Criteria for Promotion for

Senior Learning and Teaching Staff

(to Level 6, Professor of Education, Professor of Practice (Education))

Overview

1. Promotion to Professor of Education, Professor of Practice (Education) or Level 6 of the Learning and Teaching Job Family recognises staff who make a very significant contribution to learning and teaching and/or learning technology at a senior level in the College. To be successful for promotion, candidates will be expected to have influence and impact at Faculty/College Level and to be contributing to the delivery of the College’s Learning and Teaching Strategy.

2. Staff in the Learning and Teaching Job Family are specialists and practitioners who concentrate on educational provision and service delivery, both of which are vitally important to the College’s mission. For promotion to Professor of Education, Professor of Practice (Education) or Level 6, candidates are likely to be increasingly involved in educational research and scholarship, to enhance day-to-day practice. They will need to demonstrate contributions (in varying degrees) in the areas of education, research, leadership and management/administration and profession and practice.

3. Applicants for promotion to roles in the Learning and Teaching Job Family other than to Level 6 are dealt with via the College’s Job Level Review process.

Criteria

Professor of Education
The title of Professor of Education is reserved for an individual who has achieved and demonstrated international standing and leadership in learning and teaching/learning technology through their advancement of educational practice and through their significant contributions to progressing educational reform and improvement to enhance student learning.

Candidates will already be members of the Learning and Teaching job family, or will become members of that job family on appointment or promotion. Appointments to Professor of Education must be made using the recruitment procedure for academic staff.

He/she will be recognised as an influential authority in learning and teaching/learning technology in their academic field of expertise and within the HE sector. For internal staff, this will include making important and significant contributions to the College’s mission and its Learning and Teaching strategy through educational practice, pedagogical knowledge and leadership. Evidence of a similar level of institutional impact must be shown by external applicants (applying for advertised posts). Additionally, candidates will be expected to have developed strategic partnerships outside of their institution, will have shaped learning and teaching strategies and influenced educational practice across HE (nationally and globally).

Candidates’ contributions and achievements will be in all the four areas of Education, Research, Leadership and Management, and Profession and Practice. They will be outstanding in the sphere of education, and will have discipline interests in STEMMB. Candidates will normally be embedded in a host department. The decision to appoint or promote will be made by reviewing a candidate’s profile in its entirety.

Indicators of Achievement

Education

- Excellence in the development and delivery of high quality teaching and learning (supported by departmental/student feedback or other quality assessments)
- Leadership and innovation in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration
- Leadership and innovation in teaching and learning strategies and delivery (e.g. new programmes or courses, assessment methods, innovative approaches to teaching and learning, use of learning technology novel training methods, successful texts)
- Significant contributions to transferable skills programmes, professional development programmes
- Evidence of leadership in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience
- Contributions to outreach, widening participation or public engagement that advances the understanding of the discipline and the mission of Imperial College or candidate’s institution(s).
Research
- Sustained, high-impact contribution to pedagogical research/scholarship and knowledge across their field of expertise (e.g. peer-reviewed publications; invitations to contribute to scholarly reports/publications)
- Evidence of pedagogical innovation, successful collaboration, ability to influence the discipline
- Track record of research income/funded scholarship, normally with a pedagogical emphasis
- Significant, influential publications, usually having a pedagogical emphasis.
- Contribution to authoritative pedagogical reports and national/international guidelines
- Successful supervision of postgraduate taught and research students

Leadership and Management
- Leadership at Faculty/College level for teaching and learning (e.g. including major contributions to educational development, quality assessment, establishing new learning facilities, promoting innovative teaching and learning, promoting use of technology to enhance student learning)
- Senior education leadership responsibilities with evidence of success and impact (e.g. Director of Undergraduate Studies; Director of Postgraduate Studies; major contributions to admissions, examinations, quality assessment)
- Leadership of programme(s) relevant to the strategy, research, education mission of the Department, Faculty, College (e.g. Deputy HoD (Education); Vice Dean (Education); Chair of Education Working Groups)
- Significant role in the recruitment and development of staff, promoting quality and equal opportunities (e.g. academic adviser, mentor, Athena SWAN)

