Academic Promotion Guidelines
2019/20
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1. Introduction

This document describes the process and provides guidance on the promotions framework at Queen Mary University of London.

The Guidelines are comprehensive and cover all stages of the process for academic applicants, the Heads of School/Institute Directors and promotion panels.

2. Overarching Principles

The annual Academic Promotion process provides academic staff with an opportunity to progress in their careers. The expectation for successful progression is that the applicant provides evidence of their contribution to the university, in line with our 2030 Strategy and Values, at the level for which they are applying. All academic staff will be notified when the promotion round is taking place.

The process is one of self-application by an eligible member of staff. All staff should be discussing career progression and application for promotion on an ongoing basis at appraisal or probation meetings. It is recommended that individuals seek advice from, and discuss their application with, their line manager and Head of School/Institute Director. A discussion with a mentor within the School/Institute or another colleague close to the individual’s specialty may also be appropriate.

In exceptional circumstances applicants may, at the discretion of the Principal, be considered for promotion at times other than the annual promotion round.

The Academic Promotion round will be conducted in accordance with Queen Mary’s policies on Equality, Diversity & Inclusion which can be found at: http://hr.qmul.ac.uk/equality/

The Academic Promotion guidelines, and in particular the evidence/examples set out in the illustrations of contribution, are underpinned by the Queen Mary Values which are set out at: https://www.qmul.ac.uk/strategy-2030/

These guidelines also reflect the commitment of the Senior Executive Team (SET) to embedding the principles of the Declaration on Research Assessment (DORA). The principles of DORA are at https://sfdora.org/read/

3. Eligibility

Staff are eligible to make an application for Academic Promotion in 2020 if they meet all of the following criteria:

- they are an academic member of staff (excluding Professors);
- they have one year’s continuous employment on 31 December 2019;
- they have completed the previous academic year’s annual appraisal/probationary review.
4. Evidence to support application

Areas of Contribution

The work of academic staff covers six potential **Areas of Contribution** and normally a minimum of three of these form the basis for a promotion application. Below we summarise the six areas with detailed illustrative examples of each in Appendix 1:

- **Student Experience & Education**: This area includes activities of teaching delivery and module development. It encompasses activities related to student support, including personal tutoring/advising, employability and entrepreneurial initiatives.

- **Scholarship**: Scholarship includes publishing the outcomes of any pedagogical work in outlets of appropriate standing and influence, leading and contributing to bids for funding for student experience and education, or other scholarship activities in line with the overall strategy of the School/Institute and Faculty. Additionally, this area covers working to influence the higher education agenda in a specific disciplinary area or more generally, and using scholarship to engage in a range of activities that influence society, economy, industry, government or public policy.

- **Research**: Research is defined within the intellectual framework relevant to each Faculty that may be interdisciplinary, multi-disciplinary or discipline-specific. Assessing the value and integrity of research is relevant to the expertise, knowledge and understanding each academic contributes to their field. The value of research can be measured by the quality and impact of research outputs (see Appendix 1). It is not the volume of output that is assessed; it is the contribution, creativity or influence the output represents. Indicators of value may include a) activities impacting the field; b) activities that are integral to furthering research inquiry; c) activities that seek to change the direction of a field for the benefit of a discipline’s membership; and (d) influence on policy and practice. (In line with DORA, Journal-based metrics such as Journal Impact Factors will not be used as an indicator of the value of research.)

- **Engagement & Impact**: This area is supported by evidence of contributions to public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice. Creating partnerships with other organisations, leadership in societal engagement and demonstrating research Impact.

- **Management & Collegiality**: This includes the wider support of, and contributions to, the effective running of the School/Institute, Faculty and University.

- **Professional Practice**: This area covers continuous development and maintaining a national reputation in the field of practice, maintaining an in-depth technical knowledge of, and an up-to-date understanding of, developments affecting the practice of the profession, offering consultancy or policy advice to public or regulatory bodies and holding advisory board membership of professional organisations.

An applicant must demonstrate sustained excellence in at least three of the six areas described above. The focus of an academic’s role will be reflected in a formal designation i.e., Teaching and Scholarship (T&S), Teaching and Research (T&R), Teaching and Professional Practice (T&PP). Based on these designations, the academic would normally base their
application on the main areas of contribution detailed below (and in line with any specific requirements of their particular role within the university):

- **For T&R roles** the areas of Student Experience & Education, Research, and either Management & Collegiality or Engagement & Impact.
- **For T&S roles** the areas of Student Experience & Education, Management & Collegiality, and either Scholarship or Engagement & Impact.
- **For T&PP** the areas of Student Experience & Education, Professional Practice, and either Management & Collegiality or Engagement & Impact.

Promotion decisions are based on a review by panel members of the written evidence presented to them. The burden of proof is on the applicant to demonstrate that they meet the promotion criteria. The emphasis is also on the quality of contribution and not on “time served”.

Applicants should keep in mind that a sustained case in three of the areas of contribution may present better than a moderate case across all areas. Promotion is generally awarded where excellence is demonstrated, and certainly where the performance of the applicant outstrips substantially what is expected of an individual at their current level of role in more than one and usually at least three areas of contribution.

Through the Queen Mary Performance & Development Appraisal Scheme (and Joint Clinical Appraisals where applicable), all staff should be kept aware of:

- the standards necessary to achieve advancement or promotion,
- the extent to which progress towards those standards has been achieved, and
- the help which will be provided to assist that progress.

This framework indicates areas and not standards. The determination of standards of excellence belongs within a discipline or School/Institute or Faculty.

**Types of Contribution**

As well as focusing on Areas of Contribution, applicants are invited to think in terms of three Types of Contribution:

- **Leadership**: the activities that denote the achievement of a widening sphere of influence. These are likely to include: guiding and mentoring/coaching others; shaping and influencing the direction and agendas within their discipline, leading educational activities in the School/Institute, Faculty or the university; shaping and influencing wider societal agendas.
- **Development**: those activities that an academic is engaged with which may not lead to an immediate, short-term output but will, in the longer term, enrich the quality and scope of the discipline as well as the experience of their students and colleagues in the university.
- **Delivery**: these are the outputs that an academic is expected to deliver as a core part of their job.

