

## Learning & Teaching Route

This additional guidance has been written to offer support, context, and clarification for LBU colleagues seeking to apply for a Professor or Readership via the Learning and Teaching (L&T) route.

It outlines a range of broad expectations linked to each criterion.

Successful candidates for a **Professor** through this route will demonstrate:

- A significant and sustained track record of excellent learning and teaching outputs;
- Leadership of significant pedagogic developments within the discipline, shaping and influencing academic strategy;
- International peer esteem for achievements in learning and teaching;
- A track record of generating external income for pedagogic development, commensurate with discipline norms;
- Regular presentation at major national/international conferences or exhibiting work at other appropriate events;
- Successful track record of academic leadership of teaching and learning.

Successful candidates for a **Reader** through this route will demonstrate:

- A sustained track record of successful learning and teaching outputs;
- Contribution to significant pedagogic developments within the discipline;
- National or potential international peer esteem for achievements in learning and teaching;
- Some evidence of generating external income for pedagogic development, commensurate with discipline norms;
- Evidence of presenting at conferences or exhibiting work at other appropriate events;
- Successful track record of academic leadership.

The Promotions Board will expect to see a range of evidence to demonstrate achievement of the stated criteria including some examples from the list below.

**The italicised text maps to the DEAP impact evaluation framework used in LBU and contextualises the existing criteria (See Figure 1).**

***1. Peer esteem within the field of teaching and learning (as demonstrated through awards, fellowships, and prizes within a disciplinary or institutional context, e.g. national awards – NTF, PFHEA – discipline-based honours and fellowships, leadership of regional/national/discipline-wide projects on learning and teaching).***

1.1 Much of the evidence cited as part of a National Teaching Fellow (NTF) award can be used to show the excellence of your teaching in other areas of your Readership/Professorship application. Again, the emphasis on excellent, impactful, original, and innovative academic practice needs to be foregrounded with evidence of peer and sector esteem to underpin and substantiate your application.

1.2 This might involve prizes for teaching/education in your subject area or prizes for scholarship in HE teaching and pedagogic impact in your professional/disciplinary society e.g. a Senior Fellowship of the HEA, a National Teaching Fellowship or significant contribution to a CATE award team. Internal student-voted awards are not regarded as a key part of an application for promotion.

***2. Evidence of your impact on student outcomes (educational enhancement) demonstrating an evidence-based approach to leading course-level enhancement. Evidence should focus on excellent outcomes for our diverse community of students including approaches to curriculum design, assessment and evaluation which enhance the attainment levels of under-represented or disadvantaged students.***

2.1 You should cite specific examples of excellent outcomes for students where your research and academic leadership and impact can be demonstrated either in terms of your pedagogic research or your active, inclusive academic practice. Sustained active engagement and leadership in institution-wide projects/working groups (e.g. quality related, Access and Participation Plan or Education Strategy working groups, DEAP community events etc.) is expected and, again, should be supported by evidence of your role and impact.

2.2 Inclusion is a core value for LBU. Evidence of the impact of your inclusive academic practice and research findings on our diverse student and colleague groups should be presented in your application.

2.3 The supervision of doctoral students: You may well, as an active member of academic staff undertaking research, be supervising doctoral students. These may be students undertaking an EdD or those doing a thesis focused on HE in teaching/education. Supervision of PhD students and supporting them to completion is regarded as good practice and should be cited in your application. However, this is not regarded as an essential criterion for promotion as many L&T colleagues (who may not be part of a designated research centre) do not routinely have access to the numbers of PhD students that Reader/ Professor applicants through the other routes may have.

**3. Evidence of your impact through L&T research findings (research and scholarship) demonstrating a research-informed approach to leading the scholarship of learning and teaching. Evidence should focus on pedagogical research and publication (including textbook publication).**

3.1 Applicants for promotion through the L & T route would be expected to be engaged in active pedagogic research. It is important to understand what pedagogic research entails.

“Pedagogic research” can also be called the “Scholarship of Teaching and Learning (SoTL)” and involves carefully and systematically investigating teaching practice and, in turn, enhancing the curriculum, teaching approaches and wider policies and practice.

Good pedagogic research provides evidence to enhance learning and teaching in higher education. Pedagogic research ultimately has the goal of improving the quality of education both at LBU and further afield, through dissemination of best evidence-based practice. For this research to be publishable in good teaching and learning focused journals, it will always need to be peer reviewed. Therefore, it must be i) rigorous, ii) methodologically sound, iii) critically reflective and iv) allow educators to examine their own practice, reflect on successes and challenges, and share experiences so others can learn from this, improving education more widely. Pedagogic research often involves projects in which staff work with students in partnership to improve the quality of education and might also involve the evaluation of the wider educational processes and policies which impact on students and colleagues.

