

<b>CASES FOR PROMOTION TO READER</b>		
The case for promotion to is made on the basis of (please enter <b>X</b> in check box).		
<b>Check</b>	<b>Criterion</b>	<b>Description</b>
	<b>A</b>	Outstanding distinction and achievement in the conduct, outcome, dissemination and impact of research whether basic and/or applied, and/or enterprise, beyond the level expected for a Senior Lecturer <b>or</b>
<b>X</b>	<b>B</b>	Outstanding distinction and achievement in the conduct, outcome, scholarship and dissemination of learning and teaching, beyond the level expected for a Senior Lecturer

## GUIDANCE

### 1 PERSONAL STATEMENT

Your personal statement should contain information under the following headings. Examples of evidence which can support these areas may be found in the Promotions Procedures.

<b>CRITERION A</b>	<b>CRITERION B</b>
Impact of work	Impact of work
Research Excellence	Learning and Teaching Excellence
Enterprise Activities	Leadership
Leadership	Future plans
Future Plans	

Your personal statement should not be longer than two sides of A4 in no smaller print than Arial font 11.

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## PERSONAL STATEMENT

This application is based on sustained high-level contributions to learning and teaching within Keele and externally:

- a national profile in learning and teaching that has been recognised in national and institutional awards including an HEA National Teaching Fellowship;
- major leadership roles and leading contributions to course development at Keele;
- influential textbooks, articles and innovative teaching materials that have been widely adopted and cited as examples of good practice;
- engagement nationally with quality assurance, course evaluation and delivery of CPD activities in learning and teaching.

I have tried to help colleagues develop their own good practice, and tried to help students see the world more clearly by inspiring their enthusiasm to learn. Amongst letters that students have written to me, the following lines best sum up what I have

tried to achieve. One student wrote: “*Thank you for all the explaining, all the inspiring, all the listening*” and another, after graduation: “*Thanks to you I now appreciate and question the physical world in a different light*”. Those two lines sum up what I try to do and what I encourage students (and colleagues) to achieve.

**Learning and Teaching Excellence:** I have won a series of prizes and awards for excellence in learning and teaching. At national level I have been awarded a National Teaching Fellowship (NTF) by the Higher Education Academy and made a Fellow of the HEA on the basis of that award. After the NTF award I won (in collaboration with Keele & external colleagues) a £200,000 NTF project grant for research in sustainability education. Amongst other esteem indicators a Climate Change module that I established at Keele was listed as a “Case Study of Good Practice” in a report by the UK Government’s Department for Education and Science, and most recently (September 2014), I have been commissioned to review the draft manuscript of the new edition of the internationally renowned undergraduate textbook “Global Warming” by Sir John Houghton. Invitations such as this reflect my combined expertise in environmental education and educational writing. At Keele I was winning team leader for the “Team Award for Excellence in Learning & Teaching” and won Keele’s “Individual Award for Excellence”. In subsequent years I have repeatedly been nominated by students for excellence awards and, in 2014, for the first “Student-led teaching awards” in which I was nominated for both the *Superb Supervision* and *Developing Student Potential* awards. I am proud of excellent student feedback on my modules and courses, including several module evaluation scores of 100% and NSS results well above sector averages.

**Leadership:** My first leadership role was Programme Director for Physical Geography, for which Keele awarded a Team Excellence Award and Individual Excellence Awards to four Physical Geography lecturers. I then took the role of Director of Learning and Teaching for the School of Physical and Geographical Sciences, and I am now Head of Geography Programmes. Other leadership roles have been engagements with Quality Assurance, External Examining and Course Validation externally, and positions at Keele as Chair of several Internal Quality Audits and Chair of the University Appeals Committee, both involving decision-making and dissemination of good practice. In the oration for my Keele Award for Excellence the Pro Vice-Chancellor said “*Peter Knight has been an outstanding leader within the University*”. My leadership role has involved major innovations in teaching at Keele including early implementation of lecture-capture technology, personal development planning, teaching via social media, and what one of Keele’s learning development staff recently described as my “invention of the *flipped classroom* before the word had been invented”. The pre-lecture video series that I set up on YouTube for Keele students has been accessed more than 48,000 times by users internationally, and my educational blog, Twitter feed and YouTube channel have over 1,000 regular followers.