Applicants are asked to specify which of these types of contribution they are evidencing, for example (i.e. for illustration only not for completion):
See Appendix 1 for a series of examples of the kinds of evidence you might expect for each Area of Contribution against each Type of Contribution. This is not an exhaustive list, but a matrix intended for illustrative purposes for each role (Senior Lecturer/Reader/Professor).

The UK Professional Standards Framework

Evidence of activities described within the UK Professional Standards Framework are also expected for promotion, with an accreditation in recognition of teaching expertise at least equivalent to D2 (Higher Education Academy Fellow), either at the time of promotion or within an agreed timeframe following promotion as a minimum.

Application for a professorial appointment is strengthened by the equivalent of Fellowship at D3 (Higher Education Academy Senior Fellow).

If the promotion is based on activities developed within the two areas of Student experience and Education and Scholarship, then the academic is expected to be working towards D4 (Higher Education Academy Principal Fellow).

5. Application Process

Guidance for Applicants

A summary of the process is depicted in a flow chart in Appendix 2.

It is strongly advised that all applicants considering an application for promotion seek advice regarding their application prior to submission. These discussions should occur ideally with the Head of School/Institute Director. The applicant may also seek advice from their direct line-manager, mentor or other senior colleagues. However, an application will still be considered through the process outlined below even if the applicant does not seek advice from senior staff.

Each applicant should submit an Application for Promotion document to their Head of School/Institute Director. The application document includes:

- an applicant statement where individuals provide evidence to support their application
At least one CV template (which must be adhered to)

The applicant may also wish to submit a confidential Personal Circumstances statement to HR – further details are on page 6 of these guidelines.

No other documentation such as references, sample publications or additional attachments should be provided.

Applicant’s Statement

Applicants are advised to prepare their evidence in the context of the other documentation making up their application and to avoid unnecessary repetition.

The Applicant’s Statement is the opportunity to focus on their particular achievements and contribution since their last promotion or the appointment to their current role. Applicants must provide evidence to demonstrate how they meet the criteria for the level to which they wish to obtain promotion, with emphasis on the quality of delivery against the Illustrations of Contribution in Appendix 1.

Promotion decisions will only be based on a review by the panel members of the written evidence that has been presented to them.

In presenting an application, the applicant should allow for assessment by an inter-disciplinary team and therefore avoid using abbreviations and explain anything that might be unclear to the reader, such as indicators of excellence for the discipline.

The application form has been designed to encourage the submission of evidence in a narrative form. There is a series of free text boxes titled Narrative 1, 2, etc. These enable the applicant to present their evidence in a way that causes minimal break-up of the flow of their account. Applicants should provide between three and six narratives which they believe illustrate readiness for promotion to the next level. Underneath each narrative box are four drop-down menus. The first asks which Area of Contribution this narrative is evidence for. The following three ask for the Type of Contribution that is being evidenced, recognising this may well be more than one.

There may be occasions when a narrative supports more than one Area of Contribution. There is space under each Narrative to provide a brief commentary on any further Areas of Contribution that are relevant.

Please do not exceed 500 words per narrative box.

Applicant’s CV

Applicants are required to submit their CV as part of their application. The consistent presentation of information across the various documents that make up an application is helpful to panel members when reviewing cases. The template CV included in the Application Document enables applicants to provide as complete a case as possible. Applicants will not be disadvantaged if, due to the discipline in which they operate, some areas of the template remain blank. If there is no relevant entry to be made under a heading or sub-heading, indicate a ‘Nil’ return.
Applicants may find it helpful to refer to the indicative examples of evidence within Appendix 1 of this document. It is not expected that you should present all the types of evidence listed for your selected categories. Your CV should be no more than ten sides of A4, excluding publications and summary of Research Grants. It should be presented in Arial, font size 11 with single spacing and should adhere to the format in the application form. To ensure equity, applicants are expected to adhere to these guidelines.

Please note that candidates will be asked to resubmit their CV if not presented within these guidelines; failure to provide a document that adheres to these guidelines will result in the application not being taken forward for consideration.

Personal Circumstances

The University recognises that some individuals may have specific personal circumstances that may have affected or continue to affect their ability to contribute, whether by reduction in the volume or range of activities that they were/are able to undertake, or in other ways.

Circumstances that may be taken into account include:

- Absences on maternity, paternity, adoption or shared parental leave
- Periods of part time or other flexible working
- Breaks in employment due to non-consecutive fixed-term contracts
- Disability, injury or ill health (permanent or temporary)
- Absence from the workforce whilst acting as a carer or undertaking domestic responsibilities
- Absence due to ill-health or injury
- Career breaks unconnected with academic responsibilities
- Substantive absences that the university is legally obliged to permit (including involvement as a representative of the workforce or for religious observance)
- Agreed special leave of absence on secondment to other organisations
- Other personal circumstances having comparable impact on an individual’s achievements to those listed above.

Individuals who feel that such information needs to be taken into account in assessing their contribution should declare it on the Personal Circumstances Form and submit this to Human Resources at the time they make their application to their Head of School/Institute Director. Any information declared will remain confidential and will only be seen by a Personal Circumstances Panel.

Individuals are not obliged to declare any circumstances on the Personal Circumstances Form if they do not wish to. However, if not declared, such matters cannot be introduced at a later stage in the process, including in any subsequent appeal against the decision of the Promotion Panel or the Academic Promotions Group.

Advice/guidance on declaring personal circumstances is available from Human Resources.

A Personal Circumstances Panel, chaired by a Vice-Principal and including a representative from Human Resources and a senior member of the academic staff will meet in January to consider the personal circumstances. Individuals who have declared that they have special circumstances may attend the meeting, should they wish to address the panel in person.
The Personal Circumstances Panel will assess the impact on their normal work activities as a result of the circumstances involved. A summary of the impact will be provided to the Promotion Panel by Human Resources. No details of the specific personal circumstances will be provided to the Promotion Panel.

The Promotion Panel will take the impact into consideration when deciding the effect this may have had on their contribution, with the aim of calibrating their usual expectations of what should have been achieved during that period. The standards and quality of the contribution expected for promotion will still need to be present.

**Head of School/Institute Director commentary**

The role of the Head/Director relative to the development and promotion of their people extends beyond the completion of the relevant forms as part of an individual’s application. The person considering an application should meet with their Head/Director in order to understand the extent to which they are – or are not yet – ready for promotion. A discussion with a mentor within the School/Institute or another colleague close to the individual’s specialty may also be appropriate. The Head/Director should ensure that supportive and honest conversation(s) take place.