Profession and Practice
- Evidence of a significant leadership role that has contributed to the research and education mission of the College or candidate’s institution(s) (e.g. innovation; promoting educational scholarship and research; implementing research-based improvements in teaching and learning, educational practice; impact on the field of expertise)
- Significant leadership contribution to activities that have changed educational practice and contributed to the mission of the College or candidate’s institution(s) (e.g. educational guidelines; innovative teaching and learning strategy; innovative educational facilities or educational quality review groups)
- Organiser of significant/influential national and international conferences
- Invited contributor to conferences (keynote/plenary sessions), prestigious lectures, major reviews, expert witness investigations, national/international policy committees
- International recognition for excellence in education, authority in their field of expertise (e.g. membership of prestigious national/international education committees; government consultation committees; invited speaker at national/international events; organisation of national/international educational events/programmes; peer-reviewed publications on education)
- Contributions to editorial boards, membership of Research Councils/charitable funding panels, election to prestigious institutions (educational or other), membership of prize awarding bodies
- Membership of educational and accreditation committees of professions
• Acting as an external examiner;
• Awards, prizes or other indicators of educational esteem
• Advisory or consultancy work that has had a significant impact

Professor of Practice (Education)

The title of **Professor of Practice (Education)** is reserved for an individual who has achieved national and international standing and has demonstrated leadership by making outstanding contributions to the advancement of Education and/or significant contributions to the College’s Learning and Teaching Strategy. The role lies outside the traditional academic career track, and, distinct from the academic role of Professor (where contributions are made in all four areas of Education, Research, Leadership and Management, and Profession and Practice), Professors of Practice excel in *one or more* of the three areas of: **Education, Leadership and Management, Profession and Practice** and, obviously, those applicants for Professor of Practice (Education) will likely focus on Education. Candidates for the title are nominated by their Faculty.

Any appointments to this role must use the recruitment procedure for academic staff.

The title is graded at Level E in the Academic and Research Job Family.

**Use of the Title**

It is a condition that users of the title use it in full, e.g. “Dr X, Professor of Practice (Education)” with no abbreviation on letterheads, web pages etc.

**Indicators of Achievement**

**Education**
• Excellence in the development and delivery of high quality teaching (evidenced by Departmental/student feedback or other quality assessments)
• Leadership and innovation in teaching *(e.g. new courses, assessment methods, text books, innovative training methods, new learning facilities, institutional role)*
• Provide strategic leadership for the Faculty/College in using technology to enhance learning and teaching and make a significant contribution to setting a technology-led strategy for the design and development of engaging, interactive and instructionally sound materials.
• Lead and manage the planning, design and development of high quality learning resources to enhance student learning.
• Champion and lead creative solutions to special and/or the different learning needs of the diverse student population.
• Promote use of the College's VLE, and other technologies, to all involved in teaching and learning across the Faculty/College.
• Lead the Faculty or College's strategic education and learning committees or working parties.
• Raise funding to support technology-led learning.
• Periodically review and evaluate the effectiveness of online materials and courses across the Faculty/College, in terms of both the technological and the pedagogical content and intent.
• Be recognised at a senior level by relevant professional bodies.
• Attend and give keynote lectures at conferences both nationally and internationally.
• National and international recognition for excellence in education (e.g. membership of prestigious national/international education committees; peer-reviewed publications on under- or post-graduate education)
• Leadership in improving student support, pastoral care and the overall student experience
• Successful supervision of PhD / MD / MSc students
• Awards, prizes or other indicators of educational esteem

Leadership and Management
• Leadership and/or development of programme(s) relevant to the research and education mission of the Faculty/College
• Contributions to research and/or the educational strategy of the Faculty
• Significant role in the recruitment of academic staff, their development and performance reviews, promoting equality and equal opportunities
• An ambassadorial or change champion role, recognised locally, nationally and internationally
• Contributions to important committees/working groups at the College, to government policy or national think-tanks and organisations, and to international organisations, or international academic organisations of the relevant discipline.

