publications such as books, articles, monographs, works of art and entrepreneurial activities including action- or client-focused research, impact, technology transfer, aspects of consultancy, income generation for research, working with external agencies in research-user networks, and the influencing of national policy. The quality of our research outputs is an important aspect of our University’s reputation and hence part of our promotion and reward processes, and it is recognised that quality is assessed in a variety of ways, and especially via academic peer review. In some disciplines quantitative metrics or indicators, such as citations, can also be a useful guide and when these are appropriate, they need to be used in accordance with disciplinary norms.

Impact is at the heart of Lancaster’s research culture and evidence of impact outside of universities, including in the economy, health, environment, culture, policy, society and public engagement, are all important aspects of research, as well as the engagement with non-academic organisations that are part of the delivery of impact. Quality of impact is essential, particularly with regard to the reach and the significance of the impact.

Interdisciplinary research is also an important part of Lancaster’s research culture, and research that crosses traditional academic disciplines is highly valued, as well as discipline-based research.

Winning of external research grants is also a very important aspect of Lancaster’s research environment, and the size of grants must be seen in the context of disciplinary norms compared to other leading UK universities.

Research leadership, mentoring and management are important aspects of the University delivering on its research ambitions. This includes: leadership of Research Institutes and significant University Research Centres, including playing significant roles within the leadership teams of Institutes and major University Research Centres; leadership of significant grants and projects; mentoring of academic colleagues, including but not restricted to the mentoring of early career academics, particularly with regard to grant acquisition, impact, and the production of high quality research outputs; and leading roles within research in departments and Faculties such as Associate Deans for Research, Departmental Research Directors, and playing significant roles in internal peer review of
research grants, research ethics, and other aspects of research management and leadership, with the emphasis being on the delivery of activity that is valuable to the University and carried out in a manner appropriate to our high quality status and aspirations.

A claim to performance at each of the levels must be supported by reliable and auditable evidence. Performance at that level means competence in key aspects of research as indicated by:

**Level 1**

Example indicators of research and/or scholarship can include:

- Proven ability to conduct high quality research.
- Production of research outputs, some of which are internationally excellent, publishing a profile of work appropriate to the discipline, possibly taking into account inter-disciplinary approaches.
- Contribution to setting up new initiatives.
- Competitive applications for external funding that receive positive external feedback.
- An appreciation of the importance of impact and evidence that impact is being included within research planning.
- Proven ability to engage with high quality research in their teaching practice.
- Evidence of contributing to the body of knowledge in their field through knowledge creation and dissemination that reaches academic and/or professional audiences, possibly taking into account inter-disciplinary approaches.
- Contribution to setting up new scholarly initiatives.
- Representing the department's research and/or scholarly activities with groups outside the Department and the University.
- Any other research and/or scholarly activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University’s research strategies, which the Academic Promotions Committee recognises as being consistent with research level 1.

**Level 2**

Example indicators of research and/or scholarship can include:

- Success in being awarded external research funding, appropriate in scale to the discipline.
- Occasional invited speaker at events of international status.
- Production of internationally excellent research outputs, publishing work in appropriate outlets (e.g. leading journals/conference proceedings/books) or other media (e.g. exhibitions), possibly taking into account inter-disciplinary approaches.
- Understanding, demonstrating and evidencing the impact of research, with evidence of reach
and significance.

