

# Readerships/Associate Professorships

## UPR HR07 version 08.0

### Policies superseded by this document:

This document replaces version 7.0 of UPR HR07, with effect from 13 October 2023.

### Summary of significant changes to the previous version

The process has been revised, including the removal of the requirement to attend an interview and any decisions now made to approve an application to be a Reader or Associate Professor will be based on the written application, the external assessor reports and references received.

The requirement to hold a prima facie panel has also been removed.

### Glossary

A glossary of approved University terminology can be found in [UPR GV08](#).

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## 1 Introduction

These policies and procedures have been approved by the Academic Board.

## 2 Definitions and General Information

### 2.1 Reader/Associate Professor

- 2.1.1 The title of either 'Reader' or 'Associate Professor' is awarded by the University to a member of the University's academic staff in recognition of a candidate's distinction in research, learning and teaching, enterprise and entrepreneurship., consultancy and original work in the creative arts or professional practice. A Reader or Associate Professor is a leader of national standing in their own field and is normally involved in the direct personal supervision of other staff and/or students. A Reader's or Associate Professor's work will have resulted in extensive public output, judged by peer review as being of outstanding quality.
- 2.1.2 The title of either 'Reader' or 'Associate Professor' are of an equivalent standard. The decision as to which of the titles a member of academic staff should apply for, is at the discretion of the individual member of staff. Only one title of either 'Reader' or 'Associate Professor' can be applied for during the application round.
- 2.1.3 Following the award of a title, an appropriate workload allocation will be determined.
- 2.1.4 Members of the academic staff of the University may apply for either a Readership or Associate Professorship if they believe that they satisfy the relevant criteria.
- 2.1.5 'Readers' or 'Associate Professors' may also be appointed by external advertisement, in which case the procedure for appointment will be in accordance with current University procedures for the appointment of new staff but a Decision Panel will be constituted in accordance with the requirements of section 6.4 of this document.
- 2.1.6 The University's approval of the title 'Reader' or 'Associate Professor' will be withdrawn automatically upon termination of the holder's employment with the University of Hertfordshire. At the absolute discretion of the Vice-Chancellor, acting in their capacity as Chair of the Academic Board, the title may be removed by the Board in the event of the holder's incapacity (see UPR HR02<sup>1</sup>) or where misconduct on the part of the holder has been proven (see UPR HR02<sup>2</sup>, and section 7).

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<sup>1</sup> UPR HR02 'Staff Disciplinary Policy'

## **2.2 Reader/Associate Professor Emeritus**

- 2.2.1 The title of 'Reader/Associate Professor Emeritus' can be conferred on a member of staff who retires after having held the title of 'Reader/Associate Professor' whilst employed at the University for a period of at least three (3) years prior to retirement and who is deemed to have served the institution with particular distinction.
- 2.2.2 The title is conferred at the absolute discretion of the Board of Governors which reserves the right to withdraw the title at any time (see Section 8.)

## **3 Purpose of Readerships/Associate Professorships**

The purpose of Readerships/Associate Professorships is:

- i to encourage individual research, learning and teaching, enterprise and entrepreneurship, together with publications, creative and scholarly activities of outstanding merit;
- ii to give due recognition to research, learning and teaching, enterprise and entrepreneurship, exhibiting excellence amongst the academic staff of the University;
- iii to reinforce the research, learning and teaching, enterprise and entrepreneurship, profile of the University by appointing, where appropriate, suitably qualified staff from outside the University;
- iv to assist staff in the development of new research, learning and teaching, enterprise and entrepreneurship, initiatives, including seeking funding from external funding agencies;
- v to encourage academic staff to promote research, learning and teaching, enterprise and entrepreneurship, in the University, for example, by leading the formation and growth of teams and of interdisciplinary activities.

