**ACADEMIC PROMOTION**

**School Context Report**

*(NB. One to be completed per School)*

|  |  |
| --- | --- |
| **School:** |  |
| **Faculty:** | Choose an item. |

The purpose of this report is to provide a summary of the working context for each school using the four categories in the Academic Promotions Framework (APF). It is a guide for everyone involved in academic promotion, which includes potential candidates, their managers and others providing support (such as mentors and reviewers), as well as members of each Faculty Promotion Committee (FPC).

The intention is to provide everyone involved with the same information about the academic contribution necessary for the successful day-to-day running of the school. It will cover the four broad APF categories, referencing specific criteria as appropriate. Where possible, it will also include how things vary across academic levels and pathways, as well as where there might be significant variation between disciplines.

It is also an opportunity to influence and shape the culture within the school, especially linked to wider initiatives within the Higher Education sector that the University supports. Examples include the [Concordat to support the career development of researchers](http://www.bristol.ac.uk/staffdevelopment/academic/our-work/bristol-clear/bristols-commitment-to-research-staff-development/), [responsible research evaluation](https://www.bristol.ac.uk/research/environment/responsible-research-assessment/) (DORA, Leiden Manifesto, etc.) and [innovation in learning and teaching](https://www.bristol.ac.uk/bilt/).

|  |
| --- |
| **Overall school context**  General comments about how the school is managed and organised (Departments, Sections, Subjects, Groups, etc.), how workload is allocated across pathways, a sense of the size and scale of key activities such as teaching programmes, research areas, etc. |
|  |
| **Research (R-1 to R-4)**  Expectations in terms of research outputs (R-1), building research capacity and recognition (R-2), grant income (R-3) and research supervision (R-4). |
|  |
| **Education (E-1 to E-4)**  Expectations in terms of education practice and the nature and volume of teaching delivery (E-1), personal tutoring (E-2), curriculum development (E-3) and the scholarship of teaching and learning (E-4). |
|  |
| **Engagement and impact (EI-1 to EI-3)**  Expectations in terms of engagement with external organisations (EI-1), the translation and application of knowledge (EI-2) and maintaining community dialogue (EI-3). |
|  |
| **Leadership and citizenship (LC-1 to LC-4)**  Expectations for the wide range of school leadership responsibilities across levels and roles whether formal or informal (LC-1), and how we keep our research and teaching relevant and visible through leadership in your discipline (LC-2). Under citizenship there is our shared responsibility to support each other through collegiality (LC-3) and the wider contribution necessary to running a successful and inclusive school (LC-4). |
|  |
| **Indicators of external recognition**  In addition to any indicators that might have been included under the APF categories above, what typically constitutes well regarded measures of esteem? |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Head of School Name:** |  | | |
| **Signed:** |  | **Date:** |  |
| Checking this box will be accepted instead of a signature if you are submitting this form via email | | | |

|  |
| --- |
| **PEASE FORWARD THIS FORM AND/OR A LINK TO WHERE IT CAN BE ACCESSED BY OTHERS IN YOUR SCHOOL TO YOUR FACULTY HR ADVISER** |