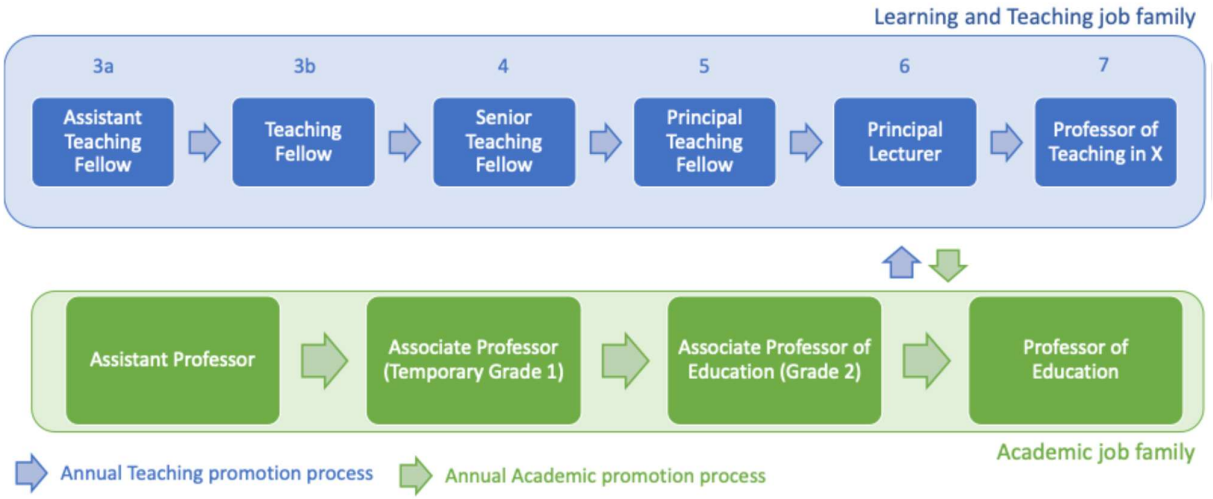
Appendix 5

Criteria for Promotion for Professor of Education and Associate Professor of Education Learning and Teaching[1] and Academic Job Families

Overview



Stage 1: Departmental Review

a. Department supportive
b. Department not supportive (personal application)

Stage 2:
University evaluation

1. 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 Imperial's mission.
2. Candidates for promotion to Professor of Education or Associate Professor of Education, are expected to demonstrate educational research and scholarship that is of commensurate quality as compared to other Professors and Associate Professors Grade 2 (formerly Readers) in the Academic job family. However, the balance of their activities will normally be weighted towards education delivery, including innovating and enhancing day-to-day practice, which may impact upon the volume of research expected.
3. Applicants for promotion to Professor of Education and Associate Professor of Education are considered via the annual Academic promotions process. Applicants for promotion to other roles within the Learning and Teaching job family are handled by the relevant promotions processes.
4. In general, job family transfers (which may or may not include a promotion) are handled by the promotions process for the destination job family. For members of the Learning & Teaching job family a promotion to Professor of Education or Associate Professor of Education therefore involves a job transfer to the Academic job family.

[1] Members of the Learning and Teaching job family can apply for promotion to Associate Professor of Education and Professor of Education. If successful, the applicant will transfer to the Academic job family.

5. Promotion to Associate Professor (Grade 1) of Education is not supported.

General Criteria for Promotion

Within the Academic job family, Imperial takes into account contributions to:

- Education;
- Research;
- Leadership and Management;
- Profession and Practice.

These four activities – education, research, leadership and management, profession and practice – are interrelated and candidates will be expected to demonstrate achievements in all these activities but perhaps to different extents. Each individual case will be judged on its merits; the relative weightings between the various achievements, and the level of attainment in each, will determine the most appropriate promotion. It is recognised that a focus on learning and teaching delivery and innovation may reduce staff contribution in other academic areas.

The Academic Promotions Application Form provides a framework that enables applicants to showcase their contributions and how they meet the criteria.

Indicators of Achievement

a. Education

Imperial requires all candidates coming forward for promotion to demonstrate excellence and impact in educational activities. Candidates should include full details of their educational activities and achievements and their contributions to education in the broadest sense.

Activities include: creative and clear teaching; assessment and feedback that shows a well-developed understanding of how students learn effectively; innovative and flexible methods of delivery that enhance student learning; evidence-based educational practice; contribution to the development of digitally enhanced learning; the development and design of modules, programmes and assessment; organisation and coordination of complex undergraduate and/or postgraduate programmes; delivering inclusive teaching and assessment that supports a diverse student cohort; successful engagement of students as partners in their learning; evaluation of programmes and modules which is used to enhance learning and teaching; innovation to meet the changing needs of students, the subject discipline and relevant professions; personal tutoring; student support; outreach work; fostering students' self-confidence and self-esteem to promote participation; developing and leading the delivery of transferable skills programmes.