3.2 Completion of a PhD or a Master’s degree with an appropriate professional qualification is regarded as essential. Beyond their qualifications, applicants should show evidenced impact of their outputs in their pedagogical research area. Outputs can take a range of forms in the public domain and this often depends on the discipline. They can be peer reviewed journal papers, chapters, critiqued artefacts, films, exhibitions, or performances. Many internal colleagues involved in pedagogic inquiry find undertaking a PhD by existing published work or an EdD a useful route for doctoral study. <https://www.leedsbeckett.ac.uk/the-graduate-school/research-degrees-at-leeds-beckett/research-degrees/>

3.3 It is acknowledged that many journals focusing on the scholarship of teaching and learning are not regarded as 3-4\* REF- acceptable. For the L&T academic promotion route, it is justifiable and acceptable to evidence your research outputs in credible, practice-focused, peer-reviewed academic journals focused on evidence-based pedagogy and academic practice. Many of these are 1 or 2\* journals and are widely read by the academic community.

CLT holds a comprehensive list of suitable, well regarded, pedagogically focused academic journals with a rigorous peer review process and wide readership. Applicants are advised to submit their research to these journals or their own discipline’s peer reviewed, educationally focused journal.

3.4 Publication of single or co-authored textbook(s) publication or monographs related to teaching and learning in your subject, discipline or general HE pedagogy and academic practice is essential. Contribution of peer reviewed chapters to collaborative edited texts about learning and teaching would also be regarded positively as part of the application. A sustained track record of this would be required for Professorship.

**4. Evidence of your impact on L&T achievement (development and support) demonstrating an enabling approach to increasing L&T capability. Evidence should focus on significant prestigious conference or keynote engagement.**

- 4.1 It is important to develop and maintain a visible national profile for Readership and a sustained international profile and reputation for Professorship.
- 4.2 Readers would be expected to demonstrate a range of presentations of their own work at national pedagogical conferences and this should be undertaken internationally for promotions to Professor. Invited keynote lectures focussing on teaching, learning and pedagogic research are regarded as good practice in the sector and should be cited in the application. Sharing your findings in public forums help others develop practice and support community-based and shared knowledge construction.
- 4.3 Applicants should regularly present their research findings at key conferences. These conferences might i) be pedagogically specific to education in your subject/discipline or ii) focus more generally on the scholarship of L&T in the wider HE sector. Some good examples of suitable sector-wide academic conferences are coordinated by a) The Society of Research in Higher Education (SRHE), b) The Staff and Educational Development Association (SEDA), c) the Association of National Teaching Fellows (ANTF), d) the Advance HE annual conference, e) The International Society for the Scholarship of Teaching and Learning (ISSoTL). A track record of individual and collaborative presentations would be expected.

**5. Evidence of your impact through L&T synergies (collaboration and community) demonstrating a cooperative approach to leading L&T collaborations. Evidence should focus on leadership of major pedagogical developments within the University and significant contribution to the wider discipline community e.g. significant projects, enhancement of practice through policy development, major contributions to subject, portfolio or course development, staff development activity at national level, policy development.**

- 5.1 For promotion, it is essential to be engaged in leading academic development in your professional/ subject discipline and in contributing to LBU's institution-wide learning and teaching and pedagogic research activity (our own community). You should discuss your research opportunities with your Director of Research and/ or your Head of Subject.

There is an expectation that applicants are consistently engaged in our DEAP community and have led or contributed to our DEAP events. You should also cite evidence of supporting other academic and professional staff at a pan-institutional level (e.g. as a CLT Associate, or as part of our Fellowship scheme and/or having contributed to various working groups and pedagogic research-based activities).

- 5.2 The impact of your work to the wider field/sector should be evidenced in your application. For example, your membership of educational advisory groups (e.g. your professional discipline/membership association or national bodies like Advance HE, The Office for Students, TEF advisors, Universities UK) is good practice and your contribution to these groups and the impact of your role should be explored and evidenced in your application.
- 5.3 Applicants who are also a Head of Subject would be expected to demonstrate leadership of academic practice with a focus on collaborative sharing of best practice in L&T across the University and their external subject/ disciplinary community.
- 5.4 Being in a Head of Subject role *without additional evidence* that you are engaged in a sustained track record of actively researching and advancing pedagogic developments in the university and beyond would not be regarded as sufficient evidence for either Readership or for

Professorship for the L & T route.