Profession and Practice
• Evidence of a significant leadership role that has contributed, or will contribute (in the case of an appointment), to the academic mission of the College (e.g. new innovations; promoting translational and clinical research; implementing research-based improvements in clinical care, professional practice or impact on the discipline)
• Significant leadership contribution to activities that have changed practice and contributed to the academic mission of Imperial College (e.g. professional or clinical guidelines or review groups), or evidence of similar leadership at another institution in the case of a person appointed to the role.
• Organisation of significant national and international conferences
• Invited contributor to prestigious lectures, major reviews, expert witness investigations and national policy committees
• Contributions to outreach or public engagement that advance the understanding of the discipline and the mission of the College
• Leadership in facilitating delivery of Faculty-led research strategy and activities
• Research output demonstrating leadership, Imperial College collaborations and/or innovation in a specific research area
• Contributions to research papers or conference proceedings which demonstrate high quality research
• Participation on editorial boards, membership of national and international research committees, election to prestigious institutions (e.g. FRS), the award of prizes or other indicators of esteem
Timetable and Application Process for Level 6

1. The closing date for receipt of applications is **1 February 2018**. The application should comprise:

   i. Level 6 Application Form;
   
   ii. Level 6 Applicant Details & References Form;
   
   iii. an up-to-date job description and person specification which clearly shows the percentage amounts of time spent on the major responsibilities;
   
   iv. an organisation chart of the section which highlights the post under review;
   
   v. a supporting case from the Head of Department or Line Manager, or by the applicant if it is a personal application, which should outline the principal reasons for promotion, providing evidence of the impact of key contributions.

   Applications should be sent to **ac.pro@imperial.ac.uk**

2. On the application form, applicants are asked to suggest what their title would be should they be successful. The title should reflect the job role and could be the same as it is prior to promotion if this is still relevant.

3. Applicants will normally be interviewed by a panel of three comprising: the Assistant Provost (Academic Promotions? – correct?), the Vice Provost (Education) and the Deputy Director HR but this may be varied to involve a Consul, or other senior member of staff whose role is education focused. The Head or Line Manager may attend the interview as an observer if he or she wishes, and may only be present in the case of an unsupported applicant with his or her permission. Interviews will be arranged during the period March - May.

4. Given the nature of these roles, the majority of applications are likely to be departmentally-sponsored. Personal applications are allowed but applications cannot be made in isolation from the department. If a personal, unsupported application is made, the Line Manager and Head must provide reasons why support is not forthcoming. The application form also asks for the Faculty Operating Officer’s views for those staff who work in a faculty, and his or her signature must be sought before the Level 6 References and Applicant Details Form is submitted. Both supported and unsupported applications will be evaluated in the same way.

Results

5. Notification of the result will be provided to the Line Manager as soon as practicable after the interview. Personal applicants will be written to directly and the Line Manager and Head will also be informed of the result.

6. Formal notification will be sent to successful candidates once any salary decisions are made. Normally, promotion will take effect from 1 September each year.

7. The sections relating to the Data Protection Act and the Appeals Procedure outlined in the Academic Promotions documentation are pertinent to applications to Level 6.
Role Descriptions and Criteria

Level 6

Roles at Level 6 focus on developing and implementing learning and teaching and/or learning technology strategy at the Faculty/College level over a significant time-scale. There may be some staff whose job combines elements of both. In addition, applicants will have senior managerial responsibilities and are likely to be undertaking pedagogical research and scholarship to inform day-to-day practice.

- Roles at this level are leadership roles. They reflect extensive experience and are held by professional specialists with high-level expertise who have a substantial reputation in their field. There is a significant degree of independent responsibility and discretion within these roles. Work includes developing and implementing new educational practice, processes and policies in learning and teaching and/or in learning technology and integrating these activities with broader College educational strategy.
- Individuals at this level are expected to set quality and professional standards, manage service delivery and have significant influence upon the structure and development of their area of activity. It is likely that individuals will play a key role in the identification and acquisition of funding to support learning and teaching development and will hold senior managerial positions. Having built up extensive professional experience, role-holders will have demonstrable and sustained learning and teaching achievements, possess an in-depth understanding of education, model exemplary good practice, and contribute to the development of new knowledge and understanding in their Faculty or in College.

