



ACADEMIC TITLE AND PROMOTION POLICY

Policy Owner: Principal
Drafted/Amended: December 2017
Approved by: Academic Board
Ratified by: Board of Governors
Next Review Date: December 2020

ACADEMIC TITLE AND PROMOTION POLICY

The purpose of this document is to demonstrate how academic staff in the higher education area of provision may advance within the structure of academic title and promotion as operated at Newbold College. **Please note that a separate scale operates for teachers of English for Speakers of Other Languages (ESOL) within the College's English Language Centre.**

All staff members who are involved in the delivery of higher education and meet the relevant criteria may be eligible for academic title and promotion. This will include higher education lecturing staff, academic administrators and library staff.

Promotion is not automatic, but staff appointed at or promoted to a specific rank will normally have the qualifications listed below and will be able to demonstrate a variety of appropriate Key Performance Indicators, examples of which are included in the Position Titles included with this document. It should be noted that the College will not expect every KPI to be demonstrated. Degrees and qualifications should be relevant to the lecturer's professional discipline.

Prior experience is taken into account for new staff members and the Senior Leadership Team makes a recommendation for initial title and rank to the Academic Board and thence to the Board of Governors or its Executive Committee via the Principal.

Staff members already in post and seeking promotion must apply for promotion via the relevant Head of Department to the Senior Leadership Team through the Principal. Any recommendation is then made to the Academic Board.

A candidate for promotion will be required to submit the following:

- Written rationale for promotion, outlining how the candidate's experience and qualifications map against a variety of appropriate Key Performance Indicators, examples of which are published in the relevant Position Title
- An updated CV
- Copies of publications for the past five years
- Proof of other scholarly activity
- Proof of appropriate networking and community involvement
- Peer and student review information and recommendations
- A letter of recommendation from the relevant Head of Department

Lecturer

A Lecturer will undertake independent teaching and research in their discipline or related curriculum area. In research and/or scholarship and/or teaching a Lecturer will make an independent contribution through professional practice and expertise and co-ordinate and/or lead the activities of other staff as appropriate to the curriculum area.

A Lecturer will normally contribute to teaching at undergraduate (including Honours) and postgraduate levels; engage in independent scholarship and/or research and/or professional activities appropriate to their profession or discipline. They will normally undertake administration primarily relating to their activities at the institution and may be required to perform the full academic responsibilities of and related administration for the co-ordination of a programme of the institution.

A Lecturer will normally possess one of the following:

- A master's degree or equivalent PLUS three years (two years for lecturers with an MPhil) of successful teaching, other academic experience, additional postgraduate work or practical experience in the staff member's speciality (see the relevant Key Performance Indicators). Teaching experience below the higher education level may be taken into consideration, normally on a ratio of 2:1 for upper secondary school teaching.
- A doctoral degree.

Senior Lecturer

A Senior Lecturer will make a significant contribution to their discipline at the national level. In research and /or scholarship and/or teaching they will make original contributions, which expand knowledge or practice in their discipline.

A Senior Lecturer will normally make a significant contribution to research and/or scholarship and/or teaching and administration activities of an organisational unit or an interdisciplinary area at undergraduate (including Honours) and postgraduate level. They will normally play a major role or provide a significant degree of leadership in scholarly research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of, and related administration for, the co-ordination of a large programme or a number of smaller programmes of the institution.

A Senior Lecturer will normally possess one of the following:

- A doctoral degree with four years of successful teaching or other academic experience at Lecturer rank and evidence of continuing scholarship (see the relevant Key Performance Indicators).
- In disciplines where a master's degree is considered the terminal degree for teaching or where a doctoral degree may not be pursued because of age, or for some other reason, a master's degree plus significant professional attainment (see the relevant Key Performance Indicators) with four years of successful teaching as a Lecturer or other significant professional experience, and evidence of continuing scholarship.

Principal Lecturer

A Principal Lecturer will normally make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an

organisational unit including a large organisational unit or interdisciplinary area.

A Principal Lecturer will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in their discipline. They will make original and innovative contribution to the advancement of scholarship, research and teaching in their discipline.