**6. Evidence of your impact through L&T innovation (innovation and enterprise) demonstrating a creative approach to leading change agency. Evidence should focus on significant contribution to L&T projects.**

- 6.1 You should be able to evidence a track record of generating external income for pedagogic development, commensurate with discipline norms. Being a lead investigator for a large funding bid would **not** be regarded as essential for this L&T promotion route as large funding grants and income generation is unusual for research in the scholarship of teaching and learning. Small/medium grant funding is more typical in this area.
- 6.2 You may be the lead researcher, for example, for a Leeds Beckett Teaching Excellence Project which has had significant institutional impact. You may also hold small national funding grants and the impact of this work should be explored in your application.
- 6.3 Impact measures should be used in your application to demonstrate your contribution. For example, consideration of the impact of your work on NSS results, improved course metrics, national impact through your professional body (i.e. your contribution to policies and practice) can all be used and should be evidenced. International impact verified by external referees would be essential for an application to Professor.

**7. Evidence of your impact through L&T effectiveness (professional practice) demonstrating accountability and leading through your role. Evidence should focus on academic leadership including cross-institutional engagement and/or external/professional body engagement.**

- 7.1 You should, as a Reader, be involved in cross-institutional leadership or be doing this as part of your professional body or organisation. For example, you may be i) on the education committee for your professional society, ii) an active peer reviewer and editor in your academic subject's teaching and learning journals or iii) showing sustained engagement and support with our own university HEA Fellowship scheme. For Professorship applications, this work should be strengthened, sustained, and have impact internationally.

The criteria for Professor/Reader of L&T at LBU align with the requirements for developing excellent academic practice across and beyond the University. The requirements are summarised below in the DEAP Impact Evaluation Framework (Figure 1, below).

More information is available from the Centre for Learning and Teaching.

Figure 1

<b>THE DEAP IMPACT EVALUATION FRAMEWORK</b>			
	<b>Drive institutional culture</b>	<b>Target development</b>	<b>Analyse, evaluate, synthesise and promote impact through</b>
Innovation	<b>CREATIVE CULTURE</b> Drive outcomes-focused educational innovation to meet emerging requirements	<b>DEVELOPMENT OF CHANGE-AGENCY</b> Develop confidence to engage in change agency	<b>IMPACT THROUGH INNOVATION</b> Evaluate successful and unsuccessful initiatives and explore impactful innovation
Research and scholarship	<b>RESEARCH-INFORMED CULTURE</b> Develop a research-informed L&T culture to empower practitioners, disciplinary and educational researchers to generate new knowledge	<b>DEVELOPMENT OF RESEARCH/SOTL</b> Empower all staff to engage in and with research and scholarship of teaching and learning (SOTL)	<b>IMPACT THROUGH RESEARCH FINDINGS</b> Promote findings of SOTL, research and professional practice positively impacting on L&T
Educational enhancement	<b>EVIDENCE-BASED CULTURE</b> Take evidence-based, outcomes-focused approaches to course-enhancement strategies	<b>COURSE-LEVEL DEVELOPMENT</b> Facilitate course-level development	<b>IMPACT THROUGH COURSE OUTCOMES</b> Cross-fertilise evidence relating to teaching excellence and student success outcomes
Professional practice	<b>ACCOUNTABLE CULTURE</b> Set expectations that practitioners will progress based on their performance	<b>ROLE/CAREER-STAGE DEVELOPMENT</b> Facilitate role and career-stage-specific continuing professional development	<b>IMPACT THROUGH EFFECTIVENESS</b> Recognise impactful practice in all its forms
Support and development	<b>ENABLING CULTURE</b> Provide opportunities for all to reach their potential	<b>DEVELOPMENT OF CAPABILITY</b> Facilitate specialist support and create and curate accessible L&T guidance to develop personal, pedagogical and technological capability	<b>IMPACT THROUGH ACHIEVEMENT</b> Recognise outstanding L&T achievement
Collaboration and community	<b>COOPERATIVE CULTURE</b> Inform and shape L&T through an institution-wide academic, professional and stakeholder cooperative	<b>DEVELOPMENT OF COLLABORATION</b> Facilitate opportunities to build relationships and collaborations through inclusive fora and networks	<b>IMPACT THROUGH SYNERGIES</b> Highlight effective, synergistic partnerships and alliances