- Building effective external networks of contacts around the interests of the department.
- Leading a significant aspect of a research collaboration with one of Lancaster’s international partners/campuses.
- Success in knowledge exchange, consultancy or enterprise activities, including gaining external funding into Lancaster University, appropriate to the scale of the discipline.
- Success in being awarded external funding for scholarly activity, e.g. for engaging speakers, for scholarly outputs.
- Evidence of advancing the body of knowledge in their field through knowledge creation and dissemination that reaches academic and/or professional audiences and is recognised as making a significant contribution to the field, possibly taking into account inter-disciplinary approaches.
- Understanding, demonstrating and evidencing the impact of research (i.e. the influence of research on a 3rd party), with evidence of that impact being included within scholarly activity.
- Playing an effective role within interdisciplinary activities such as the University’s Research Institutes and major University Research Centres.
- Effective supervision and mentoring of research students and/or research staff.
- Effective supervision and mentoring of staff in scholarly practice.
- Successful leadership of major research activities (examples may include, but are not limited to: research enhancement, strategic research collaborations, aspects of REF), at the departmental level.
- Effective and sustained performance in a research leadership role at the departmental level.
- Meaningful contribution to flagship cross-University research initiatives (such as N8 activities).
- Any other research and/or scholarly activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University’s research strategies, which the Academic Promotions Committee recognises as being consistent with research level 2.

Level 3

Example indicators can include:

- Research reputation of international standing and recognition as an authority within their research specialisation;
- World-leading research outputs or substantially sustained internationally excellent outputs, as measured by norms for the discipline;
• Frequent invited speaker at events of international status;
• Above average record of being awarded research funding, with respect to the norms of the discipline, demonstrating significant leadership in obtaining grants;
• Publishing articles frequently in leading journals/conference proceedings in the field as appropriate to the discipline or inter-disciplinary field;
• Demonstrating and evidencing the impact of research (i.e. the influence of research on a 3rd party), in ways that are very considerable in their reach and significance;
• An established reputation with external bodies/clients;
• Leading and winning significant bids with other institutions and bodies, producing demonstrable reputational benefits to the University;
• Above average success in knowledge exchange, consultancy or enterprise activities, including gaining sustained and significant external funding for Lancaster University.
• Successful and sustained performance (normally for a minimum of three years) as an Associate Dean with a research portfolio.
• Successful leadership of a research collaboration with one of Lancaster’s international partners/campuses.
• Successful leadership of major research activities (for example research enhancement, strategic research collaborations), or leading on significant aspects of REF, at the Faculty level. Overall responsibility for and successful leadership of a department’s REF submission.
• Successful and sustained performance in a research leadership role with a significant and complex portfolio at the departmental and/or Faculty level.
• Regular, sustained and successful research mentoring of academic colleagues at Lancaster.
• Sustained record of successfully supervising research students to timely completion and/or research staff, and conversion of this activity into high quality research outcomes.
• Major contribution to cross-departmental and inter-University research projects, such as playing a significant role within the leadership of a Research Institute or an impactful and active University Research Centre.
• Leadership of aspects of flagship cross-University research initiatives (such as N8 activities).
• Any other research activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University’s research strategies, which the Academic Promotions Committee recognises as being consistent with research level 3.
Level 4

Example indicators can include:

- An international reputation for sustained excellence in research and scholarship;

- Sustained record of the award of research funding, substantially above the discipline norm in the UK context, demonstrating significant leadership in obtaining grants, as a Principal Investigator and/or lead Investigator for Lancaster on, for example, major opportunities such as large consolidated grants;

- Consulted by national/international research bodies (e.g. Government, Research Council) on strategy or participation on panels;

- Outstanding world-leading quality of research outputs as measured by norms for the field;

- Evidence of research outputs that have had a demonstrable influence on the field;

- Demonstrating and evidencing the impact of research (i.e. the influence of research on a 3rd party), with evidence of outstanding impacts in terms of their reach and significance;

- Establishing and developing sustainable academic networks with other institutions which bring benefit to the University e.g. European networks;

- Exceptional leadership and success in knowledge exchange, consultancy or enterprise activities, including gaining sustained and significant external funding for Lancaster University, which is substantially above the norm in the UK context.

- Successful leadership of substantial aspects of strategic University research projects or significant research activities (for example REF, research enhancement, strategic research collaborations).

- Sustained successful leadership and development of established research projects of substantial scale or impact.

- Leading the creation of new, successful and impactful research projects with an external focus.

- Leadership of a major research field.

- Leading and sustaining a large research group.