In order to ensure fairness and inclusion in the promotion process (and to support the emphasis of promotion being on quality/ability), a full list of all eligible individuals within the School/Institute, provided by HR, will be considered by the Head of School/Institute Director to:
- identify any potential cases for promotion where applications have not been submitted and
- provide encouragement to those who have the ability but have not yet applied.

It is the Head/Director’s responsibility to take the internal and external advice necessary to ensure they are able to make an informed statement. Where the Head/Director identifies a conflict of interest between them and the applicant, they must nominate another senior member of staff within the School/Institute to complete the statement.

A Head/Director should be content that they are happy to share the evaluation with the applicant as the final application document including Head/Director commentary will be sent to the applicant by HR following submission. It is important that informal discussions with potential applicants and the written statement complement each other. Substantial differences between these may compromise the credibility and perceived fairness of the overall process.

Heads/Directors should recognise that their recommendations will have significant influence with the Faculty Panel.

The framework is there to inform and guide. It is the responsibility of Heads/Directors and Faculty Panels to exercise their best judgement and ensure that decisions are fair. The framework enables transparency and consistency but does not replace the careful weighing of evidence by a panel.

Where the form has a series of check-boxes, these are provided to crystallize or summarise assessments of evidence. The exercise is designed to be a systematic exercise of judgement, and such tools for assessment are there to help ensure consistency in approach.
If an academic is unable to demonstrate sustained engagement and achievements, at the appropriate level, in a minimum of three of the six areas of contribution, as indicated on page 3, they would not normally be considered for promotion (although in exceptional situations, applications may be considered where there is a very high level of contribution in fewer than three areas of contribution, for example where there have been some extenuating personal circumstances).

School/Institute Promotion Group Meeting

The School/Institute Promotion Group meeting will be chaired by the Head of School/Institute Director (or equivalent) and include the Deputy Head/Institute Director (or equivalent) and an appropriate number of senior staff in the School/Institute proportionate to its size and management structure (typically including the Lead for Academic Development and the School/Institute Manager or equivalent).

The Head of School/Institute Director should ensure, as best as possible, that the panel is appropriately representative with respect to Equality and Diversity. This Group will meet at least 1 week prior to the deadline for Heads/Directors to submit all completed applications to HR.

Each School/Institute Promotion Group should consider all applications in order of seniority beginning with the applications for Senior Lecturer, followed by Reader and then Professor.

The Group should be able to form an evaluation of the case with analytical as well as purely factual input, together with clear evidence to support statements under each section.

In rare circumstances, the Head/Director can seek further information from the applicant or other staff relevant to the application. Where this is required and additional information is provided, the Head/Director should seek comment/views from fellow Group members prior to completion of the final statement.

Head of School/Institute Director Statement

From the group discussions, the Head/Director should formulate a statement that explains the decision to support or not the application. This statement will be shared with the Group prior to submission to enable collective agreement.

The case for promotion or award of title is based on achievements in the six Areas of Contribution in line with the University Values. For illustrations of these six areas, please see Appendix 1 of this document. In preparing a statement, Heads/Directors may also find it helpful to use any additional guidance or standards specific to their School/Institute or Faculty.

The form has been designed to enable the Head/Director to provide a short commentary against the relevant Areas of Contribution, to then indicate the Type of Contribution and, finally, to evaluate the particular Area of Contribution as: not met/partially met/met. All of these decisions should be formulated during the School/Institute Promotion Group meeting. The outcome for each Area of Contribution should be discussed and final collective decision made.

The School/Institute Promotion Group should bear in mind that members of the Faculty Promotion Panel and Academic Promotions Group may not be entirely familiar with the sort of profile expected of a promoted person in the subject area. It is therefore essential to provide
appropriate subject-specific knowledge and context including the norms for publication (e.g. types of publication rated highly, norms expected in terms of numbers, the place of joint research, the availability of research funds, etc.).

The Head’s/Director’s statement should also highlight any equality and diversity or other issues that may have a bearing on the applicant’s case, such as:

- periods of parental leave, specifying dates,
- significant caring responsibilities that might restrict extensive travel or have a major impact on working hours,
- long term sickness, giving details of period(s) of absence,
- illness or disability that has had an impact on the individual’s output, etc.,
- other factors that will have had an impact on the time available to undertake research and/or teaching, such as holding a major School/Institute, Faculty or University leadership role.

Where there are significant factors in these categories, but the individual is unwilling on reasonable grounds for these to be shared with the Faculty Panel, the Head/Director should seek the individual’s agreement for the Chair of the Special Circumstances Panel to be briefed, so that they can give a steer to the Promotion Panel members as appropriate without disclosing full details of the circumstances.

The completed Application for Promotion Document will be forwarded by the Head/Director to the HR Department in order that papers may be collated and circulated to the Faculty Panel.

**Applicant’s Response**

A copy of the final statement will be provided to each applicant by HR to allow those who wish to respond to any comments via an Applicant Response for the Faculty Panel Meeting.

If applicants wish to make an Applicant Response, this should be done within 3 weeks of the Faculty Panel Meeting and on no more than 1 A4 page with a minimum of 2 cm margins in Arial font and 11pt. The provision of Applicant Response must be made within the deadline; no late responses will be considered.

**Providing External Referees**

For those applications requiring further consideration for the conferment of title of Reader or Professor, the Head of School/Institute Director will provide contact details for at least six possible external experts who could provide an opinion on each individual case for promotion.

An applicant may be asked to provide details of two experts in their field, neither of whom should have substantive recent collaborations with the applicant (including joint publications or research grants), or have a personal/familial relationship with them. The Head of School/Institute Director will then add the contact details for a further four experts.

Applicants should not approach anyone they think might act as an external expert in relation to their application for promotion.
6. Promotion Panel Process

Faculty Panel Composition

Each panel will be chaired by the Faculty Vice-Principal and will be made up of the Deans for Research and Education and the Heads of Schools/Institute Directors (or individual with delegated authority) within that faculty. In addition, each panel will include the Faculty Academic Lead for Equality, Diversity & Inclusion and at least one Head of School or Institute Director from another Faculty. The panel membership will reflect a gender balance and have BAME representation at a suitably senior level, as far as is reasonably practicable.