Measures of recognition include: sustained excellence in teaching, evidenced by student success and progression, qualitative student feedback, peer observation and commendations by external examiners; the effective and/or innovative management of educational programmes; design of new modules and/or programmes or redesign of existing modules and/or programmes; the receipt of teaching awards; the achievement of a national learning and teaching qualification; membership of national and/or international educational committees; membership of educational and accreditation committees of professions; acting as an external examiner; contributions to student support; successful research student supervision; the development of an evidence-based practice; publications on teaching practice.

During the Academic Year 2025-26 the Module Evaluation Questionnaire (MEQ) will continue

to be developed as a mechanism for gathering direct feedback from students on the modules they have taken, including the ability to comment on individual teachers. Imperial recognises that student perception has a role to play in teaching evaluation, but also that this must never be relied upon blindly, as student satisfaction does not necessarily equate to teaching quality, and research exists showing that factors other than teaching quality can be influential. Promotion panels are cognizant of such concerns and focus their attention on qualitative feedback provided by text comments. Module-based MEQ data that is not clearly attributable to an individual promotion candidate will not be considered a reliable source of feedback. It is important to note that student feedback forms part of a range of sources that includes citations from the HoD and DUGS (or equivalent). These are provided for all promotion candidates. Individual departments or candidates may optionally provide additional attributable feedback (e.g. peer observation or their own surveys supplementing the centrally run MEQ) but this is not required. All available evidence will be considered by panels.

Progression up the career ladder to Professor will involve a broadening of the contribution to education, from excellence in teaching delivery, through to the organisation and management of departmental education and student support activity, leadership on educational matters at Faculty and/or University level and in educational transformation (e.g. pedagogy, curricula development and assessment, innovative use of technology enhanced learning), education research and strategic involvement in educational matters at Faculty and/or University level.

The following activities provide an indication of the activities that might be expected where "**Education**" is playing a dominant role in an application:

Promotion to Associate Professor of Education

- Track record of effective and flexible approach to delivery of programmes and modules.
- Significant contribution to the design of modules demonstrating an evidence-based approach using appropriate evaluation and relevant theory and literature in developing personal practice.
- A commitment to their own development as a teacher and educator through critically engaging with and implementing best practice.
- Evidence of significant contributions to education within the Department that have led to improvements and/or innovation in programme/module design and delivery.
- Strategic role in the development of new approaches to teaching and learning which are underpinned by research and evaluation of teaching methods and systems.
- Significant contribution to tutoring and/or student support and/or support for those that teach.
- Scholarly evaluation of programmes and modules taking into account student learning outcomes and the aims of the curriculum. Application of this evaluation to the development of personal practice.
- Evidence of national and international research into the effectiveness and validity of education programmes and curricula.

Promotion to Professor of Education

- Evidence of excellence in teaching and/or innovative practice which has greatly enhanced and/or changed the nature of learning and teaching in the applicant's field.

- Significant impact on the design and management of the curriculum and programmes within the Department.
- A strategic role in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration.
- Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience.
- Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula.
- Significant involvement in the governance and/or strategic direction of pedagogic design and/or 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 contribution to leadership in education within the Department, Faculty or University.
- An impact on Imperial's reputation for excellence in education within the wider community.

b. Research

Activities include: undertaking independent and collaborative research; fostering interdisciplinary research; developing research proposals and winning support for educational research; planning, leading and directing research activity and managing a research team; presenting findings at conferences; publishing results of research which leads to an established reputation; planning and leading research activities of outstanding quality and national/international repute, which advance the reputation of the Department, Faculty and University; providing expert advice, internally and externally; contributing to the development and implementation of Department/Faculty education research strategy.

Measures of recognition include: the quality and quantity of research output including publications on educational research; a sustained track record in attracting support for educational research; a national and/or international reputation for research, reflected in level of output, level of innovation and the impact on the discipline or profession; widely recognised excellence and reputation among peers; the award of prizes; giving prestigious lectures; membership of national and international committees e.g. Research Council and professional or government committees; work on editorial boards of scholarly journals; visiting appointments at other institutions.

Progression in research will involve: a growing national and international reputation combined with individuals making an increasing impact on their discipline or profession. At all levels appropriateness and originality is important, seminal research and influence evidenced through dissemination in appropriate archival journals is expected and becomes of increasing importance in movingto Associate Professor and Professor. Guidance on the publication of education research is provided below.

