**TEMPLATE CRITICAL APPRAISAL FOR READER PROMOTION**

**Summary assessment of application**

Please write two or three paragraphs here. This section is important for summarising your assessment and context setting, including previous applications, career breaks and anything atypical that needs addressing. Please note that most criteria must be met for promotion. Therefore, if you have indicated that several criteria are not met, you should not support the application. Conversely, if all criteria are met, it should follow that the application is supported.

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| **Reader Promotion Criteria** | **Comments & Feedback**  Please specify clearly whether the criterion is met/partly met/not met and provide 1 or 2 sentence of evidence and / or examples. |
| 1. Externally-recognised national and an emerging international reputation for research and scholarship, and/or knowledge exchange. | Met/partly met/not met. Paragraph of evidence/explanation |
| 2. A body of high-quality peer reviewed publications (or equivalent outputs where the knowledge exchange pathway is prioritised) that demonstrate a substantial contribution to the field or work and/or professional practice. | Met/partly met/not met. Paragraph of evidence/explanation |
| 3. Developing recognition for impact in terms of reach and significance beyond the University. | Met/partly met/not met. Paragraph of evidence/explanation |
| 4. A clear and sustainable programme of research and/or knowledge exchange work for the next three to five years. | Met/partly met/not met. Paragraph of evidence/explanation |
| 5. A successful record of securing significant peer-reviewed research funding and/or funding support for outputs leading to knowledge exchange. | Met/partly met/not met. Paragraph of evidence/explanation |
| 6. A record of good teaching at undergraduate and postgraduate level. | Met/partly met/not met. Paragraph of evidence/explanation |
| 7. A record of supervising PhD students through to successful completion. | Met/partly met/not met. Paragraph of evidence/explanation |
| 8. Contributions to innovations in teaching and learning. | Met/partly met/not met. Paragraph of evidence/explanation |
| 9. Mentoring less experienced staff. | Met/partly met/not met. Paragraph of evidence/explanation |
| 10. Evidence of contributions to faculty or department functions, e.g. chairing examination committees, subject coordination, postgraduate tutor, or co-ordinating materials for internal and external reviews. | Met/partly met/not met. Paragraph of evidence/explanation |

Evidence of the impact of the contribution could include (but will typically not cover all of):

**Research and/or knowledge exchange:**

* A recognised national and emerging international reputation in the peer community, through a sustained programme of research and/or knowledge exchange activity.
* Leading (or being Oxford Brookes lead on) large interdisciplinary/collaborative national or international peer-reviewed funding bids, which develop and sustain research and/or knowledge exchange support in the area of specialism.
* Initiating and developing collaborations with external bodies such as other educational and research institutions, industry and the commercial sector, NGOs and non-commercial organisations, and professional bodies.
* Innovation in linking research, scholarship and knowledge exchange through for example consultancy, contract research, IP-generating and enterprise activities.
* Contributing to the leadership of department research and/or knowledge exchange strategy.
* Publishing research in top quality REF standard peer-reviewed outlets.
* Giving invited papers to national and international audiences.
* Membership of editorial boards of leading journals and other disciplinary bodies.
* Providing expert opinion and commentary to external audiences and bodies.

### Teaching:

* Teaching and examining undergraduate and masters level students.
* Acting as an academic adviser and promoting the enhancement of the student experience.
* Supervising to successful completion and examining PhD students.
* Contributing to the monitoring and enhancement of quality in teaching within the department.
* Developing programme and course proposals, shaping and influencing curriculum development and innovations in teaching practice.
* Acting as a role model in research, knowledge exchange and teaching through excellent practice and strong collegial commitment.
* Mentoring less experienced staff.
* Contributing to the development of teams and individuals and providing advice on career development.

**Activities relating to departmental/faculty management and administration:**

* Contributing to the overall management of the department and contributing to departmental-level strategic planning.

**COMPLETED ON BEHALF OF FACULTY BY:**

**SIGNED:**

**DATE:**

**NB more than one person should be involved in preparing the critical appraisal e.g. a small committee OR one of PVC Dean / ADESE / ADRKE completes the template and another reviews and comments. (NB This may not be possible in directorates).**

**The applicant should be aware of the content of this document and whether their application is supported or not.**