ACADEMIC PROMOTION

LAUNCH OF THE NEW POLICY/PROCEDURE AND FRAMEWORK OF CRITERIA

February 2023
What we will cover today

- Brief background – Promotion Review Working Group
- New Framework of Criteria – key highlights
- New Policy and Procedure – key highlights
- Promotion application form
- 2023 Annual Exercise – timings
- Where to find further information including further briefings ‘Preparing an application for promotion’.
Background – Promotion Review Working Group

• Remit to review and develop the new process and criteria

• Key aim to ensure we are recognising and rewarding, through promotion, the range of academic activity staff are undertaking in the academic career tracks – Research, Teaching and Research, Teaching and Scholarship and new Clinical Service track

• Acknowledge role of the National Academic Role Profiles for job evaluation/equal pay purposes but develop new/enhanced criteria (still based on these).
Background – Promotion Review Working Group

• Develop minimum thresholds for evidence requirements but also flexibility

• Streamline process wherever possible

• Group met throughout 2022, consultation with various groups including Senate and final approval by PNCC

• Additional discussions – academic career tracks including new Clinical Service track; research staff job titles (Grade 7 Advanced Research Fellow)
FRAMEWORK OF CRITERIA
Academic Promotion – Framework of Criteria

• Structure – key Pillars representing a range of academic activity, with criteria detailed under each.
• For each, detailed criteria across 3 levels representing increased responsibility and requirements in terms of evidence for promotion.
• Baseline requirement for all applicants to evidence Citizenship including contribution to equality, diversity and inclusion.
Academic Promotion – Framework of Criteria

• Minimum thresholds, determined by career track and, thereafter flexibility in evidence applicants choose to provide.
• Broad requirements as below, plus evidence of Citizenship.
• N.B. for staff on the Research Academic Career Track, there is an option to provide evidence based on Research+ and another pillar at a lower level.

Grade 7 requires two Pillars at Level 1
Grade 8 requires two Pillars at Level 2
Reader requires one Pillar at Level 3 and one at Level 2
Grade 9 requires two Pillars at Level 3
Academic Promotion – understanding the Framework of Criteria

- Find the **academic track** that applies to you
- Find the **level** of promotion you are considering
- Read down to establish the Pillar/criteria **minimum thresholds** and, otherwise, **options** available
- Review the **detailed criteria** sitting under the relevant Pillars
### Evidence: Minimum Thresholds & Options

**Career Track – Research**

<table>
<thead>
<tr>
<th>Role</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Research Fellow</td>
<td>7</td>
</tr>
<tr>
<td>Senior Research Fellow</td>
<td>8</td>
</tr>
<tr>
<td>Reader (Research)</td>
<td>8</td>
</tr>
<tr>
<td>Professor (Research)</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Baseline evidence:
- Citizenship

#### (i) Research Level 1+
- Or

#### (ii) Research Level 1 with one of the following at Level 1:
- Education; Engagement, Innovation and Impact

#### Baseline evidence:
- Citizenship

#### (i) Research Level 2+
- Education Level 1
- Or

#### (ii) Research Level 2 with one of the following at Level 1:
- Education; Engagement, Innovation and Impact

#### Baseline evidence:
- Citizenship

#### (i) Research Level 3+
- Education Level 2
- Or

#### (ii) Research Level 3 with one of the following at Level 2:
- Education; Engagement, Innovation and Impact

#### Baseline evidence:
- Citizenship

#### (i) Research Level 3+
- Education Level 2
- Or

#### (ii) Research Level 3 with one of the following at Level 2:
- Education; Engagement, Innovation and Impact

#### Baseline evidence:
- Citizenship

#### (i) Research Level 3+
- Education Level 2
- Or

#### (ii) Research Level 3 with one of the following at Level 2:
- Education; Engagement, Innovation and Impact

#### Baseline evidence:
- Citizenship
Evidence: Minimum Thresholds & Options
Career Track – Teaching and Research

- Lecturer (Teaching & Research)
  - (Grade 7)
- Senior Lecturer (Teaching & Research)
  - (Grade 8)
- Reader (Teaching & Research)
  - (Grade 8)
- Professor (Teaching & Research)
  - (Grade 9)

(i) Research Level 1; Education Level 1
Baseline evidence: Citizenship

(ii) Research Level 2; Education Level 2
Baseline evidence: Citizenship

(iii) Education Level 3; Research Level 2
Or
(ii) Engagement, Innovation and Impact Level 3 with Research and Education both maintained at Level 2
Baseline evidence: Citizenship

(i) Research Level 3; Education Level 2
Or
(ii) Research Level 3; Engagement, Innovation and Impact Level 3 (with Education maintained at Level 2)
Or
(iii) Education Level 3; Engagement, Innovation and Impact Level 3 (with Research maintained at Level 2)
Baseline evidence: Citizenship
## Evidence: Minimum Thresholds & Options
### Career Track – **Teaching and Scholarship**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer (Scholarship)</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Senior Lecturer (Scholarship)</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Reader (Scholarship)</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Professor (Scholarship)</td>
<td>Grade 9</td>
</tr>
</tbody>
</table>

