

BANGOR UNIVERSITY - BENCHMARKS AND INDICATORS OF ASSESSMENT FOR PROGRESSION/PROMOTION TO LECTURER 2 (GRADE 8)

This document outlines the expected benchmark criteria for each of the areas of application. The benchmarks are supported by the indicators that are designed neither to be exhaustive nor prescriptive, but are examples of the expected evidence to be outlined in an application - *applicants are not expected to meet all the indicators in all areas.*

It is acknowledged that some areas will be more appropriate to some disciplines than others, and it is expected that those applying for promotion will adapt their evidence to suit their particular discipline. Similarly, the Verification Panel will base their judgements accordingly.

RESEARCH	
Benchmarks	Indicators
Record of regular and continuing publication of research in quality publications	<ul style="list-style-type: none"> ▪ Publication of books, book chapters, articles and/or papers in learned journals as appropriate to field. ▪ In music and creative writing, evidence of activity and recognition as appropriate to the level of application
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"> ▪ Active member of learned societies. ▪ ▪ Reviewer and/or referee for academic journals. ▪ Contribution to academic conferences (presentation of papers) or evidence of exhibiting work at other appropriate events.
Evidence of research activity and Supervision	<ul style="list-style-type: none"> ▪ Maintenance of a portfolio of research activity, development of research objectives, projects and proposals and conduct of individual or collaborative research projects. • Supervision of student research to completion within a range from undergraduate up to PhD level
Evidence of contribution to securing external funding, as appropriate to the subject area	Evidence of ability to identify sources of funding and to contribute to the process of successfully securing funds as appropriate to the field.

TEACHING AND LEARNING**Benchmarks**

Indicators – *some elements will be more relevant (although not exclusive) to those who are primarily learning and teaching specialists.*

The indicators noted below should be evidenced by sustained impact and leadership at School level and applicants should be recognised role models within the School. It is also expected that there will be evidence of a developing contribution and reputation at a University level and externally.

Evidence of teaching innovation and course development, course design and administration at both under-graduate and post-graduate levels

- Contribution to departmental initiatives that improve teaching where opportunity exists.
 - Development of teaching materials or methodologies, for example course design or assessment as appropriate to the subject area.
 - Evidence of being module co-ordinator or of contribution to module co-ordination.
 - Responsibility for reviewing his/her own teaching activities, to ensure learning outcomes are effectively achieved, taking account of feedback.
 - Reviewing of course content and materials, and where appropriate developed, designed and updated materials.
 - Being conversant with the use of the VLE and other forms of learning technologies, if appropriate to the subject area.
- Evidence of pastoral care activities (e.g. personal tutor)

Evidence of contributions to the pedagogy of the subject area / professional practice

- Conference and/or seminar presentations on pedagogy.
- Evidence of completion of PGCertHE qualification, (or equivalent teaching qualification) or evidence of having achieved Fellowship of the Higher Education Authority (HEA)

Scholarship related to learning and teaching

- Publication of books, articles and/or papers in academic journals as appropriate to field
 - In music and creative writing, evidence of activity and recognition as appropriate to the level of application

WIDER CONTRIBUTION TO THE SCHOOL/COLLEGE/UNIVERSITY AND COMMUNITY

Benchmarks	Indicators
Contribution to School/College administration	<ul style="list-style-type: none">▪ Undertake administrative work within the School (e.g. organisation of exams, record maintenance/management, contribution to Open Days)▪ Contribution to accreditation/QA procedures (if module co-ordinator).▪ Membership of School boards and task groups▪ Contribution to addressing aspects of the student experience.▪ Advising/mentoring colleagues with less experience.▪ Contribution to, and/or support of the University's mission to promote equality and diversity and the Welsh language as appropriate.
Enhancing the University's Profile	<ul style="list-style-type: none">▪ Evidence of contribution towards third mission activities, or in development of projects with commercial impact, if appropriate to the subject area.▪ Contribution to marketing and publicity events.▪ Contribution to community engagement.