A Principal Lecturer will normally have five years of successful teaching or other academic experience as Senior Lecturer, during which time there has been notable recognition on the part of colleagues, professionals in the field and the College, of the staff member's excellence in teaching, scholarly activity, and support of the ideals of the College and higher education (see the relevant Key Performance Indicators).

Emerita/Emeritus Status

Criteria for appointment to emerita/emertus rank include meritorious service to the College's higher education provision, usually for a minimum of fifteen years, which shall include significant contributions to the College in two or more of the following: a distinguished teaching record, outstanding scholarship evidenced by publication in refereed journals or books, professional achievement through recognition as a performer or creative work. Emerita/emertus status will be granted in the ranks of Senior Lecturer and Principal Lecturer only.

Special Rank

Guest Lecturer:

A title given to someone who teaches an occasional module, usually for a semester.

Part-time Lecturer:

A title given to someone who teaches modules regularly on a part-time basis.

Visiting Lecturer:

A title given to someone who holds a full-time appointment with academic rank in another institution but who teaches for the College either on a part-time or full-time basis.

Alternative Qualifications and Exceptions

Recommendations for promotion on the basis of equivalent qualification shall be accompanied by written or printed supporting evidence to the effect that the qualifications available are generally recognised in academic circles. In this respect, the holding of a recognised professional designation will not be regarded as sufficient evidence to receive rank beyond that of Lecturer, except where substantial professional experience has been gained beyond the year of



receiving the professional qualification. The normal ratio of assessing years of appropriate professional experience relative to teaching experience will be in the order of 2:1.

POSITION TITLE: LECTURER

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MINIMUM STANDARDS FOR A LECTURER

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KEY PERFORMANCE INDICATORS

KPI 1: Workplace Health & Safety Obligations

As an employee of Newbold College, you undertake to:

1. Cooperate with the administrators of the College in anything that you do or undertake to do in order to ensure a safe workplace
2. Ensure that your actions do not put others at risk
3. Work safely
4. Use and maintain machinery and equipment properly
5. Obey all safety rules and safe work procedures
6. Wear or use any prescribed safety equipment
7. Participate in training programmes as required
8. Fix unsafe conditions/hazards if you are able to and it is safe for you to do so, otherwise report them immediately to your supervisor/team leader
9. Report accidents or near misses by filling out Incident/Hazard Reports
10. Cooperate with arrangements made to assist the return-to-work of ill or injured employees

KPI 2: Learning and Teaching

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
2.1 Demonstrate sound teaching informed by current scholarship and research.	<i>For example:</i> <ul style="list-style-type: none"> • Analysis of student evaluations • Reflections on teaching competence during the Performance Appraisal process • Presentation of peer, line-manager,

	<p>moderator, or external reports of your contribution to module development and/or delivery</p>
<p>2.2 Demonstrate increasing competence in curriculum development.</p>	<p><i>For example by:</i></p> <ul style="list-style-type: none"> • Developing on-campus curriculum materials • Developing distance education modules and supporting materials • Developing e-learning resources and content • Developing learning and teaching materials to assist international students and students from socially disadvantaged groups • Analysing and acting on student evaluation of modules taught
<p>2.3 Provide instructional methods and presentations that inspire and motivate student engagement.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • In the design of curriculum materials • Reports from external moderators and external examiners • Awards/special recognition for excellence in teaching • Developing innovative practices that foster autonomous learning in students
<p>2.4 Develop curriculum materials that extend students beyond surface-level approaches to learning.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Comments from students, staff and external personnel • Feedback from external sources such as alumni and employers
<p>2.5 Enhance the research-teaching nexus by applying your own research to teaching.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Samples of module descriptors, reading lists, assessment tasks and/or other curriculum materials demonstrating learning and teaching informed by current scholarship and research • A contribution to institutional policy development and strategic planning to enhance learning and teaching
<p>2.6 Respect the development of each student as an individual by encouraging exceptional students to reach their highest potential; providing remedial support to students as needed.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Evidence of working with the Academic Support Coordinator in modifying the curriculum for students with disabilities • Developing extended learning programmes for gifted and talented students • Assessing that all students are working to their ability
<p>2.7 Assess student achievement so that it supports learning, fosters students' self-evaluation and aspiration to excel.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Utilisation of students' self-reports • Assess student's initial skill-base and utilising that information in module development