Post-holders will be expected to be a positive role model for Imperial Expectations

http://www3.imperial.ac.uk/hr/procedures/support/opportunities/expectations

- Applicants may also have achieved, or be close to achieving, Higher Education Academy (HEA) Senior Fellowship or above, part of the HEA’s UK Professional Standards Framework for Teaching and Supporting Learning in HE.
- The criteria which are outlined below indicate representative activities for those with a learning and teaching focus and/or those with a learning technology focus. They are then followed by criteria in relation to management, research and scholarship, typical knowledge and skills and performance criteria which are applicable to both routes.

Indicative Activities – Learning and Teaching Focus

Those undertaking Level 6 work are likely to undertake a significant number of the following activities in roles with a Learning and Teaching focus:

- Display strategic educational leadership in a significant role, normally cross-College/Faculty, requiring planning and organising activities for others over at least 36 months, considering both immediate and longer-term implications.
- Show leadership and good practice in curriculum design and delivery across a significant range of teaching and learning activity and/or programmes of study.
• Be responsible for the development and review of teaching and professional provision within a significant area of College, including education standards, audit, quality assurance and other external evaluation.

• Identify trends, strengths, weaknesses, opportunities and threats in teaching and learning that may have an impact at College/Faculty level, reporting when appropriate so as to facilitate appropriate and timely response.

• Evaluate teaching and learning provision, keeping abreast of external developments and using cross-sector awareness and expertise, together with local knowledge and evaluation, to enhance quality and efficiency.

• Facilitate the translation of relevant educational ideas and strategy into good practice.

• Incorporate change in educational practice to meet the changing needs of students.

• Be responsible for ensuring supportive responses to any special learning needs, or any particular differences in the learning needs of a diverse student base.

• Use disciplinary and educational knowledge and experience to provide contextually appropriate advice/guidance/specialist resources to promote educational innovation and problem-solving.

• Be actively involved in national academic and professional committees and networks making valued contributions and holding positions of responsibility (e.g. being chair).

• Interact at senior levels within the College; network with fellow professionals in the wider community and represent the College.

• Teach as a member of a teaching team, demonstrating exemplary good practice in teaching, learning support and assessment methods.

• Be responsible for enhancing student experience in the Faculty or College in addition to the delivery and design of modules.

• Undertake appropriate analysis of patterns and trends to monitor student progress and retention.

• Be a reflective, responsive practitioner committed to personal and professional development.

Indicative Activities – Learning Technology Focus

Those undertaking Level 6 work are likely to undertake a significant number of the following activities in roles with a Learning Technology focus:

• Provide strategic leadership for the Faculty/College in using technology to enhance learning and teaching and make a significant contribution to setting a technology-led strategy for the design and development of engaging, interactive and instructionally sound materials.
• Lead, coordinate and manage effectively the planning, design and development of high quality technology-led learning resources to enhance student learning and achievement.

• Be responsible for ensuring supportive responses to any special learning needs, or any particular differences in the learning needs of a diverse student base.

• Promote use of the College's VLE, and other appropriate technologies, to all involved in teaching and learning across the Faculty/College.

• Lead or participate in the College's strategic technological learning committees or working parties.

• Be responsible for raising internal and external funding to support technology-led learning activities.

• Make a significant contribution to the periodic review and evaluation of the effectiveness of the online materials and courses across the Faculty/College, in terms of both the technological and the pedagogical content and intent.

• Be responsible for the initiation and overall co-ordination of a relevant programme of training and be recognised at a senior level by relevant professional bodies.

• Attend and give keynote lectures at conferences and workshops, which are relevant to technology-led learning etc.

• Be a reflective, responsive practitioner committed to personal and professional development.