Each Head/Director will present the applications from staff within their School/Institute or equivalent. The panel will discuss the applications against the criteria for promotion and will agree their recommendations as a group.

Where the applications for consideration are numerous, the panel may choose to meet on more than 1 occasion.

The Faculty Academic Lead for Equality, Diversity & Inclusion will attend as an observer to the process and has the remit to provide their observations on the process with respect to the University’s commitment to equality, diversity and inclusion. A summary of their observations will be minuted. Any issues raised will be documented and any immediate actions that are required to mitigate or resolve issues will be actioned as far as possible during the meeting.

Faculty Panel Application Considerations

At the start of each panel meeting, a summary of any actions that have arisen from the previous year’s promotions meeting will be reported. The panel will also review summary statistics of applicants and success rates from the previous years with respect to gender, ethnicity, disability and role status (i.e. T&S, T&R, T&PP) to identify any potential issues of equity. These statistics will be provided by HR prior to the meeting. Any potential actions required from this review or related to equality, diversity and inclusion issues from the previous year’s meeting will be discussed and minuted.

Each Head of School/Institute Director will be asked to recount the process and composition of the School/Institute Promotion Group Meeting. The aim is to ensure that equity of process has occurred across the Faculty.

Each Head/Director will also be asked to present the applications (whether supported or not) from their School/Institute commencing with applications for Senior Lecturer. All Senior Lecturer applications will be considered first, with each Head/Director presenting applications from their School/Institute in turn. Once all applications for Senior Lecturer have been considered, the Vice Principal will summarise decisions overall for each School/Institute and undertake a final assessment of equity across the Schools/Institutes before progressing to consider the applications for Reader and repeating the above process. Once complete, the whole process will be repeated for applications for Professor.

If the number of applications for consideration is substantial, a panel can reconvene on more than 1 occasion. The aim should be for applications for a particular level to be considered at the same meeting, e.g., Senior Lecturer applications considered at the same meeting.
For each applicant, a short summary of the decision and reason will be made, entitled **Summary Faculty Panel Applicant Outcome Statement**.

Panels will operate according to principles of:
- Natural justice
- Fairness
- Equal opportunity
- Transparency (e.g. in declarations of interest)
- Appropriate discretion

Decisions on promotion are based on an objective review by panel members of the written evidence presented to them to determine whether, in light of the evidence, the criteria for promotion have been met.

The burden of proof is on the applicant to demonstrate that they meet the requirements for promotion. Panels are required to make judgments about promotion exclusively on the basis of the documentation presented to them. Where evidence is not provided, promotion should not be recommended. Where there is a conflict of interest between a panel member and an applicant, the decision will be made by the remaining panel members and the relevant member will absent themselves from the meeting whilst the application is discussed.

Faculty Panels will be held in accordance with the timetable set out in section 9.

Faculty Panels agree which applications are supported within the Faculty to go forward for consideration by the Academic Promotions Group, where university-wide issues of equity and comparability will be considered. In the instances where there is uncertainty regarding whether the level of contribution is sufficient for promotion to Reader or Professor the default decision is that external reviews will be sought and considered together with the application by The Academic Promotions Group.

All applicants will be contacted by Human Resources on behalf of the Head of School/Institute Director at this point to confirm the status of their application.

In the case of applications that are not supported by the Faculty, these will be deemed unsuccessful, and the relevant Head of School/Institute Director will discuss with these applicants why they have been unsuccessful and advise on career development as appropriate.

In addition, after the Faculty Panels have met, all unsuccessful applicants will receive a letter from the HR Reward and Benefits Administrator, on behalf of the Faculty Vice-Principal, which summarises the panel decision. This includes a statement setting out why the application did not progress. After receipt of the letter and statement, the applicant may wish to seek a further meeting with their Faculty Vice-Principal and/or School Head/Institute Director and/or Line Manager.

**Seeking External Expert References**

For those applications requiring further consideration for the conferment of title of Reader or Professor, the relevant Head of School/Institute Director will have provided contact details for at least six possible external experts who could provide an opinion on each individual case for
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promotion. The Faculty Vice-Principal is asked to select three of these external experts for obtaining references.

On behalf of the Principal, the HR Reward and Benefits Administrator will seek confidential opinions on the case for promotion from at least three of the external experts, one of whom should normally be from another UK University and (for Teaching and Research) one of whom should be from an overseas institution. For Teaching and Scholarship or Teaching and Professional Practice applicants, three external opinions are still required but there is no requirement for an overseas expert opinion.

Experts should be of appropriate standing and able to give an objective, impartial opinion of the applicant’s contribution with explicit reference to the relevant criteria.

Academic Promotions Group

Once all external expert opinions have been received and collated the Academic Promotions Group will convene, in accordance with the timetable, to consider all remaining applications.

Membership of the Academic Promotions Group is:

- Principal
- Vice Principal – Health
- Vice Principal – Humanities & Social Sciences
- Vice Principal – Science & Engineering
- Vice Principal – Education
- Vice Principal – Research & Innovation
- Vice Principal – Policy & Strategic Partnerships, or Vice Principal – International
- Vice-Principal – People, Culture and Inclusion

Where there is less than 50% gender equity, in addition to the above, a senior academic (Head of School/Institute Director or above) will be recruited to the Group to represent the minority gender. In addition, the Group will have BAME representation at a suitably senior level, as far as is reasonably practicable.

The Academic Promotions Group will seek to ensure consistency of judgment from year to year and will also review outcomes for protected equality groups. This will take the form of summary statistics of applicants and success rates at the meeting. The Academic Promotions Group will be free to seek and obtain further written external confidential assessments, as required. Formal notes on each applicant will be generated. Collated data on applications and success rates with respect to gender and BAME will be published by HR on the intranet within 6 months of the Academic Promotions Group meeting.

Applicants considered for promotion and conferment of title by the Academic Promotions Group will be informed of the outcome in writing, in accordance with the timetable.