<p>2.8 Research conducted on your teaching.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Publications of text books and/or other learning and teaching materials relating to the modules you are teaching • Publications on the enhancement of learning and teaching and/or the teaching of your discipline • Presentations at conferences, seminars, workshops and professional meetings on the teaching of your discipline • Receiving external grants for projects on the enhancement of learning and teaching
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KPI 3: Research and Scholarship

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>3.1 Supervise research projects and dissertations in taught master's coursework degrees, or honours dissertations.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Honours students' completion rates • Feedback from Honours students • Completed master's dissertations
<p>3.2 Disseminate research findings.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Presentation of papers at conferences, seminars, workshops, academic/professional meetings • Publication of the results of your research
<p>3.3 Apply for research grants, especially those from external funding bodies.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • From industry bodies • Involvement in collaborative research projects
<p>3.4 Produce publications which conform to appropriate style guides/conventions.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Refereed journal articles • Research monographs • Book chapters reporting research • Refereed conference papers
<p>3.5 Provide other available evidence of the quality and esteem of publications.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Awards received for research and other public acclaim • Reviews • Citations • Invitations for key-note addresses at scholarly conferences
<p>3.6 Engage in Scholarship.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Consultancies/commissioned reports in your academic field
<p>3.7 Mentoring of academic staff.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Mentoring of more junior academic staff and

	contract staff in the area of your discipline expertise, research methodology expertise, teaching and learning expertise, and in any other supportive way necessary for the improvement of departmental or individual staff member's needs
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KPI 4: Community Engagement

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
4.1 Participate with the academic, professional, or general community in areas of your academic or professional expertise.	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Editorship of refereed journals on learning and teaching or of a scholarly or professional journal • Acting as an anonymous peer reviewer for a refereed journal • Provision of academic/professional advice or information to government, industry, professional, community and/or Church organisations • Examination of theses • Refereeing of grant applications for external organisations • Membership of and contribution to academic or professional associations • Membership of the editorial board of a scholarly or professional journal • Organisation of national or international conferences • Membership of accreditation/validation panels and/or external advisory committees for other higher educational providers • External moderation for other higher education providers • Academic/professional partnerships and /or collaboration with universities, industry, Church entities and/or relevant professions • Service on policy or advisory bodies for government, industry, Church, professional and/or community groups • Dissemination of specialised knowledge to the public via magazine or newspaper articles or other media
4.2 Lead in the mentoring and professional development of other staff to enhance quality of learning and teaching.	<p><i>For example by:</i></p> <ul style="list-style-type: none"> • Presenting papers at conferences, seminars or workshops • Delivering presentations on the enhancement of learning and teaching in your discipline • Presenting continuing professional development programmes

	<p>(courses/workshops/seminars for relevant professionals)</p> <ul style="list-style-type: none"> • Engaging with the church community via presentations in the area of your academic or professional expertise • Providing other forms of service to the Church in the area of your academic/professional expertise • Presenting to secondary school students or other audiences in areas of your academic/professional expertise
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KPI 5: Administration of Modules (and/or Programmes)

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>5.1 Contribute to programme development.</p> <p>5.2 Design and develop new modules.</p> <p>5.3 Co-ordinate modules within a discipline or curriculum area.</p> <p>5.4 Perform administrative tasks related to learning and teaching that are typically delegated to staff of higher ranking.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Contribution to programme re-accreditation/re-validation documents • Contribution to the marketing of your programme/department/team/curriculum area • Special assignments beyond the typical expectations of your academic/professional role • Demonstrate that you are capable of functioning at a higher academic level

KPI 6: Contribution to Governance of the Institution

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>6.1 Make a significant contribution to governance in the development of policy, feedback on the strategic plan, administrative, cultural, spiritual, community service or other activities of</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Contribute to collegial decision-making processes, institutional planning and policy development • Administrative positions held (eg curriculum area head, programme leader) and indicate your significant achievements in these roles • Significant contribution to the strategic planning processes of the College

Newbold College.