- Outstanding and sustained research mentoring of academic colleagues at Lancaster.

- Sustained record of supervising an above average (for the discipline) number of research students to timely completion and/or research staff, and conversion of this activity into high quality research outcomes.

- Leading flagship University collaborations with other institutions and bodies.
• Leadership of flagship cross-University and international research initiatives (such as N8 activities, Research Institutes, and impactful and active University Research Centre).

• Any other research activity, not already described, that demonstrably fulfils the Department, Faculty and/or the University’s research strategies, which the Academic Promotions Committee recognises as being consistent with research level 4.

ENGAGEMENT

Engagement is the effective utilisation of Lancaster University’s collective intellectual and wider capabilities to serve economic and societal benefit. Drawing on its research and teaching expertise, Lancaster seeks to create innovative, collaborative and sustainable relationships with its partners based on reciprocity and mutual benefit.

Engagement activity at Lancaster University can be both internally and externally focused. Colleagues are expected to demonstrate sustained internal and external engagement activity. Looking within Lancaster University, internal engagement activity might include for example, academic citizenship, enhancing the student experience, encouraging student employability or increasing effective collaboration and sharing of practice between Lancaster academics, departments, institutes, research centres and faculties through shared partnerships and projects. External to Lancaster, engagement activity might include the creation of meaningful and reciprocal relationships with local, regional, national and international partners and may include public engagement, student admissions, business partnerships, policy impact etc. as well as other, non-formalised, methods. Engagement leadership activity can have both an internal and an external focus.

Engagement partnerships and projects, referenced in the ensuing four levels of the criteria, should focus on at least one of the following five categories:

I. Campus Engagement. Initiatives that enhance and support student, staff and alumni experiences on all of Lancaster University’s campuses.

II. Business Engagement. Initiatives that promote commercial innovation and knowledge exchange.

III. Civic and Cultural Engagement. Initiatives that enrich society at the local, regional, national or global level. This may include media involvement.

IV. Policy Engagement. Initiatives that contribute to local, national or international decision-making processes and policies.

V. Public and Community Engagement. Initiatives that engage actively with and involve the general public so as to share the benefits of higher education and research for the purpose of mutual benefit. This may include media involvement.

In all engagement activity, colleagues at Lancaster University will engage with the University and its partners in a meaningful and effective manner that is consistent with the values of the University and the engagement strategy of the Department, Faculty and University.
Level 1

Colleagues will engage with departments, faculties and the wider University community. They will make an effective contribution to established University partnerships and projects. They will create reciprocal relationships both within the University and with external partners.

Expected engagement activity by colleagues at level 1 can include:

- Effective contribution to an established strategic University partnership or project, with demonstrable evidence of successful contribution towards a key objective.

- Evidence of effective contribution towards a successful and impactful engagement partnership or project (either internally or externally focussed), that is derived from research and/or teaching. Demonstrable evidence of how key stakeholder needs have been identified and are being fulfilled.

- Proactive and ongoing interdisciplinary collaboration with academic colleagues resulting in evidence of the creation of a successful engagement-focused project or partnership, based at Bailrigg or one of Lancaster’s international partners/campuses.

- Evidence of pro-active involvement and meaningful contribution to departmental engagement activities and initiatives, including committees, panels and working groups.

- Effective and meaningful contribution to the Department’s student admissions strategy, including pro-active participation in Open Days and Applicant Visit Days.

- Evidence of successful and sustained performance (normally for a minimum of one year) in a departmental administrative role that has either an internal or external engagement focus. Examples may include (but are not limited to): raising the aspiration and broadly promoting the discipline to schools, enhancing student employability, or promoting key research and teaching findings with a positive societal and/or economic impact.

- Evidence of employer and skills pipeline engagement e.g. undergraduate, postgraduate and graduate enterprise activities.

- Evidence of social innovation and community engagement e.g. social entrepreneurship collaborations, addressing local issues or assisting in the co-creation, design or delivery of projects or public and community engagement activities.