In the case of unsuccessful applicants, the relevant Faculty Vice-Principal (or their nominee) and Head of School/Institute Director will discuss with them the reasons why they have been unsuccessful, provide the Academic Promotion Group notes summary of these reasons and advise on career development as appropriate.
7. Appeals Process

The promotions process has been constructed to ensure a fair and equitable opportunity for progression for all academic staff. Any applicant not promoted or awarded a title by the Academic Promotion Group who remains dissatisfied shall have the right of appeal only on the grounds of a defect in procedure (i.e. these guidelines have not been followed). The appellant must state the nature of the procedural defect in their appeal and the impact they feel this had on the consideration of their case. The appeal statement must be no longer than 2 sides in Arial 11 point, no additional documentation will be accepted at this stage.

The applicant shall be permitted four weeks from the date of the receipt of their final outcome letter to make an appeal.

The Appeal Committee will review all appeals. The HR Director will set up an Appeal Committee constituted of the following membership:

- Chair: Vice Principal – Policy & Strategic Partnerships; or Vice Principal – International.
- HR Director
- Two Members of Academic Staff, selected by Principal neither of whom shall be from the same School as the appellant, nor have been previously involved in the case. The identities of the academic members shall be made known to the appellant and they will have the right of objection. The rationale for objection must be sent to the Chair of the Appeal panel for consideration. If the objection is against the Chair, then this should be sent to the HR Director for consideration.
- A representative chosen from one of the Faculty Equality and Diversity Groups.

The Director of HR will appoint a secretary to the Appeal Committee.

The Committee will have access to all material available to the Academic Promotions Group and receive submissions from the appellant and their Faculty Vice-Principal and Head of School. The Committee may call upon any other persons it deems relevant, in which case the appellant will be informed. The appellant will be advised that they may be accompanied by a trade union representative or a workplace colleague for the purpose of presenting their case. All parties at the hearing will hear evidence from both sides; at no point shall oral evidence be presented behind closed doors (in camera). The appeal committee will provide an outcome to the appellant within eight weeks of the appeal being received.

The decision of the Committee will be final. The Secretary will communicate the decision to the appellant as soon as possible.

The Committee will make one of the following decisions:

- To dismiss the appeal as there are no grounds for claiming a defect in procedure, or
- To uphold the appeal on the grounds that there was a defect in procedure. In this case the application should be referred back to the point in the process where the defect occurred, so that this can be corrected before being reconsidered by the Academic Promotions Group, taking account of the reasons for the appeal.

There is no further right of appeal.
8. Frequently Asked Questions

Who can apply?
Any academic member of staff (excluding Professors), with one year’s continuous employment on 31 December 2019, who has completed the previous year’s annual appraisal/probationary review.

When do I need to apply by?
Applications need to be fully completed and emailed to the individual’s Head of School/Institute Directors by 24 January 2020.

Who makes the decisions?
Applications, including Head of School/Institute Director recommendations, are first considered at the Faculty Panel, where a decision is made as to whether each application should be supported for promotion at the Academic Promotions Group, who then make the final decision on the applications supported by the Faculty Panel.

When will my successful promotion become effective from?
All successful applicants will have their promotion implemented with effect from 1 October 2020. This includes the change of title and any relevant changes in salary.

Will the promotions round change in the future?
The Academic Promotions round is reviewed each year before launch to ensure it remains fit for purpose.

Who do I contact if I have any questions?
Please contact either your line manager or one of the HR Reward & Benefits team.
### 9. Timetable

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Announcement of Academic Promotions 2019/20 round by the Principal and documentation available on Connected</td>
<td>13 November 2019</td>
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<tr>
<td>Workshops and briefing sessions</td>
<td>November / December 2019</td>
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<tr>
<td>Discussion of application with Head of School/Institute Director</td>
<td>November / December 2019</td>
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<tr>
<td>Opening of application submission</td>
<td>6 January 2020</td>
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<tr>
<td>Application for Promotion document to be emailed to Head of School/Institute Director</td>
<td>24 January 2020</td>
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<tr>
<td>Submission of Personal Circumstances Form (if applicable) to HR</td>
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<tr>
<td>School Promotions Panels</td>
<td>Early February</td>
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<td>HoS/DoI to complete HoS/DoI statement and the Application for Promotion document to be emailed to Human Resources</td>
<td>21 February 2020</td>
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<tr>
<td>Submissions discussed at Faculty Panels</td>
<td>March 2020</td>
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<tr>
<td>Communications to go out to all applicants informing them of whether their application will be subject to further consideration by Queen Mary.</td>
<td>April 2020</td>
</tr>
<tr>
<td>The time between late March and May 2020 will be used to seek expert opinions for applications for Professor and Reader who will be subject to further consideration.</td>
<td></td>
</tr>
<tr>
<td>Academic Promotions Group</td>
<td>June 2020</td>
</tr>
<tr>
<td>Decisions and new salaries communicated, with promotions effective 1 October 2020</td>
<td>By end-August 2020</td>
</tr>
</tbody>
</table>

Please note: The timetable and deadlines above will be followed as closely as possible. Every effort will be made to achieve a speedy outcome, but maintaining the quality of the academic promotions round is more important.
## Senior Lecturer

<table>
<thead>
<tr>
<th>Areas of contribution</th>
<th>Student Experience &amp; Education</th>
<th>Scholarship</th>
<th>Research</th>
<th>Engagement &amp; Impact</th>
<th>Management &amp; Collegiality</th>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Led initiatives aimed at improving student experience and education, such as those focused on employability and enabling academic and personal growth of students.</td>
<td>Demonstrated evidence of an external reputation through invitations to deliver teaching or external examining.</td>
<td>Successful postgraduate research supervision at Masters and PhD level.</td>
<td>Led public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice.</td>
<td>Supervised/supported/ mentored/coached more junior staff.</td>
<td>Contributed to clinical practice or other forms of professional practice, providing leadership at a local level, such as supporting the development of others.</td>
</tr>
<tr>
<td></td>
<td>Led the redesign, implementation and quality control of modules and programmes.</td>
<td></td>
<td>Lead a small team of staff and direct their research activities.</td>
<td>Led interventions that impact student citizenship positively e.g. through extracurricular enterprise, volunteering or interning activities.</td>
<td>Contributed to the management of teaching programmes e.g. as module co-ordinator for team-taught modules, or undertaking senior student support role.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistance with running placement programmes with evidence of personal impact.</td>
<td></td>
<td>Contributed to activities that impact upon the field (e.g. organizing conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing)</td>
<td>Cultivated relations with individuals/organisations in the public sector, private sector, NGO or charity sector on behalf of the School/Institute/University.</td>
<td>Contributed to school/institute management through e.g. quality assurance and enhancement, or recruitment and admissions responsibilities.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mentored/supported internal stakeholders (students, admin staff, ECRs) in developing activities or interventions that target stakeholders outside academia or address student engagement, widening participation and/or addressing inequalities.</td>
<td>Contributed to development of research group/area e.g. through significant publication, grant income or collaboration.</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 1 – Illustrations of Contribution