KPI 7: Maintain and Improve Your Current Skill-Base

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
7.1 Undertake professional development.	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Attending conferences/seminars/workshops • Engaging in professional practice relevant to your discipline • Undertaking study programmes or other activities such as short programmes

KPI 8: Advance the Mission and Ethos of the Institution

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>8.1 Contribute to Newbold's Adventist Christian ethos.</p> <p>8.2 Integrate Newbold's mission, values, ethos and philosophy of education into curriculum and teaching.</p> <p>8.3 Engage in the spiritual activities of the institution and contribute to the spiritual development of students.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Lead in Newbold College's spiritual activities • Lead in Newbold College's service activities involving students • Contribute significantly to the cultural life of the College • Pastoral care and support of students at both individual and cohort level

POSITION TITLE: SENIOR LECTURER

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MINIMUM STANDARDS FOR A SENIOR LECTURER

A Senior Lecturer will make a significant contribution to their discipline at the national level. In research and /or scholarship and/or teaching they will make original contributions, which expand knowledge or practice in their discipline.

A Senior Lecturer will normally make a significant contribution to research and/or scholarship and/or teaching and administration activities of an organisational unit or an interdisciplinary area at undergraduate (including Honours) and postgraduate level. They will normally play a major role or provide a significant degree of leadership in scholarly research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of, and related administration for, the co-ordination of a large programme or a number of smaller programmes of the institution.

KEY PERFORMANCE INDICATORS

KPI 1: Workplace Health & Safety Obligations

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3. Work safely
4. Use and maintain machinery and equipment properly
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6. Wear or use any prescribed safety equipment
7. Participate in training programmes as required
8. Fix unsafe conditions/hazards if you are able to and it is safe for you to do so, otherwise report them immediately to your supervisor/team leader
9. Report accidents or near misses by filling out Incident/Hazard Reports
10. Cooperate with arrangements made to assist the return-to-work of ill or injured employees

KPI 2: Learning and Teaching

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
2.1 Demonstrate sound teaching informed by current scholarship and research.	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Analysis of student evaluations • Reflections on teaching competence during the Performance Appraisal process • Presentation of peer, line manager,

	<p>moderator, or external reports of your contribution to module development and/or delivery</p>
<p>2.2 Demonstrate increasing competence in curriculum development.</p>	<p><i>For example by:</i></p> <ul style="list-style-type: none"> • Developing on-campus curriculum materials • Developing distance education modules and supporting materials • Developing e-learning resources and content • Developing learning and teaching materials to assist international students and students from socially disadvantaged groups • Analysing and acting on student evaluation of modules taught
<p>2.3 Provide instructional methods and presentations that inspire and motivate student engagement.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • In the design of curriculum materials • Reports from external moderators and external examiners • Awards/special recognition for excellence in teaching at the College level • Developing innovative practices that foster autonomous learning in students
<p>2.4 Develop curriculum materials that extend students beyond surface-level approaches to learning.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • References from students, staff and external personnel • Feedback from external sources such as alumni and employers
<p>2.5 Enhance the research-teaching nexus by applying your own research to teaching.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Samples of module descriptors, reading lists, assessment tasks and/or other curriculum materials demonstrating learning and teaching informed by current scholarship and research • A contribution to institutional policy development and strategic planning to enhance learning and teaching
<p>2.6 Respect the development of each student as an individual by encouraging exceptional students to reach their highest potential; providing remedial support to students as needed.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Evidence of working with the Academic Support Coordinator in modifying the curriculum for students with disabilities • Developing extended learning programmes for gifted and talented students • Assessing that all students are working to their ability
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<p>2.8 Research conducted on your teaching.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Publications of text books and/or other learning and teaching materials relating to the modules you are teaching • Publications on the enhancement of learning and teaching and/or the teaching of your discipline • Presentations at conferences, seminars, workshops and professional meetings on the teaching of your discipline • Receiving external competitive grants for projects on the enhancement of learning and teaching
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<p>3.1 Supervise research projects and dissertations in taught master's coursework degrees, or honours dissertations.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Honours students' completion rates • Feedback from Honours students • Completed master's dissertations
<p>3.2 Disseminate research findings.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Presentation of papers at conferences, seminars, workshops, academic/professional meetings • Publication of the results of your research
<p>3.3 Apply for research grants, especially those from external funding bodies under competitive situations.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • From external industry bodies • Involvement in collaborative research projects including leadership of research teams
<p>3.4 Produce publications which conform to appropriate style guides/conventions</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Refereed journal articles • Research monographs • Book chapters reporting research • Refereed conference papers
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<p>4.2 Lead in the mentoring and professional development of other</p>	<p><i>For example by:</i></p> <ul style="list-style-type: none"> • Modelling how to present papers at conferences, seminars or workshops • Delivering presentations on the enhancement