- Pro-active and meaningful contribution to the department’s EDI initiatives and strategy and, working in collaboration with colleagues, evidence of its successful delivery. This may include a meaningful contribution to a successful departmental submission for an Athena Swan award.

- Pro-active membership of a University College, evidenced by a demonstrable contribution to enhancing the student experience.

- Any other engagement activity, not already described, that demonstrably fulfils the department, Faculty or the University’s engagement strategies, which the Academic Promotions Committee recognises as being consistent with engagement level 1.
Level 2

Colleagues will build on and develop their engagement activity from level 1. They will lead successfully on key aspects of established University partnerships and projects or they will create and develop new reciprocal relationships within the University or with external partners derived from their research and/or teaching. They will identify and fulfil key stakeholder needs and achieve demonstrable benefit for the parties involved.

Expected engagement activity by colleagues at level 2 should demonstrate evidence of leadership of initiatives generally falling into the categories listed previously. It is anticipated that such activities can include:

- Effective leadership of a key aspect of an established strategic University partnership or project, with demonstrable evidence of successfully achieving key objectives.

- Successful leadership of a key aspect of an established engagement project or partnership of significant scale or impact. Demonstrable evidence of effective initiatives that have been developed and delivered.

- Effective leadership in the creation of a new, successful and impactful engagement partnership or project (either internally or externally focussed). Demonstrable evidence of how stakeholder needs have been identified and successfully fulfilled and evidence of the impact and/or scale of a project/partnership.

- Leading a significant aspect of an interdisciplinary collaboration (based at Bailrigg or one of Lancaster’s international partners/campuses) resulting in evidence of the creation of a successful engagement-focused project or partnership. Demonstrable evidence of how the needs of the stakeholders have been identified and successfully incorporated and of the impact and/or scale of the project/partnership.

- Successful creation of, and/or ongoing commitment to, initiatives that demonstrably enhance student career development. Such initiatives may span both current students and alumni, and include leadership of industrially facing student projects, placements, internships, competitions, consultancy, alumni networks, and facilitation of student activity in business, civic or public engagement activities to develop their own engagement profiles.

- Evidence of sustained integration of non-academic expertise into curricula.

- Effective mentoring and support of early career academics and/or academics from groups under-represented at senior levels within the department and/or Faculty in developing their engagement profiles.

- Effective leadership of social innovation and community engagement. For example, social entrepreneurship collaborations, addressing local issues or leading in the co-creation, design or delivery of projects or public and community engagement activities.

- Successful performance in a departmental leadership role aligned to key departmental engagement priorities (normally for a minimum of one year). Examples may include, but are not limited to: raising the aspiration and broadly promoting the discipline to schools, enhancing student employability, promoting key research and teaching findings with a
positive societal and/or economic impact, effective performance as Deputy HoD, promoting and embedding sustainability across the department, or leading on significant aspects of KEF at the departmental-level.

- Successful and sustained leadership of key aspects of the Department’s student admissions strategy with evidence of effective outcomes.
- Successful leadership of key aspects of EDI initiatives and strategy. For example, significant and sustained contribution to a successful departmental or Faculty Athena Swan award.
- Generation of some external income or investment to support engagement projects and partnerships.
- Effective and sustained performance in a University College leadership role, for example serving as a College Dean. Evidenced by a demonstrable contribution to enhancing the student experience and/or the effective operation of the College.
- Effective representation of the University’s interests on external bodies focussed on impacts commensurate with academic engagement. Evidenced by the positive impacts derived from these activities.
- Pro-active membership of, and meaningful contribution to, University committees in an engagement perspective.
- Any other engagement activity, not already described, that demonstrably fulfils the department, or Faculty or the University’s engagement strategies, which the Academic Promotions Committee recognises as being consistent with engagement level 2.