## **4 Criteria for the Appointment of Readers/Associate Professors**

- 4.1 The title 'Reader' or 'Associate Professor' is awarded in recognition of a candidate's proven achievements, although regard will also be given to the candidate's future potential. Candidates will be required to demonstrate their distinction as a scholar, teacher, business person, entrepreneur, consultant or practitioner in one or more of the following:
- i contribution by research, learning and teaching, enterprise and entrepreneurship, to the furtherance of knowledge, advancements of the subject or their application to society;
  - ii standing in the subject or profession;
  - iii their academic leadership.

It is not expected that in any particular case all of these criteria will apply - or apply equally.

- 4.2 In interpreting the above criteria, the Academic Board has determined that:
- i in the context of Readership/Associate Professorship applications, ‘distinction’ implies a standing that would be recognised on a national canvas by those in the same discipline, profession or in the broader field of education;
  - ii the University would wish to give as much weight to the skills and achievement of scholars, teachers, entrepreneurs, business people, consultants and practitioners as to those of more traditional scholars and researchers;
  - iii 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 readership/Associate Professorship title and will reflect the vision and mission of the University.
- 4.3 As regards applications which it judges to be based on the above criteria, a Decision Panel will establish that the candidate is recognised by their peers as standing pre-eminent as a researcher, teacher, entrepreneur, consultant or practitioner in a defined field and enjoys a national reputation. The standing of such applicants will normally be reflected, as appropriate, to the discipline and/or profession in a distinctive portfolio of works (having due regard to DORA principles in the assessment of contribution by research) and evidence of standing secured from eminent peer external assessors and personal referees.
- 4.4 An academic may seek the title of either Reader or Associate Professor for research activities and/or contributions of equivalence secured in learning and teaching and enterprise and entrepreneurship. Successful candidates will be able to evidence a material contribution to their subject and/or field of practice.
- 4.5 The work and activity cited in the application will be assessed against the criteria set out in this section (4) to determine whether it is of national distinction and that a prima facie case has been established for its further consideration using external peer review.
- 4.6 In reviewing an application for either Reader or Associate Professor, the University will look for evidence of the quality and effectiveness of the candidate’s contribution, achievement, impact and peer recognition.
- 4.7 Above all, the University will seek to evidence that the candidate has made a material difference in their chosen field.
- 4.8 Interpretation of the criteria for a Reader or Associate Professor**
- 4.8.1 In interpreting the candidate’s case for the title of Reader or Associate Professor, a Decision Panel will also be guided by the criteria set out in this section (4.8). In the case of staff seeking the title of a Reader/Associate Professor on the basis of a more traditional body of evidence arising from research, then the ‘Research criteria will be dominant; for those staff seeking designation as a Reader/Associate Professor on the basis of their contribution to learning and teaching and enterprise and entrepreneurship, then the criteria for ‘Learning and Teaching’ or ‘Enterprise and Entrepreneurship’ will be the focus.

- 4.8.2 Candidates, irrespective of whether the focus of their case is research, learning and teaching or entrepreneurial activities, will be expected to be able to meet the criteria set down in 'Professional Conduct' and 'Knowledge of Subject'. However, it is not required that all candidates meet all criteria across all a Decision Panel will take a considered view of the full case presented and evidenced by the candidate in arriving at a decision of whether the candidate has established a prima facie case, such that the Deputy Vice-Chancellor (or nominee) can move to seek the views of external assessors, identified by the University and independent of the candidate.
- 4.9 Criteria and examples of evidence can be found in the Appendices (see section A1, A2 and A3).