<p>staff to enhance quality of learning and teaching.</p>	<p>of learning and teaching in your discipline</p> <ul style="list-style-type: none"> • Presenting continuing professional development programmes (courses/workshops/seminars for relevant professionals) • Engaging with the Church community via presentations in the area of your academic/professional expertise • Providing other forms of service to the Church in the area of your academic/professional expertise • Presenting to secondary school students or other audiences in areas of your academic/professional expertise
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cultural, spiritual, community service or other activities of Newbold College.	<ul style="list-style-type: none"> • Significant contribution to the strategic planning processes of the College
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KPI 7: Maintain and Improve Your Current Skill-Base

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MINIMUM STANDARDS FOR A PRINCIPAL LECTURER

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A Principal Lecturer will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in their discipline. They will make original and innovative contribution to the advancement of scholarship, research and teaching in their discipline.

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<p>2.2 Demonstrate increasing competence in curriculum development.</p>	<p><i>For example by:</i></p> <ul style="list-style-type: none"> • Developing innovative curriculum materials • Developing distance education modules and supporting materials • Developing e-learning resources and content • Developing learning and teaching materials to assist international students and students from socially disadvantaged groups • Analysing and acting on student evaluation of modules taught
<p>2.3 Provide instructional methods and presentations that inspire and motivate student engagement.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • In the innovative design of curriculum materials • Reports from external moderators and external examiners • Awards/special recognition for excellence in teaching at a national level • Developing innovative practices that foster autonomous learning in students
<p>2.4 Develop curriculum materials that extend students beyond surface-level approaches to learning.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • References from students, staff and external personnel • Feedback from external sources such as alumni and employers
<p>2.5 Enhance the research-teaching nexus by applying your own research to teaching.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Samples of module descriptors, reading lists, assessment tasks and/or other curriculum materials demonstrating learning and teaching informed by current scholarship and research • A significant contribution to institutional policy development and strategic planning to enhance learning and teaching
<p>2.6 Respect the development of each student as an individual by encouraging exceptional students to reach their highest potential; providing remedial support to students as needed.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Work with the Academic Support Coordinator in modifying the curriculum for students with disabilities • Developing specialised computer software and extended learning programmes for gifted and talented students • Assessing that all students are working to their ability
<p>2.7 Assess student achievement so that it supports learning, fosters students' self-evaluation and aspiration to excel.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Utilisation of students' self-reports • Assessing each student's initial skill-base and utilising that information in module development
<p>2.8 Research</p>	<p><i>For example:</i></p>

<p>conducted on your teaching.</p>	<ul style="list-style-type: none"> • Publications of text books and/or other learning and teaching materials relating to the modules you are teaching • Publications on the enhancement of learning and teaching and/or the teaching of your discipline • Presentations at conferences, seminars, workshops and professional meetings on the teaching of your discipline • Receiving external competitive grants for projects on the enhancement of learning and teaching
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KPI 3: Research and Scholarship