### Evidence

1. **Education Level 1; Scholarship/Professional Practice Level 1**
   - Baseline evidence: Citizenship

2. **Education Level 2; Scholarship/Professional Practice Level 2**
   - Baseline evidence: Citizenship

3. **Education Level 3; Scholarship/Professional Practice Level 2**
   - Or
   - **Scholarship/Professional Practice Level 3; Education Level 2**
   - Baseline evidence: Citizenship

4. **Education Level 3; Scholarship/Professional Practice Level 3**
   - Or
   - **Education Level 3; Engagement, Innovation and Impact Level 3 (with Scholarship/Professional Practice maintained at Level 2)**
   - Baseline evidence: Citizenship
## Evidence: Minimum Thresholds & Options
### Career Track – Clinical Service

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer (Clinical)</td>
<td>Senior Lecturer (Clinical)</td>
<td>Reader (Clinical)</td>
<td>Professor (Clinical)</td>
</tr>
</tbody>
</table>

### (i) Clinical Service Level 1 with one of the following Level 1:
- Research
- Education
- Scholarship/Professional Practice
- Engagement, Innovation and Impact

Baseline evidence: Citizenship

### (i) Clinical Service Level 2 with one of the following Level 2:
- Research
- Education
- Scholarship/Professional Practice
- Engagement, Innovation and Impact

### Or

### (ii) Clinical Service Level 2 with one of the following Level 3:
- Research
- Education
- Scholarship/Professional Practice
- Engagement, Innovation and Impact.

Baseline evidence: Citizenship

### (i) Clinical Service Level 3 with one of the following Level 3:
- Research
- Education
- Scholarship/Professional Practice
- Engagement, Innovation and Impact

Baseline evidence: Citizenship
How the detailed criteria are structured

- Detailed criteria for each Pillar (Research; Education, Scholarship/Professional Practice; Engagement, Innovation and Impact; Clinical Service)
- Introduction – explaining what the criterion relates to
- Detail for levels 1, 2 and 3 (and for Research+ at each level)
  - Summary for each level
  - Supporting indicators – examples, not an exhaustive list and not expected to evidence all
- Throughout, reference to disciplinary norms being taken into account
Citizenship

• Activities connected to the internal/external service work supporting the infrastructure of academic life and the wider civic mission of the University.

• All applications – baseline level of Citizenship must be demonstrated, appropriate to career stage, and all must indicate how they have contributed to equality, diversity and inclusion.

• Examples – activities that further A2040 commitments (Inclusive, Interdisciplinary, International, Sustainable); contributing to effective running of the administration/governance of the University, informal/formal mentoring and/or coaching colleagues and students, enhancing staff or student experience, supporting wellbeing, undertaking training and personal development – further examples (not an exhaustive list) are available in the Framework of Criteria.
POLICY AND PROCEDURE
Policy and Procedure – Key Highlights

• Importance of Annual Review/discussion with Head of School/Academic Line Manager
  • Expectation of an annual review each year. Accepted for 2023 exercise this may not have happened – but please still discuss with ALM/Head of School.

• Equality, Diversity and Inclusion
  • Opportunity for staff to include individual circumstances on their application form or separately in an Individual Circumstances Form – process to deal with these.
  • Social Bias Observers sitting on University Promotion Committees (may be a union rep taking on this role).
  • Balance of University Promotion Committee membership – race, gender, spread across disciplines and completion of Unconscious Bias training.
  • Citizenship – evidence must include contribution to equality, diversity and inclusion.

• Declaring Conflicts of Interest
  • Heads of School and University Promotion Committee members.
  • You may indicate if you believe a committee member has a conflict of interest – names of those on the committees will be published shortly after closing date for applications.
Decision-making – high level summary

- Head of School completes evaluation
- First meetings of University Promotion Committees 1 and 2 to consider applications and Head of School evaluations
- Outcomes provided for successful applicants (Lecturer and Advanced Research Fellow) and unsuccessful applicants (all grades)
- External Evaluations sought for prima facie cases (Senior Lecturer, Senior Research Fellow, Reader and Chair)
- Further meetings of University Promotion Committees 1 and 2 to consider external evaluations and outcomes reached/communicated to all applicants
- Appeals
Application Form

• Standard application form/no CV
  • Section 1 – Personal Statement, Individual Circumstances, 4 key outputs, Evidence under the minimum threshold and chosen pillars
  • Word limits stipulated for some sections and then maximum 2500 in the Evidence section/across all pillars.
  • Section 2 – Supplementary Information to back up the evidence provided under Section 1
    • Professional History, Education/Qualifications/CPD, Prizes/Awards, Invited Talks, Other External Engagement, Published Work or Outputs from Creative Practice, PhD Supervision, Funding (Successful and Unsuccessful), Personal Reference
  • Focus on achievements since last successful promotion or since appointment in current role
  • Link to use of PURE to include information in the application. Updated guidance has been produced by R&I including highlighting use in promotion process.
Head of School Evaluation