## **5 The University of Hertfordshire Reader/Associate Professorship – Definition**

- 5.1 Readers/Associate Professors at the University of Hertfordshire are defined by reference to their distinction, standing and leadership in their subject and/or practice. The following framework provides a means of describing the range of activities that may be expected of a Reader/Associate Professor.
- 5.2 The primary purpose of the readership/Associate Professorship role is to further the research, practice and innovation agenda of the University. University of Hertfordshire Readers/Associate Professors will help to maintain and enhance the University's reputation for research and scholarship, teaching and learning, entrepreneurship, business engagements, consultancy, original work in the creative arts and/or professional practice through their contribution to collective endeavours and through their own original works.
- 5.3 Together with other senior colleagues, University of Hertfordshire Readers/Associate Professors are expected to play an important role in the development of strategy and policies relating to research, entrepreneurship, business links, consultancy, original work in the creative arts and/or professional practice. They will be expected to assist more junior colleagues in realising their potential as scholars, teachers, entrepreneurs, consultants and/or practitioners.
- 5.4 The range of activities expected of a University of Hertfordshire Reader/Associate Professor may be expressed under the following headings:
- i undertaking novel enquiry and disseminating new knowledge and/or advances in practice;
  - ii leading projects, teams and/or scholarly communities;
  - iii teaching, learning and professional practice;
  - iv subject advocacy, professional networks and knowledge exchange;
  - v enterprise and entrepreneurship.

- 5.5 The duties of a Reader/Associate Professor are for Deans of School/Head of SBU to determine. Designation as a Reader/Associate Professor does not carry with it any automatic consequences for the nature of the duties that might be undertaken by a Reader/Associate Professor. However, a significant contribution to the work and leadership of the School/SBU and/or University will be expected of all Readers/Associate Professors, which may include inter alia, staff and/or resources management, programme development and development of teaching and learning, research, business links and/or professional practice. The area in which Readers/Associate Professors contribute to the University/School/SBU may change over time. Readers/Associate Professors can be expected to contribute to their School/SBU in ways that may include some of the following duties:
- i assisting the School/SBU in developing research, entrepreneurship, professional practice and/or scholarly activity and developing corresponding links with other Schools and services, as appropriate, within and without the University;
  - ii managing aspects that might include staff and/or other resources of the School's/SBU's research, in association with the School's/SBU's management;
  - iii assisting colleagues in developing their research, business links, consultancy and/or professional practice and scholarly activity, including seeking and applying for external funding;
  - iv undertaking teaching and learning activities, including the supervision of student research projects and dissertations;
  - v supervising research degree students and mentoring less experienced colleagues in supervisory skills;
  - vi undertaking research, business consultancy and/or professional practice as the lead academic;
  - vii contributing to the development of the subject as a scholar;
  - viii contributing to the collective good through professional conduct and action, demonstrating collegiality and good citizenship;
  - ix representing their subject/profession at relevant external and internal fora;
  - x such other duties as may be required by the Dean of School from time-to-time and that are commensurate with the nature of the role.
- 5.6 Readers who, for three (3) successive years, are unable to provide evidence of successful activities as defined in section 4, will normally be required to relinquish the title of 'Reader'. Such action will be initiated by the Reader's Dean of School/Head of SBU who, in consultation with the appropriate Pro Vice-Chancellor, will make a recommendation to the Vice-Chancellor.
- 5.7 The Vice-Chancellor will seek the views of a Decision Panel (see section 6.4) and will advise the Reader that the University is considering whether or not it would be appropriate for them to continue to use the title. The Reader will have the right to make a representation to a Decision Panel before a final decision is taken about the case by the Vice-Chancellor.

- 5.8 Staff who are required to relinquish the title of 'Reader' will revert to the original grade prior to their appointment.
- 5.9 Readers/Associate Professors may, with the agreement of their Dean of School/Head of SBU, relinquish their title at any time. Staff who take such action will retain the original grade prior to their appointment.

## 6 Decision Panel Procedure

The Decision Panel process is managed on behalf of the Vice-Chancellor by the Deputy Vice Chancellor and the following Pro Vice-Chancellors:

Pro Vice-Chancellor (Research and Enterprise),  
Pro Vice-Chancellor (Education and Student Experience);  
Pro Vice-Chancellor (International and Marketing Communications).

