

## Further Guidance in Applying for Professorial Conferment



The criteria adopted by the University are intended to demand a level of achievement no less than that traditionally expected within British universities: although the nature of the achievement need not be confined to those activities traditionally recognised by a professorial title and will reflect the vision and mission of Staffordshire University.

The University will give as much weight to the skills and achievement of teachers, entrepreneurs and practitioners as to those of more traditional scholars and researchers.

The University will look for evidence of actual and sustained leadership and achievement and the likelihood of current and continued contribution at an appropriate level

The expectation is that the level of work will be sustained after the appointment. The Professorial Conferment Committee will look for an expanding portfolio, an upward trajectory and an enhanced contribution to the reputation and success of the university.

In all cases candidates will need to demonstrate furtherance of the mission of the University by providing evidence of:

- Achievements that are recognised both within the University and externally
- An ability to influence, stimulate and inspire others
- Commitment to the future development of their area of activity, and acceptance of the responsibility, for contributing to the leadership of the area of activity within their subject area/Faculty/School and more widely within the University.
- Impact of research, normally in terms of adoption of results

A candidate must be **outstanding** in at least one of the following criteria and have **significant** achievement in at least one other. In their applications candidates must specify the criteria under which they wished to be assessed and explain how they are outstanding under at least one criterion and can offer significant achievement in at least another. Only exceptionally would a candidate with a narrower record be considered and then only because of quite exceptional achievement judged by one criterion.

If an application for a professorial title is based on outstanding achievement on the basis of either criterion 3 or criterion 4, then, normally, significant achievement must also be demonstrated in criterion 1 or criterion 2.

In all cases, the Professorial Conferment Committee will expect to see evidence of high level competence in, and commitment to, teaching and support of student learning. This should be included in the applicant's statement in support of the application.

### 1. **Scholarship, research, knowledge transfer and professional practice:**

Candidates will demonstrate an outstanding or significant regional, national or international contribution to the furtherance of knowledge or its application to society by scholarship, research, knowledge transfer or creative achievement.

Creative achievement may be recognised in any field and may be evidenced through evidence other than traditional research or scholarly publications; this might include artefacts, texts, exhibitions, performance or some other form of activity, but must demonstrate how knowledge and its application in the field concerned has been furthered. In determining whether this criterion has been met, the panel will look for evidence of:

- sustained contribution to the field of work and validation of this contribution;
- authorship, direction or execution of performances, productions, exhibitions, or designs appropriate to the discipline or medium demonstrating how knowledge and its application in the field concerned have been furthered.
- authorship of highly regarded publications in paper or electronic form, patents or inventions, preferably either refereed or supported by other evidence of peer recognition;
- record of establishing collaborative links and/or productive research contacts with industry and/or the professions;
- innovation in linking research (and scholarly activities) and knowledge transfer through e.g. consultancies, CPD, enterprise activities;
- external recognition e.g. through membership of enterprise bodies, advisory/consulting roles for agencies or bodies;
- external experience of evaluating enterprise projects or programmes;
- involvement in relevant networks and collaborations;
- organisation of major academic/professional practice conferences and meetings
- contribution to their academic community, public policy, industry, the professions, commerce, the public sector or voluntary organisations;
- significant research income from e.g. research grants, commercial exploitation of research;
- successful supervision of researchers/research students;
- ways in which research has linked to and informed teaching;
- research team development and leadership within the subject area/Faculty/School;
- commitment to the future development of their personal area of activity
- capacity and acceptance of the responsibility for contributing to leadership of their area of activity within their subject area, Faculty/School and the University;
- evidence of the impact of the research, scholarship, knowledge transfer or professional practice cited in the application

## **2. Teaching, curriculum development and pedagogic practice:**

Candidates will demonstrate a regional, national or international record and reputation as a teacher especially through outstanding or significant contribution to curriculum development including: innovation in teaching, learning, and assessment methods; innovative schemes for encouraging access; and similar activities.

In determining whether this criterion has been met, the panel will look for evidence of:

- an established reputation as an excellent teacher and scholar e.g. University Learning and Teaching Fellow, National Teaching Fellowship, demonstrating
  - Evidence of promoting and enhancing the student learning experience:
  - Evidence of supporting colleagues and influencing support for student learning:
  - Commitment to ongoing professional development with regard to teaching and learning
- contribution to the learning and assessment process e.g. curriculum development, innovation in teaching, learning and assessment including flexible approaches to student learning, the use of new technologies, and preferably with external assessments and evaluations of this contribution;
- impact of approaches and innovations at regional, national or international level;
- scholarship related to learning and teaching - publication of widely-used text books and teaching materials; pedagogic research, as demonstrated by publications etc, and how this has been received and utilised;
- external experience of the evaluation of learning, teaching and assessment e.g. QAA reviewer, consistent involvement in external examining;
- leadership of a major academic function within the university;
- recognised external leadership roles in learning and teaching e.g. through membership of regional and/or national bodies including education or training committees of professional bodies;
- contribution to the development of policy;
- success in securing external funding;
- commitment to the future development of teaching and learning;
- capacity and acceptance of responsibility for contributing to the leadership of teaching and learning development within the University

## **3. Academic and/or Professional citizenship and reputation**

Candidates will demonstrate a full and active role in enhancing the University's public reputation as a centre of education, research, enterprise and scholarship at a regional, national or international level. This will involve, for example, leadership and/or representation which indicate an outstanding or significant contribution to the development of the academic and/or professional community.

Other indicators might include engagement, and the development of strong and lasting links, with industry, commerce, the public sector, voluntary organisations or the professions.

In determining whether this criterion has been met, the panel will look for evidence of:

- ways in which professional activities promote and enhance the reputation of the University externally;
- contribution to their academic community and/or links with industry, the professions, commerce, the public sector or voluntary organisations in a way which distinguishes the candidate;
- service and leadership to professional organisations, learned societies, Government and industry policy advisory bodies, committees or community groups in areas relevant to the applicant's academic/professional expertise
- consultancy work which contributes to the development of public policy or other major community issues;
- acknowledgement as an intellectual leader in the field of activity;
- influence on regional/national policy debates and professional advice;
- invitations to act as consultant or advisor to major agencies and/or major professional bodies;
- leadership given to University colleagues in developing professional networks;
- establishment of effective international links which promote the development of the university.
- commitment to future professional activities which benefit and promote the University externally;
- capacity and acceptance of responsibility for contributing to the promotion of the University through professional activities
- evidence of the impact and dissemination of any entrepreneurial leadership cited in the application

#### **4. Academic Leadership which has furthered the University's aims**

Candidates must be able to demonstrate sustained academic leadership at a high level contributing to the development of substantial academic and related activities relevant to the vision, values and strategic objectives of Staffordshire University. This could be demonstrated by, for example, successful innovation demonstrating clear vision; all round excellence over a significant area of work.

In determining whether this criterion has been met, the panel will look for evidence of:

- outstanding, sustained and successful leadership of a major academic or academic-related function within the University in a way which distinguishes the candidate;
- developing or sustaining the Faculty/School and the University's prominence and profile at a regional and/ or national level, beyond its 'core business' and beyond the sum of its parts;
- leadership skills in designing and implementing substantial organisational change and/or building new institutional capacity within the School and University e.g. new research centre, research culture, teaching quality;
- commitment to the future academic leadership within or across the core activities of the University;
- capacity and acceptance of responsibility for providing academic leadership within the University.