Please note: Imperial is a signatory to DORA (Declaration on Research Assessment), which mandates that in hiring and promotion decisions, the academic content of a paper, not the JIF (Journal Impact factor), is what matters. More information on DORA is available at https://sfdora.org.

c. Leadership and Management

Activities include: in addition to managing the individual's own work, contributing to the

management of the Department/Faculty/University, e.g. contributing to the process of admissions, examinations and quality assessment; formulating research and teaching strategy; monitor and ensure effective management of assets and budgets; recruiting and selecting staff; managing and motivating staff to achieve their objectives; promoting equality and implementing equal opportunities; undertaking effective performance and development reviews; acting as an Academic Adviser or mentor; membership of internal and external committees; acting as an Athena SWAN coordinator; involvement in advancement activities; involvement in public engagement activities; collaborative working.

Measures of recognition include: proven capability to lead and design research/teaching programmes; effective and innovative formulation of research and teaching strategy; staff management skills that lead to enhanced team performance; an active interest in personal development and developing others; regular involvement in staff development activities to develop academic, management and personal effectiveness skills; evidence of managing change successfully, making effective decisions and solving managerial problems; appointment as departmental Director of Studies or Senior Tutor.

Academic leadership becomes of increasing importance in moving to Associate Professor of Education and Professor of Education, progression will involve an increasing strategic contribution to Department/Faculty/University management and regular involvement in staff development programmes that help to enhance academic, management and personal effectiveness skills.

d. Profession and Practice

Activities include: involvement in consultancies; contributing to continuing professional development; membership and/or leadership of respected institutions/organisations/peer review bodies; contributing to improvements in management and processes.

Measures of recognition include: medals and awards; a major role in changing and improving educational and/or professional practices; creative contributions to projects; industrial/medical application of research findings; innovations that are recognised by a significant audience; industrial/medical/professional applications of pedagogic research findings; organisation of and/or contribution to significant national and international conferences.

In progressing up the career ladder to Professor of Education, it is highly likely that the national and international standing of an individual will have had an impact on the relevant profession and on institutional educational practice & policy and beyond.

Guidance for using Educational Publications for Promotion

Introduction

This note is intended to act as guidance for anyone within Imperial planning to develop educational research publications and use these to support their promotion applications.

First and foremost, the quality of outputs in educational and social science research is expected to be of the highest quality, in line with expectations from other disciplinary areas represented within Imperial. In this context, it is important to recognise that for publications within education and social science there may be other markers of quality, and different approaches to establishing a ‘profile’ and evidencing ‘impact’, which may not be typical in other disciplinary areas.

Social science and educational research is not new to Imperial, but there are some aspects of educational research which may be less familiar to those who have previously principally

engaged with research in STEMMB. This document serves as an introductory outline to educational research and publications.

Types of Pedagogic literature

While there is considerable overlap between types of literature, and some journals publish more than one type, it can be useful to think in terms of four main types of pedagogic literature.

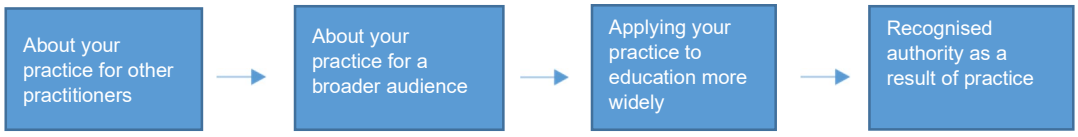
- **Practice**. Publications of this type focus on reporting on aspects of pedagogic practice. Typically, they are written by teachers, trainers and experienced practitioners and report on aspects of practice. Such literature often uses a case-study type approach focussed on a defined local context to describe and evaluate aspects of practice, often with the intent of recommending changes or describing good practice. They are largely written for an audience ofpractitioners.
- **Research**. Publications of this type report pedagogic research studies and present empirical data. They are written by academic researchers who may, or may not, be practitioners and sometimes by students presenting postgraduate study results. They are often related to the practice of the authors or others, but the focus is on presenting the data and conclusions of a defined study. They are written for a research community but are used for information and evidence by practitioners, theoreticians, policy makers and others.
- **Theoretical**. Publications of this type define, relate and discuss concepts and use a range of evidence to present, clarify or critique pedagogic theory or theoretical frameworks. They extrapolate from specific contextual data and practice and aim at being more widely applicable. They are often written by academic theorists from the field of education but occasionally by very experienced practitioners from other disciplines who also have a theoretical understanding of education. They are written for a theoretically informed audience, but the ideas presented are often applied back to practice by practitioners and policy makers.
- **Policy**. Publications of this type articulate a vision of improved and/or 'required' practice in attempt to establish, or in certain circumstances, to mandate approach, process or practice. Such literature may be evidenced by the other types to make a case. They can be authored by individuals in government or professional bodies (or their representatives), by policy 'experts' or by senior practitioners often as representatives of a particular community or practice.