### 6.1 Internal candidates – application for a Readership/Associate Professorship not associated with an advertised post

- 6.1.1 Internal candidates may submit an application for a Readership/Associate Professorship in accordance with the timetable issued. In exceptional circumstances and at the sole discretion of the Deputy Vice Chancellor (or nominee), applications may be considered outside of the issued timetable.
- 6.1.2 All applications must be submitted to Human Resources through:  
[readerships@herts.ac.uk](mailto:readerships@herts.ac.uk); or  
[associateprofessorships@herts.ac.uk](mailto:associateprofessorships@herts.ac.uk).
- 6.1.3 The Dean of School/Head of SBU will exercise their professional/academic judgement and determine, at their sole discretion, whether they are content to support the application. In reaching this decision, the Dean of School/Head of SBU may take account of internal or external advice. Where the Dean of School/Head of SBU convenes a local panel for this purpose, the panel should include a suitably experienced academic from another SBU who will act as an independent critical friend to the process, and a representative from Human Resources who will attend in an observation capacity.
- 6.1.4 Where the Dean of School/Head of SBU determines that they will not support the application, they will inform the candidate in writing and confirm to them that the application will not be taken forward and the reasons why will be mapped to the criteria in A1, A2 and A3.
- 6.1.5 Where the Dean of School/Head of SBU supports the application, they will:
- a write a letter in support of the application and;
  - b provide the names and contact information of five **(5)** external assessors with distinction in the applicant's field of endeavor, who are independent of the applicant (and will not, for example, have collaborated in a material way with the applicant in their work) who may be invited to provide the Decision Panel with an independent opinion of the application;

C submit the documents to Human Resources for the Decision Panel.

6.1.6 Applications must include the following:

- a a full curriculum vitae not longer than 10 A4 pages (excluding lists of publications) and;
- b a synopsis of not less than **1,000** and not more than **2,000** words (the word count must be stated, accurate and clearly visible). Bibliography, footnotes, endnotes and references are excluded from the wordcount), of the candidate's achievements, professional standing and future plans in their chosen field of endeavour (research, learning and teaching, enterprise and entrepreneurship), making specific reference to the criteria set out in section 4 of this document and;
- c two (2) references from persons known to the applicant able to comment on the case for promotion (references will be taken up by Human Resources and be provided directly to the Decision Panel, without the applicant having sight of the references in order to maintain confidentiality); and
- d A Statement on how the candidate lives the UH values (in no more than **250** words); and
- e Application Cover Sheet; and

Failure to meet the criteria stated in clause 6.1.6 will result in a rejection of the application.

## **6.2 Applications for a Readership/Associate Professorship associated with an advertised post**

6.2.1 Internal or external candidates who meet the criteria for Readership/Associate Professorship may apply for any University of Hertfordshire Readership/Associate Professorship which is advertised externally.

6.2.2 Applications must be made in accordance with the arrangements specified by Human Resources in the published advertisement and must contain the following:

- a a full curriculum vitae not longer than 10 A4 pages (excluding lists of publications); and
- b a synopsis, of not less than **1,000** and not more than **2,000** words (the word count must be stated, accurate and clearly visible), of the candidate's achievements, professional standing and future plans in their chosen field of endeavour, making specific reference to the criteria set out in section 4 of this document; and
- c the names and full contact information of three (**3**) academic referees of appropriate standing in the field who may be approached by the University regarding the candidate's suitability for appointment as a Reader/Associate Professor (references will be taken up by Human Resources and be provided directly to the Decision Panel, without the applicant having sight of the references in order to maintain confidentiality); and



Failure to meet the criteria stated in clause 6.2.2 will result in a rejection of the application.

### **6.3 Readership/Associate Professorship Decision Panel**

6.3.1 The Deputy Vice-Chancellor (or nominee) will chair all Decision Panels. The Decision Panel will consist of not less than three (3) members and wherever possible the panel should be diverse with regard to both gender and ethnicity. The panel will meet the following requirements:

6.3.2 One member will be of at least Reader/Associate Professor level and will be in a field of endeavour relevant to the qualifying contribution on which the application is to be judged and will also include the relevant PVC. The panel meeting will also include a representative from Human Resources who will be present in an observer capacity. In the event that the nominee for the Deputy Vice-Chancellor is not at the level of Reader/Associate Professor, an additional member of the panel will be required at this level.

