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**Academic Promotions Process – Grade 7 to Grade 8**

1. **Introduction**

On an annual basis eligible academic staff at grade 7 will be invited to apply for promotion to Senior Lecturer / Senior Teaching Fellow at grade 8.

The promotions process will be based on the principles of fairness and equity and is a recognition of the value and strength of an individual’s contribution.

Applications will be assessed against established criteria for the appropriate pathway and

promotions will be determined by the University Promotions Panel following recommendations from schools submitted through the Faculty PVC.

1. **Eligibility**

Grade 7 staff are eligible to apply for promotion to Senior Lecturer / Senior Teaching Fellow on the basis that they:

* have more than one year’s continuous employment before the deadline for submission date.
* have successfully completed the previous academic year’s annual appraisal/probationary review.
* have the relevant professional accreditation if necessary for the subject area/discipline.
1. **The Process**

The Promotions Panel will meet annually to consider applications for progression from Lecturer/Teaching Fellow (Grade 7) to Senior Lecturer/Senior Teaching Fellow (Grade 8).

Members of staff will be advised of the timetable by the Human Resources Department and

applications will be invited in accordance with the published timetable.

All eligible staff will have the opportunity of making an application for promotion. There is no requirement for prior approval from the line manager or other senior member of staff.

Staff are strongly advised to discuss their intention to apply with their line manager to receive feedback as to whether their application is ready for submission. As part of the appraisal process all academic staff should discuss their career pathway and progression with their line manager, including the opportunities for developing their career and promotion prospects.

Schools should also proactively identify and speak to staff who are worthy of promotion but who do not initially put themselves forward to encourage them to do so.

1. **Making an application**

Staff are invited to submit applications, making the case for promotion by the published deadline.

All applications must be submitted on the online Academic Promotions Process - Application Form.

The application **must include:**

* an up-to-date CV
* any relevant supporting documentation
* the applicants most recent appraisal which sets out objectives and

 line manager comments.

If an applicant wishes to draw to the attention of the panel any personal circumstances which have impacted on their performance, they are encouraged to provide this information in their application.

1. **Criteria for promotion**

Before making an application, staff are strongly advised to review the criteria for promotion and consider the associated lists of illustrative examples of the types of activity which could be used to support an application.

It is recognised that applicants for promotion may already be undertaking some of the roles expected of a Senior Lecturer/Senior Teaching Fellow and this will be considered when evaluating the case for promotion, but this will not be the sole criterion for promotion.

Applicants must provide a case based on performance and outcomes and not only on roles undertaken. Panels will consider the applicant’s overall contribution to the advancement and application of knowledge in their discipline or profession and their contribution to the general life, community, and values of the university.

When making a judgement, assessment panels will look for evidence of where an applicant can demonstrate an excellent and sustained level of contribution and achievement in the respect of the criteria for promotion in the following categories:

* + Teaching and Learning
	+ Research and Knowledge Exchange
	+ Leadership and Citizenship

It is acknowledged that some areas will be more appropriate to some disciplines than others, and it is expected that those applying for promotion will adapt their evidence to suit their discipline/pathway.

There will be flexibility within the process to allow for roles with differing degrees of emphasis on Teaching and Learning, Research and Knowledge Exchange and Leadership and Citizenship and assessment panels will base their judgements accordingly.

In all cases, the framework will be applied as specific to the requirements of the discipline.

**See Appendix A** for *Academic Promotions Process – Criteria*

1. **The Assessment Process**

All applications will be reviewed in a consistent and fair manner against the Academic Promotion Criteria by the [relevant panel(s).](https://www.nottingham.ac.uk/governance/universitycommittees/promotionscommittee.aspx)

The panels will look for positive evidence of actual and sustained achievement and the likelihood of current and continued contribution at the higher levelafter appointment.

1. **School Assessment Panel**

 The Director of School will set up a School Assessment Panel to review the applications. The following will be present at the meeting:

* Director of School
* Subject Heads
* Associate Deans
* Head of Reward, Staff Engagement and Wellbeing

 The Director of School and those present will consider the applications and make a recommendation. Each application will be assessed in the context of the appropriate criteria for promotion taking into account the extent to which these criteria are being satisfied.