**Level 3**

Colleagues at this level will be recognised as institutional leaders in engagement. They will lead successfully on significant aspects of University partnerships and projects. They will create, develop and sustain new reciprocal relationships within the University or with external partners derived from their research and/or teaching. They will identify and fulfil key stakeholder needs, achieve demonstrable benefit for the parties involved and evidence the wider impact of their activity. They may have a national reputation for their successful engagement activity.

Expected engagement activity by colleagues at level 3 should demonstrate evidence of sustained leadership of initiatives generally falling into the categories listed previously. It is anticipated that such activities can include:

- Successful leadership of significant aspects of a strategic University partnership or project, with demonstrable evidence of successfully achieving key objectives and of the beneficial impact of the partnership or project.
- Successful leadership and development of an established engagement project or partnership of significant scale or impact. Demonstrable evidence of effective initiatives that have been developed and delivered and of their beneficial impact.
- Leading the creation and development of a new, successful and impactful engagement partnership or project (either internally or externally focussed).
Demonstrable evidence of how key stakeholder needs have been identified and successfully fulfilled and evidence of the significant impact and/or scale of the project/partnership.

- Leading an interdisciplinary collaboration (based at Bailrigg or one of Lancaster’s international partners/campuses) resulting in the creation and development of a successful engagement-focused project or partnership. Demonstrable evidence of how the needs of the stakeholders’ have been identified and successfully incorporated, and of the impact and/or scale of the project/partnership.

- Successful and sustained performance (normally for a minimum of three years) as a Head of Department, Associate Dean, Deputy Dean or College Principal.

- Successful creation and sustained development of initiatives that demonstrably enhance student career development that have been applied successfully across the Faculty. Such initiatives may span both current students and alumni, and include leadership of industrially facing student projects, placements, internships, competitions, consultancy, alumni networks, and facilitation of student activity in business, civic or public engagement activities to develop their own engagement profiles.

- Evidence of impactful dissemination of strategies for integration of non-academic expertise into curricula.

- Effective mentoring and support of colleagues at other Higher Education Institutions in their engagement activity.

- Successful and sustained leadership of substantial and complex aspects of the department and/or Faculty’s student admissions strategy with evidence of effective outcomes.

- Significant and sustained leadership of social innovation and community engagement with demonstrable evidence of its successful impact and beneficial change. Examples may include, but are not limited to: social entrepreneurship collaborations, addressing local or regional issues or leading in the co-creation, design or delivery of projects or public and community engagement activities.

- Successful performance in a strategic Faculty leadership role aligned to key Faculty engagement priorities (normally for a minimum of two years). Examples may include, but are not limited to: raising the aspiration and broadly promoting department(s) to schools, enhancing student employability, promoting key research and teaching findings with a positive, significant societal and/or economic impact, promoting and embedding sustainability across the Faculty, or leading on significant aspects of KEF at the Faculty-level.

- Successful leadership of EDI initiatives and strategy. For example, significant and sustained leadership of aspects of a successful Faculty Athena Swan award or overall responsibility for and successful leadership of a successful departmental Athena Swan Award.

- Generation of external income or investment to support engagement projects and partnerships.
• Recognition and standing at a national level for engagement activity evidenced by indicators of esteem such as membership and/or leadership of esteemed learned societies, recipient of prestigious awards, invitation to participate at relevant prestigious events, significant media profile and collaboration, invitation to serve as an expert witness, or consultation on local or regional policy.

• Leadership of external bodies focussed on impacts commensurate with academic engagement, ensuring that the University’s interests are represented effectively. Evidenced by the positive impacts derived from these activities.

• Any other engagement activity, not already described, that demonstrably fulfils the department, or Faculty or the University’s engagement strategies, which the Academic Promotions Committee recognises as being consistent with engagement level 3.

Level 4

Colleagues at this level will be recognised as sector leaders in engagement within their discipline. They will have an established national or international reputation for leading on successful engagement initiatives and activities. They will influence and shape the national engagement agenda. They will lead collaborations that create, develop and sustain University partnerships and projects that are peer-esteemed. They will lead in the creation, development and maintenance of new reciprocal relationships with external partners that is derived from their research and/or teaching. They will have a sustained record of successful engagement initiatives and activity.