6.3.3 The Decision Panel will consider the following when considering an application for Readership or Associate Professor as an internal candidate:

The Dean's/Head of SBU's letter in support of the Application;  
The Application form for Readership/Associate Professor;  
The applicant's C.V;  
A synopsis of achievements, professional standing and future plans;  
Three references referred from referees with the ability to comment on the case for Promotion;  
The written statement from three of the external assessors provided for in clause 6.1.5 b above.

6.3.5 The Decision Panel will consider the following when considering an application for Readership or Associate Professor associated with an advertised post:

The Dean's/Head of SBU's letter in support of the Application;  
The Application form for Readership/Associate Professor;  
The applicant's C.V.;  
A synopsis of achievements, professional standing and future plans;  
The written statement of at least one of the referees provided for in clause 6.2.2 c above.

6.3.6 The Readership/Associate Professorship Decision Panel will confer a title of Reader/Associate Professorship on behalf of the Academic Board.

6.3.7 The Chair of the Readership/Associate Professorship Decision Panel will ensure that applications are considered and shortlisted in accordance with the University's regulations for the recruitment and selection of staff.

6.3.8 The Chair of the Readership/Associate Professorship Decision Panel will ensure that each candidate is notified of the panel's decision in writing.

6.3.9 Where a candidate's application has not been successful, the Chair will outline in a letter to the candidate the reasons for the decision.

6.3.10 The decision of the Readership/Associate Professorship Decision Panel is final and there is no right of appeal.

- 6.3.11 Internal candidates for a Readership/Associate Professorship may re-apply after a period of not less than one (1) year.
- 6.3.12 The Chair of the Readership/Associate Professor Decision Panel will report the appointments to the Academic Board and Board of Governors.
- 6.3.13 For successful candidates the appointments will be for a period of four (4) years, after which the candidate will be required to re-apply.

## **7 Title**

- 7.1 Following appointment and appropriate consultation, successful candidates for a Readership will adopt a formal title related to their field of endeavour, such as 'Reader in Primary Education'.

Successful candidates for an Associate Professorship will be eligible for one of the following titles:

Associate Professor in Enterprise and Entrepreneurship  
Associate Professor in Learning and Teaching  
Associate Professor in Research

- 7.2 Formal titles will require the prior Conferment of the Vice-Chancellor, Deputy Vice-Chancellor or Pro Vice-Chancellor assigned the relevant portfolio who, in this regard, acts on the authority of the Readership/Associate Professorship Conferment Panel.

## **8 Procedure for the Conferment of the Title of 'Reader/Associate Professor Emeritus'**

- 8.1 An overall summary of the case, together with the candidate's curriculum vitae, will be submitted by the candidate's Dean of School/Pro Vice-Chancellor assigned the relevant portfolio, to the Vice-Chancellor.
- 8.2 Approval will be by action of the Chair of the Readership/Associate Professorship Conferment Panel or, in their absence, by the Pro Vice-Chancellor assigned the relevant portfolio.
- 8.3 Where the candidate is an Appointee of the Board of Governors, the case will be prepared by the Pro Vice-Chancellor assigned the relevant portfolio who will submit it, via the Secretary and Registrar, for decision by the Chair of the Board of Governors.
- 8.4 The title 'Reader/Associate Professor Emeritus' is a lifetime award.

## **9 Removal of a Readership/Associate Professorship**

Where at the conclusion of a disciplinary process (see UPR HR02<sup>2</sup>), incapacity or an allegation of misconduct is proven against a Reader/Associate Professor who is a member of staff, the title of Reader/Associate Professor may be removed from the member of staff at the absolute discretion of the Vice-Chancellor, acting in their capacity as Chair of the Academic Board, subject to a confidential report being made to the Board, by the Vice-Chancellor, at the earliest opportunity.

## **10 Reporting Requirements**

The Chair of the Readership/Associate Professorship Conferment Panel is required to report the appointment of Readers and Associate Professors to the next scheduled meeting of the Academic Board (see UPR HR01<sup>2</sup>). Appointments and conferments will be noted by the Board of Governors.