• Preparing Head of School evaluations
  • Standard form to prepare their evaluation.
  • Provide detail about disciplinary context/norms.
  • Requirement to consult relevant senior academics in preparing evaluation – to gather an appropriate range of views to inform evaluation, including disciplinary norms. Anticipated minimum of 3 senior colleagues likely including ALM, Director of Research and/or Education, and Head of Division/Department/Cluster/Academic Unit.
  • Ensure applicant is informed of who they are intending to consult in order that any potential conflicts of interest can be identified.
  • Ultimately – provide a clear view on suitability for promotion, incorporating views from those consulted and making specific reference to the strength of the application against disciplinary norms.
Role of the Head of School

- Attending the University Promotion Committee (1 and/or 2)
  - Presenting cases for their School.
  - Summarising the key points from Evaluation Form and responding to queries that the Committee members have.
  - Only attend when cases for their School are being considered.

- Providing details of external evaluators
  - Decisions reached at first meeting of each University Promotion Committee as to whether prima facie case for Senior Lecturer/Senior Research Fellow, Reader and Chair. For those agreed yes, asked to nominate external evaluators.

- Providing feedback to successful and unsuccessful applicants
  - Key aspect of the process.
  - Provide applicants with a copy of Evaluation and University Promotion Committee feedback (at the meeting).
  - Prioritise unsuccessful applicants (for appeals purposes), focus on what steps they can take to address the feedback and what support can be provided to support them going forward.
### University Promotion Committees – membership

#### University Committee 1 (to consider applications to Lecturer, Advanced Research Fellow, Senior Lecturer and Senior Research Fellow)

**Membership:**
- * Vice-Principal (Convenor)
- * 2 further Vice-Principals or Deans
- * Interdisciplinary Director
- * 4 Senior Academic members of staff
- * HR Manager or Senior HR Partner (clerk)
- * Social Bias Observer / Union Observer (to observe only)

N.B. Membership will be balanced to have the capability to assess all Pillars, to represent a range of disciplines and every effort will be made to ensure gender and race balance.

**In attendance:**
- * Head of School (to present cases for their area only)

#### University Committee 2 (to consider applications to Reader and Chair)

**Membership:**
- * Senior Vice-Principal (Convenor)
- * 2 Vice-Principals or Deans
- * Interdisciplinary Director
- * 4 Senior Academic members of staff
- * HR Manager or Senior HR Partner (clerk)
- * Social Bias Observer / Union Observer (to observe only)

N.B. Membership will be balanced to have the capability to assess all Pillars, to represent a range of disciplines and every effort will be made to ensure gender and race balance.

**In attendance:**
- * Head of School (to present cases for their area only)
Policy and Procedure – Key Highlights

• **University Promotion Committees – involvement of senior academics**
  - Call for expressions of interest will be issued to Professors.
  - Aim to create a pool of senior academics to be involved in the University Promotion Committees or Appeal Committees.
  - Strive to achieve race, gender, discipline balance.

• **External Evaluations – requirements**
  - For applications to Senior Lecturer and Senior Research Fellow – 2
  - For applications to Reader and Chair – 3
  - Professor – Teaching and Research, 2 evaluations that comment on international standing; 1 for Professor Teaching and Scholarship.

• **Notification of outcomes (successful and unsuccessful applicants)**
  - In writing by Convenor of Promotion Committee.
  - Meeting with Head of School where the Head of School evaluation and written feedback from the University Promotion Committee will be shared with the applicant.
  - For unsuccessful – focus of discussion on positive aspects and where development required.
Policy and Procedure – Key Highlights

• Appeals
  • Procedural grounds only
  • Procedure to deal with any appeals ensuring those involved in reviewing the appeal have not been involved in the process.
  • Appeal panel consisting of senior academics. Where they consider procedural grounds exist, referred back to the relevant University Committee.

• Subsequent applications
  • It is anticipated that unsuccessful applicants will not normally be ready to submit an application in the next round as they will need sufficient time to address feedback/development required.
  • However, recognised may be circumstances where they are ready and can apply
  • Staff should take advice from their Academic Line Manager and Head of School.
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Description</th>
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<tbody>
<tr>
<td>Feb/Mar/Apr</td>
<td>Exercise launched - Feb Briefing sessions (Feb/Mar/Apr) – to introduce the new policy/framework (Feb/Mar) followed by workshops on how to write an application for promotion (Mar/Apr)</td>
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<tr>
<td>Feb/Mar/Apr/May 19 May 2023</td>
<td>Period of time for staff to consider and prepare their application Closing date for applications</td>
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<td>May/Jun 2023</td>
<td>Heads of School preparing evaluations</td>
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<td>Mid/end Aug 2023</td>
<td>First meetings of University Promotion Committees</td>
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<tr>
<td>Sep/Oct 2023</td>
<td>Notification of outcomes Seeking external evaluations</td>
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<td>End Oct/Nov 2023</td>
<td>Second meetings of University Promotion Committees to consider external evaluations All applicants notified of outcome</td>
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Where you can find more information

- Academic Promotion Toolkit
- Speak with your ALM/Head of School
- Speak with HR
Questions?