Each of these four types of pedagogic literature could also be sub-divided by being published and/or theoretically 'located' either in the field of education, disciplinary practice or both.

The type of literature is important not only because of its intended audience, but also because of how it can signal pedagogic expertise and wider recognition of that expertise.

Type of pedagogic research and publication – concentric circles of influence:

In terms of how it may be used in promotion to indicate externally recognised expertise and profile, research within education and related areas of social science may be thought of in terms of a set of concentric circles spanning outwards, denoting applicability, scope, and wider visibility of the research activity and findings.



It should be stressed that <u>all</u> types of research described below are deemed important and worthwhile as together they contribute to the entire body of research which evidences and informs practice and contributes to the literature of education and other disciplines.

1) *Research about one's own practice, for other practitioners*: This practice-based research produces findings are only applicable in contexts which are identical, or extremely similar. The subjective nature of much educational data and the importance of 'positionality' in social science research means that while such research may be very influential in a narrow area, it often as limited relevance or impact beyond. An example of this might be a case-study of a particular practice or cohort of students or perhaps and evaluation of a particular pedagogic approach or intervention.
2) *Research about one's own practice, for a broader audience of practitioners:* The initial stage described above may grow to be of wider interest to and influence on other practitioners working in similar contexts. For example, research may provide a compelling body of evidence that is highly regarded or be associated with innovative and widely adopted practice. Alternatively, the work could be designed to be based in a particular practice but to have relevance beyond. Examples of this might be a study that makes claims for disciplinary pedagogy that cross educational levels or compare learning across or between disciplinary areas.
3) *Applying findings from practice to education more broadly*: Beyond that described above, this is pedagogic research intended for a broader audience. The research may well be action research or case studies and be based in practice, but the findings will be positioned so as to invite further research or engagement beyond the context in which the research was performed. Further, it may be positioned as theory or policy literature and aiming for a broad cross-disciplinary audience or at an expert educationalist audience. The data and conclusions will be abstracted beyond a practice context and this may result in a change of journal or journal family for dissemination. Examples of this might include studies that compare practice across disciplinary boundaries and draw conclusions and make recommendations more widely to STEMMB education or to the whole HE sector. Alternatively, such work may seek to use single or multiple disciplinary contexts and data to make claims about theory or about more universal concepts like knowledge, learning or identity in general.
4) *Being a recognised authority in the field as a result of experience:* This level of recognition and scholarly profile will often stem from and be grounded in extensive experience in practice and recognition of a body of work that may show both depth in a disciplinary context and recognition and application beyond that context. Scholarly activity in this area denotes the author as a recognised authority in the field. Examples might be theoretical or policy work or research and publication that spans disciplines and or educational level. Such work might also span educational contexts and be more international. Developing through this latter type of scholarship results in an increase in visibility and recognition beyond one's own practice and context.

<u>Selecting articles for promotion cases</u>

In selecting articles for promotion cases, you should aim to demonstrate your progression through the widening circles of influence as your research and scholarship has progressed through your career. Applicants for promotion to Professor of Education should focus primarily on the period since their appointment or last promotion. For example, applicants for promotion to Associate Professor of Education may choose to select a small-scale, limited influence research study from the beginning of their research career and contrast this with more recent articles which show the widening influence and applicability of their work.

Applicants for promotion to Professor of Education may select a study about the wider influence of their practice from the time of their appointment or last promotion and a more recent article demonstrating how they have now established themselves as an internationally recognised leading practitioner in the field.

In contrast to science, where cutting edge and very specific research is highly valued, in social sciences, such as education, the value of such work is generally limited by context. While it may be influential in very similar contexts it can be invisible beyond. Work that goes beyond context and practice and generalises, generates or tests theory or policy and influences wider audiences is more valued. Thus, book chapters or editing books that go beyond local context and practice might be more important as evidence or recognised academic standing in education than they are in other disciplines.

It is recognised that the field of pedagogic research is more developed in some disciplines than in others: for example, medical education, is a well-established field with a prevalent body of well-regarded peer-reviewed journals and conferences; engineering education is a more emergent field, but which nonetheless has a range of dedicated conferences and journals. In other disciplinary areas the study is simply less mature and there is yet to be an established group of journals and associated conferences associated with pedagogic research in an HE context.

When working towards and making a case for promotion, as you progress it is increasingly important to show more than just an increased volume of scholarship that focuses on your own or disciplinary practice. You need to evidence not only expert practice, but expertise in education that transcends that practice and recognition of expertise that goes beyond your own pedagogic context.