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<sup>2</sup> UPR HR01 'Approved Titles'

## Appendix A - Criteria and examples of evidence in support of a case for Readership/Associate Professorship

### A.1 Research

<b>RESEARCH</b>	<b>As evidenced by, for example:</b>
Outputs and contributions	<p>Research outputs of at least internationally recognised quality as defined in the subject area (for example, these may be defined by any national research assessment process) and/or learning community (pedagogic research) and/or professional practitioner groups/fora, evidence of diffusion and impact of research, for example, through citations in line with DORA principles, development of ideas by others, research awards, technology transfer, consultancy etc.</p>
Research standing and esteem	<p>Measures of peer esteem appropriate to the subject community and research activities.</p> <p>(for example, peer and/or expert review and/or editorship of original works, grants won, research conference presentations, invited presentations, exhibitions, internal/external research examinations etc.)</p> <p>(Specify the nature and extent of your contribution for research grants/projects (for example, principal investigator, 40% of my time for 2 years, etc.)).</p>

<p>Professional practice/consultancy</p>	<p>Effective contribution to changing and developing practice (for example, national committee work, formulation of policy, standards of work, quality and scope and impact of consultancy work etc.)</p>
<p>Contribution to research based teaching and practice based teaching</p>	<p>Successful supervision of postgraduate taught and/or postgraduate research students, evidence that teaching and learning are informed by personal research and endeavours etc.</p>
<p>Contribution to the collective good</p>	<p>Effectiveness in team-based activities within and without the University that seek to advance the quality and opportunity of research, contribution to equality of opportunity in research etc.</p>
<p>Academic leadership</p>	<p>Achievements in leadership roles (for example, range of positions held, impact on research/ teaching/ professional practice within and/or without the University).</p>
<p>Collegiality/good citizenship</p>	<p>Citizenship contributions (for example, committees, working groups, task forces, community groups, volunteering, supporting citizenship of the University and wider scholarly networks, being a good colleague).</p>
<p>Development of self and others</p>	<p>Evidence of continued self-development (for example, roles as mentor/coach, contribution to staff development activities, awareness of equal opportunity issues).</p>

<p>Awareness of wider context</p>	<p>Evidence of awareness (for example, understanding of university and educational sector-wide issues and debates, contribution to University and educational sector-wide issues and debates).</p>
<p>External roles</p>	<p>External contribution (for example, external examinerships, consultancy, election to/membership of recognised national bodies, representing the School/Centre/University in external for a relevant to academic role).</p>

## A.2 Learning and teaching

<p><b>LEARNING AND TEACHING</b></p>	<p><b>As evidenced by, for example:</b></p>
<p>Conduct and currency of Teaching and assessment</p>	<p>Consistent high-quality student feedback (for example, teaching qualification, peer observation, external examiners comments, external reviews/validation/ accreditation outcomes, student outcomes, stakeholder views, effective project supervision of taught and/or research students, success in research student completions, final destination of research/taught students, recognition of equality of opportunity in learning and student diversity etc.).</p>
<p>Reflective practice in relation to Learning and Teaching</p>	<p>Evidence of innovation and evaluation, demonstrable positive impact on advancing the student learning experience etc.</p>

<p>Leadership in relation to Learning and Teaching</p>	<p>Experience and success in leading academic colleagues in relation to learning and teaching (for example, experience and success in mentoring and/or coaching staff, achievements in relation to dissemination of new ideas, for example, changes to curriculum, development of new modules and/or courses and/or programmes and/or projects, indicators of peer esteem (for example, external activities, active involvement with Teaching and Learning groups/committees) etc).</p>
<p>Scholarship in relation to Learning and Teaching</p>	<p>Development and dissemination of learning and teaching materials/projects/research</p> <p>(for example, Editorship/authorship of student textbooks, book chapters in textbooks, editorship/authorship of collections, teaching guides and module booklets, open learning materials, e-based learning exercises, evidence of use and positive user evaluation, screening internal and/or external research funds/matched support etc.).</p>
<p>Curriculum development</p>	<p>Effective module leadership and/or programme leadership (for example, active contribution to programme development teams, engagement with PSBs, employer groups and other stakeholders, as appropriate, etc.).</p>
<p>Contribution to the collective good</p>	<p>Effectiveness in team-based activities within and without the University that seek to advance the quality and opportunity of teaching and learning, awareness of equality of opportunity issues in learning.</p>