<p>| Development                                                                 | Achieved or working towards (or equivalent of) Senior Fellow (D3). Engaged with learned societies or professional bodies in e.g. curriculum development and the enhancement of teaching and learning. Benchmarked teaching and learning practices with other institutions and implemented innovative ways of working in a subject area. Contribute to bids for funding for student experience and education, or other scholarship activities. | Invited to referee or review publications or external professional practice. Collaborated in significant research projects. Developed links with industry, academic or community partners, e.g. via PhD student projects, in curricular activities or projects, consultancy or research that has a public dimension to it. Showed involvement in knowledge creation and/or transfer in conjunction with external partner organisations in industry, commerce, government or NGOs. This could be in the form of contract research, consultancy and/or collaboration. Contributed to the successful commercialisation of patents, inventions and other exploitable intellectual property. Supported or contributed to public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice. Participated in School/Institute, Faculty or University committee with change-making agenda, e.g. review of administrative processes. Participated in development of teaching and learning programmes/projects. Made a distinctive contribution to the development of a research group or research programme. | Involved in the design of clinical or other forms of professional practice to improve translation from the academic environment to application, e.g. bench to bedside or development of other professional practice such as the application of evidence-based quality improvement projects. Achieved or working towards (or the equivalent of) chartered or admitted status of the relevant professional body. Developed and maintained a national reputation in the field of professional practice. Engaged in activities that influence society, economy, government or public policy e.g. through consultancy, policy advice, public engagement. |</p>
<table>
<thead>
<tr>
<th><strong>Delivery</strong></th>
<th><strong>Gained funding for enhancements of teaching and learning.</strong></th>
<th><strong>Participated in committees with a clear focus on student education or student experience.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Published pedagogical research in outlets of appropriate standing and influence.</strong></td>
<td><strong>Developed educational resources on the scholarship of education.</strong></td>
<td><strong>Demonstrated evidence of sustained output of high quality research publications or other recognised forms of output, judged to be at international level in terms of its originality, significance and rigour that could include for e.g. journal articles, monographs, case studies, edited volumes, textbooks, conference papers, and works of art.</strong></td>
</tr>
<tr>
<td><strong>Conducted activities essential to further research that normally would include secured external research grant funding but in addition could include visiting fellowships, residencies, or retreats.</strong></td>
<td></td>
<td><strong>Contributed to the delivery of widening participation, student engagement, public engagement, or school/institutes outreach activities.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Supported or contributed to public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contributed to public debate around the discipline by using print, broadcast, digital and other media, including promotion of research findings.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Acted in role such as Examinations Officer, Admissions Tutor, or teaching programme convenor/lead.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Participate and contribute to committees and working groups focussed on the interests of the School/Institute, University and other staff.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Participate in Equality, Diversity and Inclusion initiatives.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Forged links between academia and industry to create opportunities (including funding opportunities) for colleagues and/or to benefit student education and employability at Queen Mary.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Maintained an in-depth technical knowledge and up-to-date understanding of developments affecting the practice of the profession.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Used well-developed expertise in the area of professional practice to impart technical and applied knowledge to students and to make innovations in teaching &amp; learning.</strong></td>
</tr>
</tbody>
</table>
### Reader

<table>
<thead>
<tr>
<th>Areas of contribution</th>
<th>Student Experience &amp; Education</th>
<th>Scholarship</th>
<th>Research</th>
<th>Engagement &amp; Impact</th>
<th>Management &amp; Collegiality</th>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Demonstrated high impact on the management of teaching programmes.</td>
<td>Fostered and promoted the development of teaching skills.</td>
<td>Led research teams and a member of significant external research group(s).</td>
<td>Gained paid consultancy work from external organisations or planning a CPD programme to meet sponsor needs.</td>
<td>Supervised/ supported/coached/ mentored more junior staff.</td>
<td>Took a leading role, promoting and disseminating innovation and improvements, in clinical practice or other forms of professional practice, managing the development of others.</td>
</tr>
<tr>
<td></td>
<td>Influenced the national debate on teaching and learning.</td>
<td>Organised national and international events that bring scholarship to bear upon educational improvements.</td>
<td>Demonstrated strategic level involvement with the growth of research activity at school/institute level.</td>
<td>Contributed to the delivery of widening participation, student engagement, or school/ institutes’ outreach activities.</td>
<td>Managed a team.</td>
<td>Took a leading role in managing the development of others within the professional team, managing the development of others.</td>
</tr>
<tr>
<td></td>
<td>Led the development of PhD training programmes, including building links with other universities where relevant.</td>
<td></td>
<td>Demonstrated academic leadership in shaping research directions for research teams nationally or internationally</td>
<td>Led public engagement initiatives and activities which sought to generate mutual benefit, influencing internal and external priorities and practice.</td>
<td>Provided the effective management of taught programmes.</td>
<td>Influenced the national debate on workforce and/or professional development in the relevant field.</td>
</tr>
<tr>
<td></td>
<td>Led curriculum planning and course design to ensure excellence and student learning, including through collaborative work, as required.</td>
<td></td>
<td>Led activities that impact upon the field (e.g. organizing conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing)</td>
<td>Contributed significantly to School/Institute management through e.g. planning and resource management, policy development, process improvements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Led education-related enabling activities at the school/institute or faculty level.</td>
<td></td>
<td></td>
<td>Took a leading role, promoting and disseminating innovation and improvements, in clinical practice or other forms of professional practice, managing the development of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undertaken school leadership role for Personal Tutoring.</td>
<td></td>
<td></td>
<td>Influenced the national debate on workforce and/or professional development in the relevant field.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