**Impact of work - at Keele:** When I was appointed, Keele offered just one degree pathway in Geography. I took a leading role in developing multiple new Single Honours and Dual Honours programmes that saw a sustained growth in student numbers. Student FTEs have doubled with the new programmes, and new efficiencies compensate for long-term reductions in staffing. Since 1998 I have been Programme Director for Physical Geography, and National Student Survey data averaged over the last 6 years rank Keele Physical Geography 1<sup>st</sup> nationally for Q1 and Q3, and 3<sup>rd</sup> nationally for Q22 (Overall Satisfaction) despite having one of the highest student-staff ratios. I measure my work’s impact both in the achievements of students and in the achievements of staff I have mentored. Three of the first Keele academic staff I was involved in mentoring as career-young lecturers were Dr

Richard Waller, who is now Faculty Director of L&T and SFHEA, Dr Zoe Robinson, now an NTF award holder and University Director of Education for Sustainability, and Dr Katie Szkornik, now School DLT for SPGS who took the lead in writing the University's recent Athena Swan submission. In the oration for my Keele Award for Excellence the Pro Vice-Chancellor referred to my *"truly outstanding reputation at Keele"* in supporting and mentoring colleagues. Several of my innovations in teaching have been taken up across the institution. For example, I was awarded a Teaching Innovation Grant in 2001 that established the first version of the system that eventually became Keele's undergraduate PDP process, and a "study-buddy" scheme I set up in 2009 was a precursor of Keele's new student mentoring system.

**Impact of work - Externally:** My textbooks have been well-received by both students and teachers, and are standard texts in many Universities; the ground-breaking "How to do your Dissertation" remains the leader in its genre, now in its 3<sup>rd</sup> edition. Reviewers described my book "Glacier Science" as *"a wonderful resource for student and professional scientist"*. The Journal of Sedimentary Research said *"this outstanding book fully maintains the high standards expected from Peter Knight"* and one reviewer wrote: *"As a busy lecturer, can I thank and congratulate you... a wonderful resource, a terrific idea, beautifully put together. Many thanks for making my life easier!"* The influential Geography Pages website called one of my books *"an essential purchase: one of the best A-level Geography Books I have seen"*. Partly because of these books I am invited to take part in many events to disseminate good practice. I was proud to be invited by the Prince of Wales's "Prince's Teaching Institute" to deliver a talk in the same session as Michael Palin, Lord Adonis, Sir Crispin Tickell and MP Ed Balls at a CPD course for UK school teachers. Feedback from teachers on the course included: *"Dr Peter Knight was superb: very thought-provoking. Dr Knight was challenging, accessible, stimulating, relevant! I will return to school with a conviction I'm not sure I ever realised I had"*. My teaching materials are adopted internationally and influence styles of teaching around the world. My use of social media in teaching is regularly picked up by teacher-led web sites. For example, in September 2014 the "sharegeography" teacher website cited my tutorial exercises as *"excellent activities"*. Most recently, my innovative "pre-lecture" (flipped classroom) YouTube videos were adopted by The University of the Americas in Quito, Ecuador, for their engineering course. The deputy head of Landscape Ecology at the Helmholtz Environmental Research Centre (Leipzig, Germany) contacted me out of the blue about those same lectures to say: *"I was amazed by your ideas and ways to teach different perspectives. I just wanted to tell you that I really like your way of teaching!"* More formally my impact can be seen through NTF and RGS pedagogic research funding, uptake of my textbooks internationally, and contributions to Quality Assurance, examining, course validation and staff promotions at other institutions. Most recently (August 2014) I was an independent external reviewer for a tenure-promotion application at the University of Alaska.

**Future Plans:**

- In my new role as Head of Geography I am working to establish a new MGeography master's level undergraduate pathway for Keele, and to develop enhanced postgraduate opportunities for MPhil and PhD students in Geography.
- I have two contracts for new books at advanced undergraduate level with SAGE and Reaktion publishers, and am negotiating with Routledge for a third project.
- With colleagues at Keele and RHUL I am developing a new teaching/research crossover project at the boundary between art and science, with plans for

further external grant funding and exposure of my social-media teaching innovations in formal academic papers.

- I aim to continue to deliver high-quality teaching, support for students, support for colleagues, and leadership in course development and teaching innovation at Keele and externally.