<p>Academic leadership</p>	<p>Achievements in leadership roles (for example, range of positions held, impact on research/teaching/ professional practice within and/or without the University).</p>
<p>Collegiality/good citizenship</p>	<p>Citizenship contributions (for example, committees, working groups, task forces, community groups, volunteering, supporting citizenship of the University and wider scholarly networks, being a good colleague).</p>
<p>Development of self and others</p>	<p>Evidence of continued self-development (for example, roles as mentor/coach, contribution to staff development activities, awareness of equal opportunity issues).</p>
<p>Awareness of wider context</p>	<p>Evidence of awareness (for example, understanding of university and educational sector-wide issues and debates, contribution to University and educational sector-wide issues and debates).</p>
<p>External roles</p>	<p>External contribution (for example, external examinerships, consultancy, election to/membership of recognised national bodies, representing the School/Centre/University in external for a relevant to academic role).</p>



### A.3 Enterprise and entrepreneurship

<b>PROFESSIONAL CONDUCT</b>	<b>As evidenced by, for example:</b>
Knowledge or technology transfer	Evidence of leadership, business engagement and/or inventorship (For example, experience of Academic Supervisor, research and development in collaboration with external partners leading to new products/services/ processes or up skilling of staff, publications authored with external non-academic partners, grant of registered intellectual property rights such as patent or registered design, participation in open innovation through licensing or open source means, spin-out or joint venture company creation).
Consultancy and business support	Evidence of expertise-based consultancy activity (for example, consultancy practice leading to defined business improvements in private business, public sector or third sector organisations, lead academic on wider consultancy projects, non-executive directorships of start-up or growing businesses based on academic reputation).
Economic development activity	Leadership in local, regional or national economic development activity (for example, operation of platform programmes to support business, using private or public funding, collaboration with local authorities or local enterprise partnerships, proactive engagement with innovation, incubation or Catapult centres, author successful bids).

<p>Employer engagement</p>	<p>Track record of engagement in employer led education, training and development (for example, design and delivery of bespoke learning and development programmes for employers or professional bodies, establishing, input and successful delivery of a corporate degree, degree apprenticeship etc., contribution to CPD or professional qualification development at national level).</p>
<p>Entrepreneurship</p>	<p>Leading entrepreneurial practice at institutional, local or national level (for example, leadership in extracurricular activity such as business planning exercises or competitions, mentorship activity with entrepreneurs, engagement with the national enterprise, skills or innovation agenda through thought leadership or formal policy consultations, contribution to the advancement of UK entrepreneurial culture, author successful bids).</p>
<p>Academic leadership</p>	<p>Achievements in leadership roles including range, positions held and impact on research/teaching/ professional practice within and/or without the University.</p>
<p>Collegiality/good citizenship</p>	<p>Contribution to committees, working groups, task forces, community groups, volunteering, supporting citizenship of the University and wider scholarly networks, being a good colleague.</p>
<p>Development of self and others</p>	<p>Evidence of continued self-development, roles as mentor/coach, contribution to staff development activities, awareness of equal opportunity issues etc.</p>

Awareness of wider context	Understanding of, and contribution to, university and educational sector-wide issues and debates.
External roles	Contribution to external examinerships, consultancy, election to/membership of recognised national bodies, representing the School/Centre/ University in external fora relevant to academic role etc.
Contribution to the collective good	Effectiveness in team-based activities that seek to advance the mission of the University of Hertfordshire.

Sharon Harrison-Barker  
Secretary and Registrar  
Signed: 13 October 2023

**Alternative format**

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