November 2019
## Academic Promotion 2020

### Appendix 1 – Illustrations of Contribution

| Development | Supported programme and module innovation, applying the latest research and scholarship (both subject-specific and in pedagogy), including own contribution. | Contributed to subject and or cross-disciplinary networks with a focus on education development. | Demonstrated proactive and effective engagement with education development through active involvement in relevant committees. | Achieved or working towards (or the equivalent of) Principal Fellow (D4). Received prizes or awards in recognition of teaching excellence e.g. Queen Mary Drapers’ Teaching Fellowship or National Teaching Fellowship. Demonstrated significant engagement with learning societies, contributing to their effectiveness through, for example, chairing groups and events. | Sustained and successful research supervision. Development of links with industry or community partners, e.g. through consultancy or significant levels of collaborative research with external groups. Development of communication strategies to reach results of research or outputs or departmental activities or project outputs to public bodies or the wider public. Has cultivated communication strategies that have led to changes in non-academic practice/policy and works with partners. | Demonstrated evidence in the form of letters of approval, prizes or awards of an external reputation for engagement with national and local bodies. Established sustained links with industry, community partners, or student cohorts. | team, managing the development of others. Influenced the national debate on workforce and/or professional development in the relevant field. | Member of University-wide committee with a change-making agenda, contributing to policy and practice development. Led development of teaching and learning programmes/projects in School/Institute. Led development of new areas of expertise and facilities that benefit the School/Institute/University and other staff. | Member of national education/training committee or other relevant committee of professional body. Managed, or advised at a national level on, the design of clinical or other forms of professional practice to improve translation of knowledge gained from research activity into application, e.g. clinical practice, resulting in improved patient care, outcomes or population health, or the equivalent in other professional areas. |

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**November 2019**
<table>
<thead>
<tr>
<th>Delivery</th>
<th>Demonstrated proven record of a very high standard of teaching performance including clinical teaching and training.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performed external examining duties at other universities.</td>
</tr>
<tr>
<td></td>
<td>Awarded peer-reviewed funding for projects to develop and enhance teaching and learning and successfully completed such projects.</td>
</tr>
<tr>
<td></td>
<td>Successfully delivered innovative teaching practices that impact positively on diverse groups.</td>
</tr>
<tr>
<td></td>
<td>Demonstrated a track record of creating high quality educational resources for wide dissemination.</td>
</tr>
<tr>
<td></td>
<td>Provided service within the wider subject community e.g. through external examining, committee membership of learned bodies devoted to teaching and scholarship.</td>
</tr>
<tr>
<td></td>
<td>External curriculum review at another Higher Education Institution.</td>
</tr>
<tr>
<td></td>
<td>Demonstrated evidence of a sustained output of high quality research publications or other recognised forms of output, judged to be at international level for e.g. journal articles, monographs, case studies, edited volumes, textbooks, conference papers and works of art.</td>
</tr>
<tr>
<td></td>
<td>Referee for external research applications and publications.</td>
</tr>
<tr>
<td></td>
<td>Showed a sustained record of activities essential to further research that normally would include sustained secured external research grant funding but in addition could include visiting fellowships, residencies, retreats.</td>
</tr>
<tr>
<td></td>
<td>Continued in knowledge creation and/or transfer in conjunction with external partner organisations in industry, commerce, government or NGOs. This could be in the form of contract research, consultancy and/or collaboration.</td>
</tr>
<tr>
<td></td>
<td>Continued consultancy with external or internal partners that enhance Queen Mary’s diversity and inclusion values and/or contribute to commercial contracts.</td>
</tr>
<tr>
<td></td>
<td>Transferred research results to commercial, professional or other practical use, exploiting these through patent, licence, spin-out company formation, engagement with technology transfer.</td>
</tr>
<tr>
<td></td>
<td>Effective management of team to deliver strong outcomes, e.g. research group or funded project.</td>
</tr>
<tr>
<td></td>
<td>Acted in role such as Senior Tutor, Chair of Examination Board, Director of Resources or other senior role in a School/Institute.</td>
</tr>
<tr>
<td></td>
<td>Worked with professional service colleagues or cross-faculty/university to deliver significant new policy/initiative/quality improvement.</td>
</tr>
<tr>
<td></td>
<td>Led initiatives in Equality, Diversity and Inclusion.</td>
</tr>
<tr>
<td>Achieved or working towards (or the equivalent of) fellowship or other advanced status of the relevant professional body.</td>
<td>Demonstrated outstanding professional practice competence.</td>
</tr>
<tr>
<td></td>
<td>Enhanced the reputation of Queen Mary and/or the professional organisation via professional practice.</td>
</tr>
<tr>
<td></td>
<td>Facilitated the successful exploitation of an extensive network of professional colleagues across a variety of organisations and sectors to benefit student education and experience and to improve employability at home and overseas;</td>
</tr>
</tbody>
</table>
### Areas of Contribution

<table>
<thead>
<tr>
<th>Areas of Contribution</th>
<th>Student Experience &amp; Education</th>
<th>Scholarship</th>
<th>Research</th>
<th>Engagement &amp; Impact</th>
<th>Management &amp; Collegiality</th>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Influenced teaching in discipline nationally / internationally with a track record of talks at conferences and HEIs in relation to teaching and the scholarship of teaching.</td>
<td>Authored and published major subject-specific or general pedagogical educational resources, which are recognised as leaders in the field and enhance teaching quality and learning outcomes.</td>
<td>Provided external research leadership. Leadership of world class research distinguished in significance/ rigour/ originality, as evidenced by sustained influence on one or more research disciplines.</td>
<td>Led or contributed to significant public engagement initiatives and activities which have generated mutual benefit, influencing internal and external priorities and practice. Initiated and managed the delivery of active, significant and externally recognised contributions to University outreach initiatives into schools and/or the broader community.</td>
<td>Mentored and managed staff development and support across the School/Institute or Faculty. Led in developing external and university academic standards, potentially working with regulatory bodies. Contributed in a substantial manner to the vision and leadership of School/Institute, Faculty or University in administration, teaching, scholarship or research.</td>
<td>Has acted as leader of national education/training committee or other relevant committee of professional body. Lead co-ordinator in professional accreditation. Led internationally on the promotion and dissemination of innovation and improvements in clinical practice or other forms of professional practice. Provided strategic leadership of a professional-practice team. Directed the national debate, or contributes to the international debate, on workforce and/or professional development in the relevant field (e.g. via Royal Colleges, General Medical Council, Law Society or...</td>
</tr>
<tr>
<td></td>
<td>Led and shaped student support initiatives at subject / school/institute /university levels. Demonstrated personal impact on the improvement of engagement with and the quality of personal tutoring at a Faculty or institutional level. Initiated innovative and successful programme developments including assessment processes and methodologies, commissioning individual module development and managing the coherence of the overall programme.</td>
<td>Influenced the Higher Education agenda, contributing to the discipline at a national and international level through e.g. a track record of invited, keynote and other talks at conferences and subject specific meetings devoted to teaching and scholarship. Provided expert opinion on education to external audiences and bodies, e.g. advice to government.</td>
<td>Provided external research leadership. Led successful research collaborations at institutional, national or international level. Provided advice to boards of major public bodies on long term strategy on a national issue. Consulted on policy matters at national/ international level. Creation of nationally or internationally leading research initiatives with non-academic partners.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

