

THE UNIVERSITY OF READING

Standard Form of *curriculum vitae*

A

Name

Present appointment

Nature of appointment (i.e. full- or part-time, probationary or indefinite, T, T/R or R) with precise hours if currently or recently part-time

Education and qualifications obtained (with dates)

Previous appointments (with dates)

State whether or not a Fellow of the Higher Education Academy and, if so, state date of attaining Fellowship and category of Fellowship held

B Research and Scholarship

Achievements in some or all of the following areas:

1. Research or scholarship outputs, noting the following:

a. The list of a candidate's publications and other research outputs must be complete, and will be expected to have been recorded in CentAUR.

b. Publications must be listed in groups, e.g. books, major articles, reviews; and each group must be shown in reverse chronological order (i.e. the most recent publication first) giving the title and year of publication. Full pagination must always be given. Candidates must clearly indicate whether publications are in refereed journals or conference proceedings and, where appropriate, comment on the status of such journals or proceedings within their particular subject area. Where such information is available, the number of citations should be stated.

c. Where joint publications are included, it is essential that a clear indication (in percentage terms) is given of the extent of the candidate's contribution to the publication.

d. A clear indication must be given of those books written as author or co-author, and those in which the work has been editorial or contributory.

e. Publications that are "in press" or "under review" must be listed separately, detailing the relevant journal or publisher; publications that are "in preparation" must not be listed.

2. Postgraduate research student supervision

Detail the number of PhD students supervised, and whether as first or second supervisor. State the number who have successfully completed within 4 years FTE.

3. Research grants and contracts, listing first grants won, and clearly separated, grants applied for. Internal and external awards should be indicated separately

Detail the research income associated with each award, and identify the Principal Investigator and the Co-Investigators (if any).

4. Evidence of research or scholarship esteem

(e.g. Invitations to give presentations at significant national and international conferences; Evidence of collaborative research at a national or international level; Citations of publications; Submission of research to recent RAE/REF assessments).

5. Evidence of research or scholarship leadership within the School/Department

(e.g. Contributions to research management/culture in the School/Department, by acting as School or Department Director of Research, Research Group leader, Postgraduate tutor, seminar organiser, etc).

6. Contribution to research or scholarship activities within the wider University

(e.g. Membership of Faculty or University committees relating to research; Contribution to Graduate School activities, or relevant CQSD workshops).

7. Contribution to research or scholarship activities at a national/international level

(e.g. Membership of significant research-related committees, research councils, or professional or learned societies; Journal editorships or membership of editorial boards; Acting as a reviewer or assessor for significant bodies (e.g. major funders leading journals); Acting as an external PhD examiner).

A clear indication (in percentage terms) must be given of the member's specific contribution to any joint or collaborative activity.

C Teaching

1. Teaching quality and leadership in one or more of the following areas:

a. Quality of teaching and commitment to CPD

(e.g. Higher Education qualifications such as fellowship of the HEA or the PGCAP/APP; Nomination for University, national or international awards for teaching and learning, distinguishing between those primarily intended to support further career development and those which derive from peer review and thus reflect esteem; Evaluation of/ feedback on the candidate's teaching by students; Engagement with peer review and other University quality enhancement processes; Regular contributions to CPD events).

b. Leadership in teaching and learning

(e.g. Responsibilities such as director of teaching and learning or programme director; Leadership roles such as admissions tutor/examinations officer that have had a demonstrable

impact on the quality of teaching and learning; Chairing teaching and learning committees within the School or Faculty; Inspiring colleagues to change and enhance their teaching practice).

c. Enhancement to curriculum development and delivery

(e.g. Development of new programmes, revision of existing programmes, or changes to delivery of programmes; Development of new modules or revision to existing modules, informed by subject-based research where appropriate; Innovation in approaches to the design and delivery of teaching, including use of new technologies; Development of new assessment and feedback mechanisms that embed best practice; Integration of research and scholarship with teaching; Inspiring and challenging students through enthusiasm for subject).

d. Supporting students' learning and development

(e.g. Holding the roles of career learning/placement co-ordinator, Senior Tutor or Disability Adviser; Activities related to widening participation, induction, retention, employability and related study skills; Ability to relate to and support students in the personal tutor role; Cultivation of students' interest in further study or research).

e. Involvement in quality management processes (locally and nationally)

(e.g. Involvement in Periodic Review and Programme Scrutiny processes within the University; Acting as external examiner or participating in quality management or enhancement processes for other universities (e.g. Periodic Review or New Programme Approval); Working with external agencies (QAA, PSBs, NHS) in approval and monitoring processes; Membership of Faculty or University Teaching and Learning Committees, associated sub-committees or working parties; External advisory roles in relation to teaching and learning).

f. Contribution to the development of teaching and learning (locally, nationally & internationally)

(e.g. Presentations within the University CQSD programme or at Teaching and Learning Days; Publication of Good Practice via the CQSD website; Production of text books or other teaching and learning material; Publishing papers on pedagogic issues in practitioner or educational journals; Conference presentations related to teaching and learning; Involvement in externally-funded teaching and learning projects; Advising PSBs and other external agencies on teaching and learning issues; Supporting colleagues informally by becoming the acknowledged expert or internal adviser on particular teaching and learning issues; Acting as an outstanding mentor for new staff in relation to the development of their teaching and learning practice; Adoption of candidate's teaching materials by colleagues).

2. Teaching load

The modules/credits taught at undergraduate and postgraduate levels both within and beyond the home School, the numbers of hours taught, and the numbers of students on each module.

D. Other activities

Knowledge Transfer, Enterprise and Outreach

Evidence of interaction, in the context of the member's employment at the University, with:

1. Business, broadly defined, in areas such as University consultancy, Teaching Company Schemes, spin-out companies, the development of intellectual property rights or the provision of short courses, including Knowledge Transfer Partnerships (detailing their value).
2. The wider community.
A clear indication (in percentage terms) must be given of the member's specific contribution to any joint or collaborative activity.

Administration and related activities (not listed elsewhere)

3. Special responsibilities undertaken (with dates) within the relevant School, the University or elsewhere with a clear indication (in percentage terms) of the extent of the member's contribution to any joint or collaborative activity.
4. Information on administrative duties and achievements, specifically including leadership roles.
5. Other information in support of a case for promotion.