<b>CURRICULUM VITAE</b>	
<b>NAME</b>	Peter Graham KNIGHT
<b>HIGHER EDUCATION - with degrees and dates awarded</b>	
<p><b>University of Oxford 1980-1983</b>            BA (Hons) (1<sup>st</sup> class) Oxford University. November 1994            MA (Oxon) Oxford University. November 1994</p> <p><b>University of Aberdeen 1984-1987</b>            PhD University of Aberdeen. February 1990</p>	
<b>OTHER ESTEEM INDICATORS - e.g. 1979 Booker Prize for Literature</b>	
<p>National Teaching Fellowship (NTF) Award 2008            Keele Individual Award for Excellence in Learning and Teaching 2007            Keele Team Award for Excellence in Learning and Teaching (Team Leader) 2006            SEDA (Staff and Educational Development Association) Professional Development Award (External Examining) 2010            Invited speaker at The Prince's Teaching Institute 2008</p>	
<b>MEMBERSHIP OF LEARNED BODIES &amp; PROFESSIONAL ASSOCIATIONS</b>	
<p>Fellow of the Higher Education Academy FHEA            Chartered Geographer CGeog            Fellow of the Royal Geographical Society FRGS            Member, International Glaciological Society</p>	

**APPOINTMENTS HELD** - with dates

Lecturer, Keele University: October 1987 – September 2000

Senior Lecturer, Keele University: October 2000 – present

**OTHER DETAILS OF CAREER** - In this section you may choose to include items which are not contained in any of the categories within the grant list or publications list e.g. conferences papers, membership of an editorial board, editor of a book series, newspaper articles.

Series editor, Wiley-Blackwell Cryosphere Science book series.

Director of Learning and Teaching, School of Physical & Geographical Sciences, Keele, 2011-14

Head of Geography Programmes, Keele University, 2013 - present

Physical Geography Programme Director, Keele University, 1998 – present

Chair, Keele University Academic Appeals Committee 2008-2012

Science Faculty representative, Keele University Academic Appeals Committee 2004-2008

Invited speaker, The Prince's Teaching Institute Summer School 2008

Invited speaker, The Geographical Association Annual Conference 2008

Module leader for ESC-30018 good practice case study in RGS/DfES report 2006

External Examiner (undergraduate) Bath Spa University 2006-2010

External Examiner (PhD) University of Wales, Aberystwyth 2002

Quality Assessment Auditor (external member) Bath Spa University College 2005

Course Proposal Auditor, Liverpool Hope University, 2007

Keele University Internal Quality Auditor:

- Department of Chemistry (2000)
- Department of German (2001)
- Department of Medicines Management (2006) (Audit Chair)
- School of Economics and Management Science (2007) (Audit Chair)
- School of Politics, International Relations and Philosophy (2007) (Audit Chair)

Assessor for Keele nominations to NTFS Scheme 2009.

Assessor for Keele Teaching Innovation Award applications 2010.

Assessor for Keele Teaching Innovation Award applications 2009.

Teaching and Learning in Higher Education Programme (TLHEP) Tutor 2007-8

University Quality Assurance Committee (Science Faculty Representative) 2003-6

Science Faculty Course Development Sub Committee 2001

Member of Keele University Appointment Committees for:

- Education
- Geography
- Academic Services

#### **Invited refereeing for organisations**

- UNEP (United Nations Environment Programme, for publications associated with World Environment Day, 2007)
- UNESCO/IUCN (International Union for the Conservation of Nature and Natural Resources, for a UNESCO World Heritage Proposal)
- NERC (UK Natural Environment Research Council)
- NSF (US National Science Foundation)
- Earthwatch Institute
- University of Southampton
- European Commission (for research applications under FP7)
- NWO (Netherlands Organisation for Scientific Research – Research Council)
- Deutsche Forschungsgemeinschaft (German Research Foundation, Bonn)
- University of Alaska, Fairbanks

#### **Invited refereeing for Journals**

Journal of Geography in Higher Education.