November 2019
### Appendix 1 – Illustrations of Contribution

| Development | Actively committed to and championed all dimensions of the UK Professional Standards Framework through work with students and staff. | Contributed to research quality review in Queen Mary or another university. | Applied knowledge to improve performance of public sector bodies, by informing public policy or by engaging with relevant industry sectors to stimulate innovation and is able to feed this back into | Contributed to the strategic planning process and effective smooth running of Queen Mary. | Authored and published major professional texts or other pedagogical work. |

| Development | Demonstrated impact in reducing the attainment gap for students, where this exists. | Provided major contribution to educational policy development and | Contributed positively to the productivity and efficiency of healthcare, |

- Particularly when based on successful engagement activities with students and with student feedback.
- Awarded significant peer-reviewed funding for projects to develop and enhance teaching and/or student experience.
- Demonstrated impact in their role as Chair of education-related school/institute/faculty level committees.
- Acted as a national or international consultant on educational matters.
- Demonstrated impact as an institutional or national champion for inclusive teaching practices, education reform or innovation.
- Led significant (i.e. lucrative or innovative or impactful) business partnerships with major industrial or community partners.
- Led in development and sustained delivery of CPD courses, attracting new clients or enrolments or repeat business or enriching established partnerships.
- Provided advice to boards of commercial or public organisations on the future development of a particular product, process or method.
- Led in development and/attached activity to align with needs of the university.
- Identified and undertaken roles which are concerned with the interests of the School/Institute and other staff more than self, and where important contribution can be made.
- Solicitors Regulation Authority (SRA).
<p>| <strong>Delivery</strong> | <strong>Pedagogic practice within the university, significantly enhancing student experience.</strong> | <strong>Developed new learning materials or platforms that have shaped the way a subject is taught and have been recognised or adopted nationally or internationally.</strong> | <strong>Roles for other research outputs.</strong> | <strong>Research where relevant.</strong> | <strong>Contributed to engagement and/or enterprise governance in Queen Mary or an external body through committees, peer review or publication.</strong> | <strong>Transformed academic outputs, intellectual property or artworks, bringing recognition or income to Queen Mary e.g. successful spin out company, international or national cultural event.</strong> | <strong>School, Faculty or University.</strong> | <strong>Encouraged sustained and successful engagement in continual professional development related to academic, institution and/or other professional practices.</strong> | <strong>Directed or provided strategic advice at a national level on the design of clinical or other forms of professional practice to improve translation of knowledge gained from research activity into application, e.g. clinical practice, resulting in improved patient care, outcomes or population health, or the equivalent in other professional areas.</strong> | <strong>Achieved highest fellowship (or the equivalent of) status of the relevant professional body.</strong> |
| | | | | | | | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Academic Promotion 2020</th>
<th>Appendix 1 – Illustrations of Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributed to student employability in a significant, sustained and externally recognised way.</td>
<td>Promoted excellence in the delivery of Queen Mary’s Graduate Attributes</td>
</tr>
<tr>
<td>Provided sustained successful research supervision.</td>
<td></td>
</tr>
<tr>
<td>forms of research output (for e.g. journal articles, monographs, case studies, edited volumes, textbooks, conference papers, and works of art) and evidence that they have made a significant contribution to the discipline and earned an international reputation.</td>
<td>relevant public/private organisations.</td>
</tr>
<tr>
<td>Demonstrated success over a sustained period in activities essential to further research that normally would include sustained and significant secured external research grant funding, but in addition could include sustained visiting fellowships, residencies, retreats.</td>
<td>Offered a significant (i.e. in terms of sustained or intensifying or innovative) record of transfer of intellectual property into the wider economy including awards for innovation.</td>
</tr>
<tr>
<td>Led activities that impact upon the field (e.g. organizing conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing)</td>
<td>Shown a significant (i.e. in terms of sustained or intensifying or innovative) record of responding to the needs and opinions of external groups with regard to research topics, processes methodologies or engagement methods.</td>
</tr>
<tr>
<td></td>
<td>Developed national or international communication strategies to reach results of research or outputs or departmental activities or project outputs to the public.</td>
</tr>
<tr>
<td></td>
<td>Consulted on policy matters at national/international level.</td>
</tr>
<tr>
<td></td>
<td>Acted as an ambassador or Chair on in Equality, Diversity and Inclusion Committees, steering groups and/or initiatives.</td>
</tr>
<tr>
<td></td>
<td>professional organisation via professional practice.</td>
</tr>
</tbody>
</table>
Academic Promotion
Appendix 2 – Flow Chart

Time scale
Summer - Autumn

January
February
March
April - May
June
August

Appraisal / probation meetings

Candidates to assess whether that they meet the criteria for promotion

NO

Discuss career progression with line manager

YES

Application sent to HoS/ID

Discussion with HoS/ID/ mentor / line manager

Commentary by HoS /ID, informed by School/ Institute promotion group

HR share final paperwork with applicant with option to respond

Faculty Panel Meeting. HoS/ID confirm status of application with applicant.

Recommendation

YES

External experts approached by HR, recommended by Faculty Vice Principal following liaison with HoS /ID

Reader / Professor

NO

Senior Lecturer

Written feedback by Faculty VP with Summary Faculty Panel Applicant Outcome Statement. Meeting with VP/ nominated deputy and HoS/ID as requested by applicant

Academic Promotions Group meeting

HR informs applicant of outcome in writing

November 2019