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>3.1 Supervise Honours and Higher Degree students.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Honours students' completion rates • Feedback from Honours and Higher Degree students
<p>3.2 Disseminate research findings.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Presentation of papers at conferences, seminars, workshops, academic/professional meetings • Publication of the results of your research
<p>3.3 Apply for and receive research grants, especially those from external funding bodies under competitive situations.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • From external industry bodies • Involvement in collaborative research projects including leadership of research teams
<p>3.4 Produce publications which conform to appropriate style guides/conventions</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Refereed journal articles • Research monographs • Book chapters reporting research • Refereed conference papers
<p>3.5 Provide other available evidence of the quality and esteem of publications.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Awards received for research and other public acclaim • Reviews • Citations • Invitations for key-note addresses at scholarly conferences
<p>3.6 Engage in scholarship.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Consultancies/commissioned reports in your academic field
<p>3.7 Mentoring of academic staff.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Mentoring of more junior academic staff and contract staff in the area of your discipline

	expertise, research methodology expertise, teaching and learning leadership and expertise, and in any other supportive way necessary for the improvement of departmental or individual staff member's needs
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KPI 4: Community Engagement

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>4.1 Participate at a high level of engagement with the academic/professional, or general community in areas of your academic/professional expertise.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Editorship of refereed journals on learning and teaching or of a scholarly or professional journal • Acting as an anonymous peer reviewer for a refereed journal • Provision of academic/professional advice or information to government, industry, professional, community and/or church organisations • Examination of theses • Refereeing of grant applications for external organisations • Membership of and contribution to academic or professional associations • Membership of the editorial board of a scholarly or professional journal • Organisation of national or international conferences • Membership of accreditation panels and/or external advisory committees for other higher educational providers • External moderation for other higher education providers • Academic/professional partnerships and /or collaboration with universities, industry, church entities and/or relevant professions • Service on policy or advisory bodies for government, industry, church, professional and/or community groups • Dissemination of specialised knowledge to the public via magazine or newspaper articles or other media
<p>4.2 Lead in the mentoring and professional development of other staff to enhance quality of learning and teaching.</p>	<p><i>For example by:</i></p> <ul style="list-style-type: none"> • Modelling how to present papers at conferences, seminars or workshops • Delivering presentations on the enhancement of learning and teaching in your discipline • Presenting continuing professional development programmes

	<p>(courses/workshops/seminars for relevant professionals)</p> <ul style="list-style-type: none"> • Engaging with the Church community via presentations in the area of your academic/professional expertise • Providing other forms of service to the Church in the area of your academic/professional expertise • Presenting to secondary school students or other audiences in areas of your academic/professional expertise
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KPI 5: Administration of Modules (and/or Programmes)

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>5.1 Make a significant contribution to programme development.</p> <p>5.2 Design and develop new modules.</p> <p>5.3 Programme co-ordination.</p> <p>5.4 Perform administrative tasks related to learning and teaching that are typically delegated to staff of higher ranking.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Contribution to programme re-accreditation/re-validation documents • Contribution to the marketing of your programme/department • Special assignments beyond the typical expectations of your academic/professional role

KPI 6: Contribution to Governance of the Institution

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>6.1 Make a significant contribution to governance in the development of policy, feedback on the strategic plan, administrative, cultural, spiritual, community service or other activities of Newbold College.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Contribute to collegial decision-making processes, institutional planning and policy development • Administrative positions held (eg curriculum area head, programme leader) and indicate your significant achievements in these roles • Significant contribution to the strategic planning processes of the College

KPI 7: Maintain and Improve Your Current Skill-Base

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
7.1 Undertake professional development.	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Attending conferences/seminars/workshops • Engaging in professional practice relevant to your discipline • Undertaking study programmes or other activities such as short programmes

KPI 8: Advance the Mission and Ethos of the Institution

As an employee of Newbold College, you undertake to:

Key Requirement	Measurement(s)
<p>8.1 Contribute to Newbold College's Adventist Christian ethos.</p> <p>8.2 Integrate Newbold's mission, values, ethos and philosophy of education into curriculum and teaching.</p> <p>8.3 Engage in the spiritual activities of the institution and contribute to the spiritual development of students.</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Lead in Newbold College's spiritual activities • Lead in Newbold College's service activities involving students • Contribute significantly to the cultural life of the College • Pastoral care and support of students at both individual and cohort level