Professorial Zone Criteria

The zone criteria are indicative rather than prescriptive. The zone criteria are cumulative, implying that activities in higher zones would normally be undertaken in addition to those in lower zones. There is some overlap between zones and movement within a particular zone, or progression to another zone, will reflect the degree to which particular criteria are achieved and demonstrated by the individual.

The Professional Behaviours shown are only indicative, as some of them may be evidenced across several criteria.

<table>
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<tr>
<th>Zone 1 (Emergent)</th>
<th>Zone 2 (Established)</th>
<th>Zone 3 (Outstanding)</th>
<th>Zone 4 (Exceptional)</th>
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<tbody>
<tr>
<td><strong>Academic achievement:</strong> outputs &amp; funding</td>
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<td>• A continuing track record of 3* and occasional 4* outputs, or recognised equivalent outputs in pedagogic research or education (publications or recognised equivalent for discipline, including widely respected textbooks)</td>
<td>• A significant level of public engagement</td>
<td>• Influencing the national academic agenda with regard to research and/or teaching for your discipline</td>
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<td>• A continuing track record of securing external funding to support research and/or teaching</td>
<td>• A track record of achievement of public engagement</td>
<td>• A significant level of engagement with the public and/or private sector, educational or charitable bodies, or other relevant non-academic bodies</td>
<td>• Influencing the international academic agenda with regard to research and/or teaching for your discipline</td>
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<td>• Significant innovation in teaching and learning</td>
<td>• Sustained record of achievement of public engagement</td>
<td>• Sustained record of successful PhD supervision to completion and PDRA mentoring</td>
<td>• Instrumental in having an effect on, change or benefit, to the national and/or international economy, society, culture, public policy or services, health, the environment, education, or quality of life, beyond academia</td>
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<td>• A track record of achievement of public engagement</td>
<td>• A high level of citations, as recognised in the discipline</td>
<td>• Influencing the international academic agenda with regard to research and/or teaching for your discipline</td>
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| **Academic recognition**  
Professional behaviour: Demonstrating Excellence  
• Invitations to deliver key note speeches at international conferences  
• National Teaching Fellowship or Senior HEA Fellowship  
• Invitation to write review papers for high impact journals or books | **Zone 2**  
Professional behaviour:  
• Senior visiting appointments  
• Principal HEA Fellowship  
• Election to scholarly societies | **Zone 3**  
- Prestigious academic awards and prizes for research and/or teaching  
- Invitations to deliver distinguished named lectures/lecture series | **Zone 4**  
- Award of honorary degrees from prestigious universities  
- Election to Fellowships of the Royal Society (FRS), British Academy (FBA) or equivalent  
- Exceptional markers of international esteem  
- Attainment of celebrated awards/prizes for research and/or education |
| **Academic leadership**  
Professional behaviour: Embracing & Enabling Change, Working Together  
• Provision of leadership in your Department, Research Division, School or Research theme  
• Evidence of established academic leadership in teaching, policy and/or professional practice leadership within your School  
• Leadership in steering the teaching/professional training strategy of the interdisciplinary/School group or University | **Zone 2**  
Professional behaviour:  
• Evidence of established academic leadership in teaching, policy and/or professional practice leadership within the University  
• Creation and/or leadership of substantial, multi-institutional, regional teaching/training facilities/programmes | **Zone 3**  
- Establishing, developing and leading research centres or programmes of national importance  
- Establishing, developing and leading research/teaching consortia, drawing on multiple HEIs, policy or business-related bodies  
- Creation and/or leadership of substantial, multi-institutional, national or international teaching/training facilities/programmes  
- Significant leadership responsibilities that shape the future of the University of Reading | **Zone 4**  
- Significant leadership responsibilities that shape the national and international academic agenda  
- Significant leadership responsibilities that have an effect on, change or benefit to the national and/or international economy, society, culture, public policy or services, health, the environment or quality of life beyond academia |
| **Academic citizenship**  
Professional behaviour: Developing Self and Others  
• Leadership responsibility within professional associations  
• Providing scholarly support and guidance to professional practice  
• Serving on editorial boards  
• Mentoring academic colleagues  
• Reviewing grant applications for national funding bodies | **Zone 2**  
Professional behaviour:  
• Membership of national academic policy-making bodies  
• Advising national bodies and membership of international advisory bodies  
• Membership of advisory boards for major research programmes  
• Editorship of journals | **Zone 3**  
- Chairing of major national academic bodies  
- Membership of international academic bodies  
- Leading international summer schools | **Zone 4**  
- Membership and chairing of major national/international non-academic bodies  
- Assessing candidates for distinguished appointments and awards, such as FBA and FRS |
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<td>• Reviewing grant applications for international funding bodies</td>
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<td>• Advising on professorial appointments and higher doctorates for external bodies</td>
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