Expected engagement activity by colleagues at level 4 should demonstrate evidence of sustained leadership of multiple initiatives generally falling into the categories listed previously. It is anticipated that such activities can include:

• Successful leadership of substantial aspects of strategic University partnerships or projects, which acted as a catalyst to more systematic change, with demonstrable evidence of successfully achieving key objectives and of the beneficial impact of the partnership or project.

• Sustained successful leadership and development of established engagement projects or partnerships of substantial scale or impact. Demonstrable evidence of effective initiatives that have been developed and delivered and of their beneficial impact.

• Leading the creation of new, successful and impactful engagement partnerships or projects with an external focus. Demonstrable evidence of how key stakeholder needs have been identified and successfully fulfilled and evidence of the substantial impact and/or scale of the project/partnership.

• Leading a multi-institutional collaboration (based at Bailrigg or one of Lancaster’s international partners/campuses) resulting in the creation and development of a successful engagement-focused project or partnership. Demonstrable evidence of how the needs of the stakeholders’ have been identified and successfully fulfilled, and of the impact and/or scale of the project/partnership.

• Successful creation and sustained development of initiatives that demonstrably enhance student career development that have been successfully applied across the University. Such
initiatives may span current undergraduate and postgraduate students and also alumni, and include leadership of industry-facing student projects, placements, internships, competitions, consultancy, alumni networks, and facilitation of student activity in business, civic or public engagement activities to develop their own engagement profiles.

- Effective mentoring and support of departments in other Higher Education Institutions in their engagement strategies.

- Significant and sustained leadership of social innovation and community engagement, with demonstrable evidence of its substantial impact and beneficial change including its positive influence on other institutions and/or organisations. For example, social entrepreneurship collaborations, addressing local, regional or national issues or leading in the creation, design or delivery of projects or public and community engagement activities.

- Successful performance in a strategic University leadership role aligned to key institutional engagement priorities (normally for a minimum of two years). Examples may include, but are not limited to: sustained substantial enhancement of undergraduate and/or postgraduate student employability, promoting key research and teaching findings with a positive, substantial societal and/or economic impact, promoting and embedding sustainability across the University, or leading on significant aspects of KEF at the University-level.

- Successful leadership of key aspects of EDI initiatives and strategy at the University-level. For example, significant and sustained leaderships of aspects of a successful institutional Athena Swan award or leading a successful Faculty Athena Swan Award.

- Successful and sustained leadership of the Faculty’s student admissions strategy or of a significant aspect of the University’s student admissions strategy.

- Sustained generation of external income or investment to support engagement projects and partnerships.

- Recognition and standing at a national and/or international level for engagement activity evidenced by indicators of esteem such as membership and/or leadership of esteemed learned societies or committees, receipt of prestigious awards, invitation to participate at relevant respected events, substantial media profile and collaboration, invitations to serve as an expert witness, or consultation on national or international policy.

- Leadership of national or international bodies focussed on impacts commensurate with academic engagement, ensuring that the University’s interests are represented effectively. Evidenced by the positive impacts derived from these activities.

- Any other engagement activity, not already described, that demonstrably fulfils the department, or Faculty or the University’s engagement strategies, which the Academic Promotions Committee recognises as being consistent with engagement level 4.
GLOSSARY

ATLAS: Advancing Teaching: Lancaster Accreditation Scheme
CPD: Continuing Professional Development
GTA: Graduate Teaching Assistant
HE: Higher Education
HEA: Higher Education Academy, now known as Advance HE
KEF: Knowledge Exchange Framework
PGCAP: Postgraduate Certificate in Academic Practice
REF: Research Excellence Framework
TEF: Teaching Excellence and Student Outcomes Framework
UKPSF: UK Professional Standards Framework

Updated: May 2021
Review Date: July 2022