Indicative Managerial Responsibilities – Learning and Teaching and/or Learning Technology

Those undertaking Level 6 work will normally have the following management responsibilities:

• Make a significant contribution to the efficient management and administration of the Faculty or College, facilitating change management and promoting good practice.

• Develop links with external contacts such as other educational and professional bodies and employers to foster collaboration and undertake outreach activities.

• Provide leadership to those planning and leading teaching and learning activities and programmes, such as course leaders or equivalent.

• Manage and develop those involved in delivering and/or supporting teaching and learning activities and programmes, motivating and mentoring them to better meet current and future professional requirements.
• Participate in, and develop activities such as student recruitment, student placements and outreach work.
• Lead or participate in committees and working groups within the Faculty and College as required.
• Contribute to budgetary planning and resource management, using allocated budget/resources effectively and flexibly to control expenditure and ensure delivery of targets/objectives within budgetary constraints.
• Provide expert advice and guidance to other professionals and encourage them to achieve College/Faculty/Divisional/Departmental objectives as appropriate.
• Oversee multiple projects, ensuring each is managed and delivered to specification, time and budget.

Research

Those undertaking Level 6 work will normally undertake research and scholarship to inform day-to-day practice but this activity will not be the primary focus of their role; indicative activities include:

• Engage in contextually-relevant education-related research and other scholarly activities e.g. through membership of appropriate bodies and committees, editorships of journals, writing textbooks etc.) and assume external roles of responsibility (e.g. external examiner for degree programmes in other universities, subject expert in consultancy and advisory arrangements etc.).
• Apply knowledge acquired from scholarship to teaching, translating scholarly activity into contextually relevant good practice.
• Secure internal or external funding for teaching initiatives or scholarship.
• Publish educational policy/research leading to an established reputation in the subject area and sector.
• Provide expert advice internally and externally.

Typical knowledge, skills and experience for Level 6 roles:

• A degree and postgraduate qualification, or equivalent, in relevant discipline.
• In-depth understanding of education and practice in own specialism.
• Ability to make effective contributions to the College’s learning and teaching strategies.
• Comprehensive understanding of university structures and systems and external/sector developments, regulations and requirements.
• Expertise in a variety of contextually appropriate strategies to promote and assess learning.
• Proven ability and major achievements in teaching, demonstrated by consistently high quality and a substantial teaching track record, including national recognition.
• Proven experience of developing strategy and policies around teaching and learning.
• At the forefront of the application of using technology to enhance learning and teaching in higher education.
• In-depth understanding of subject specialism to enable the development of new knowledge and understanding within the field.
• Proven ability and major achievements in education-related research and other scholarly activities, contributing to national professional recognition.
• Ability to lead and deliver on substantial/multi-faceted teaching programmes, initiatives or projects.
• Proven track record in securing funding to support learning and teaching projects.
• Proven high level communication, interpersonal and presentation skills, with the ability to develop and apply innovative and appropriate learning and teaching techniques.
• Strong negotiating and influencing skills, with the ability to build effective collaborative working relationships.
• Strong analytical and problem-solving ability.
• Highly developed planning, organisational and prioritising skills.
• Strong leadership/people management skills.
• Ability to generate and implement innovative ideas and approaches.
• Capable of managing and controlling significant budgets/resources.
• Proven skills in coaching and developing others in best-practice techniques.
• Knowledge and understanding of equality issues relevant to both managerial and educational development aspects of the role.

Performance criteria

Evidence of:

• Contribution to the Faculty/College by generating new ideas and implementing positive change.
• Contribution to the development of colleagues and/or students through coaching, acting as a mentor or otherwise leading development activities.
• Respect for individual learners and the promotion of inclusion and participation.
• Performance as a manager, based on team performance and feedback.
• Delivery of targets/objectives to agreed specification, time, cost and quality standards.
• Quality of planning, appropriate contextual integration and link to strategy.
• Quality and timeliness of advice and recommendations.
• Proposals for policy and procedures which meet both internal and external requirements.
• Effective use of finances and resources.