Journal of Glaciology

Earth Science Reviews

Earth Surface Processes and Landforms

Geografiska Annaler

Journal of Sedimentary Research

Quaternary Science Reviews  
Geology  
Journal of Maps  
Journal of Geophysical Research  
Geomorphology  
Annals of Glaciology  
Sedimentary Geology  
Progress in Physical Geography  
Tectonophysics  
Antarctic Science  
Polar Research  
Polish Polar Research

**Invited refereeing for book publishers**

Pearson Education  
Oxford University Press  
Cambridge University Press  
John Wiley  
Blackwell Scientific  
Taylor and Francis (Routledge)  
Nelson Thornes

NB: invited referee for manuscript submissions to CUP of Sir John Houghton's "Global Warming" 3<sup>rd</sup> ed. and for Wiley-Blackwell of the "Dictionary of Physical Geography" 4<sup>th</sup> ed.

**British Council exchange visits:**

- 1991 British Council exchange visitor to University of Brussels.
- 1993 British Council exchange visitor to University of Brussels.

**Media Consultancy and Appearances:**

- 2008 Pioneer TV Productions, London (supplied pre-production information and images)
- 2006 WNIT Public Television, Indiana (supplied data and images for broadcast)
- 2004 BBC-local radio (broadcast interview about research experiences in Greenland)

- 2004 BBC-local radio (broadcast interview about local landscape in association with "The British Isles: A Natural History")
- 2004 BBC-TV "A Walk Through Time" (local TV and streaming video)
- 2000 BBC-TV "Country Tracks" (televised interview plus research and location scouting).
- 1991 BBC-local radio (broadcast interview about Keele based, Royal Society funded glaciological research)

### **Current Teaching activity (2014-15)**

Head of Geography Programmes

Physical Geography Course Director

Module leader:

FHEQ-4 15 credits Fundamentals of Physical Geography

FHEQ-4 15 credits The Practice of Physical Geography

FHEQ-6 15 credits Glaciers and Glacial Geomorphology

FHEQ-7 15 credits Glaciers and Glacial Geomorphology (M)

FHEQ-6 15 credits Critical Literature Review

FHEQ-6 15 credits Inspirational Landscapes

Module teacher:

All of the above plus contributions to

FHEQ-4 Geographical Skills

FHEQ-5 Practical Physical Geography

FHEQ-5 Geographical Research Training

FHEQ-5 Concepts and Debates in Geography

FHEQ-5 Regional Landsystems

FHEQ-5 Dynamic Geographies - Representing the World

FHEQ-6 Geography Single Dissertation

FHEQ-6 Geography Double Dissertation

## GRANT LIST

**Please list details of all successful grants below in the format as outlined above.**

Year	Total amount	% attributable to candidate	Title
2012	£2,100	40	Keele Teaching Innovation Award. Developing the Information Literacy Skills of New Students: Bridging the Gap Between School and University.
2010	£10,300	25	GEES Subject Centre Learning and Teaching Development Fund. Reading the World: innovative strategies for building textual skills in the undergraduate GEES curriculum.
2010	£200,000	10	HEA - NTFS Project Scheme Award. Hybrid PBL; a scalable approach to 'sustainability education'?
2010	£3,000	100	Keele Teaching Innovation Award. Progressive Development of Assessments through the Curriculum
2008	£1,200	100	Keele Teaching Innovation Award "Intercalating art and science in a cross-disciplinary landscape
2008	£2,000	33	Keele Teaching Innovation Award. Exploring the Attitude of Geography Students to Information Resources & Journal Literature.
2003	£18,728	100	The Leverhulme Trust. Field and Laboratory investigation of supercooling.
2002	£9,160	25	The Royal Society. Basal ice at a surging glacier, Iceland.
2001	£2,000	100	Keele Teaching Innovation Award. Undergraduate Profiling (PDP)
2001	£970	100	The Royal Society. Travel grant.
2001	£600	100	The Geologists' Association. Glacial landforms in the UK.
1999	£6,680	100	The Royal Society. Fieldwork in Greenland.
1997	£27,000	33	Earthwatch Foundation. Fieldwork in Iceland.
1994	£200	100	British Geomorphological Research Group. Fieldwork in Iceland.
1993	£16,971	100	Natural Environment Research Council. Field and Laboratory investigation of basal ice.
1993	£150	100	The British Council. Research collaboration Free

			University of Brussels.
1992	£100	100	British Geomorphological Research Group. Fieldwork in Iceland.
1991	£2,000	100	The Royal Society. Fieldwork in Greenland.
1990	£100	100	British Geomorphological Research Group. Fieldwork in Greenland.
1988	£200	100	British Geomorphological Research Group. Fieldwork in Greenland.