 The Director of School may seek appropriate verification of applicant statements where considered necessary.

1. **Faculty Assessment Panel**

 The Faculty Assessment Panel will meet to consider the recommendations from the School Assessment Panel. They will carry out quality assurance to ensure that all recommendations across the faculty are of an appropriate standard. The following will be present at the meeting:

* PVC of Faculty
* Directors of School
* HR Business Partner
* Finance Business Partner
* Head of Reward, Staff Engagement and Wellbeing

Applicants unsuccessful at the Faculty Assessment Panel will be informed of the outcome and given the opportunity for oral feedback from their Director of School.

1. **University Promotions Panel**

 The University Promotions Panel will meet to review the Faculty Assessment Panel recommendations and make the final decision on all cases submitted. The panel will consist of the following:

* Executive Leadership Team
* HR Representatives

 Where the University Promotions Panel is unable to approve a recommendation, feedback will be given to the Director of School so they can appropriately advise the applicant.

 The decision of the University Promotions Panel is final, there is no right of appeal.

1. **Notification of Outcome**

Successful applicants will be informed in writing by the Human Resources department of the decision of the University Promotions Panel. Appointments will be effective from 1st August and be remunerated at the first spinal point on grade 8.

The Director of School will arrange to meet with successful applicants to explore and agree their contribution as a Senior Lecturer/Senior Teaching Fellow in the school.

The Director of School will also meet with unsuccessful applicants to provide feedback and discuss developmental activities and school/university opportunities that the individual should undertake to help them be better placed for promotion when next they apply.

1. **Equality of Opportunity**

The University will monitor the fair and equal application of the promotions process through the annual report on promotions to ELT and Employment Committee. The Panel will ensure that equal treatment is being applied by monitoring the characteristics of academics promoted and will identify any proactive steps needed to encourage applications from under-represented groups or to remove any perceived barriers to application.

**Appendix A**

**CRITERIA FOR PROMOTION TO GRADE 8 - SENIOR LECTURER/SENIOR TEACHING FELLOW**

This process is available to those staff who are able to demonstrate an excellent and sustained level of contribution and achievement in respect of the criteria for promotion within the categories:

* **Teaching and Learning**
* **Research and Knowledge Exchange**
* **Leadership and Citizenship**

These categories form the framework of our academic job descriptions and provide the structure for the process against which applicants are required to present evidence when they apply for promotion.

Please note:

* **An applicant would not be expected to provide evidence for all criteria**. It is acknowledged that some criteria will be more appropriate to some roles/disciplines than others, and it is expected that those applying for promotion will adapt their evidence to suit. Assessment panels will allow **flexibility within the process for roles with differing degrees of emphasis** in Teaching and Learning, Research and Knowledge Exchange and Leadership and Citizenship and base their judgements accordingly.
* The list of examples provided represent the types of activity that could be used in support of the associated criteria. **Please note this list is not exhaustive, and applicants are welcome to add their own relevant evidence not included here**. The fact that an applicant may appear to meet several of the examples cited does not necessarily mean that a case for promotion has been established. The guidance is intended to indicate a framework within which qualitative judgements of overall performance will be made.
* In all cases, the University Assessment Panel will look for evidence of sustained contribution and achievement demonstrating that the individual has the **aptitude** and **experience** to successfully progress to the **next** **level** and they **will exercise a professional judgement on the quality of each applicant against the stated criteria.**

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| **Teaching and Learning** |
| **Criteria: Teaching delivery and review** *Evidence of the successful delivery of teaching, using a range of teaching methods and assessment strategies which promote high quality learning and teaching.**Commitment to facilitating student voice activities and taking proactive measures to act on student feedback.* **Examples of this might include:*** Proven track record of successful teaching with examples of teaching undertaken.
* Evidence of applying effective assessment and feedback procedures.
* Evidence of ability to reflect on teaching practice to ensure learning outcomes are effectively achieved.
* Engagement with opportunities provided for peer review of teaching.
* Participation in the review of course content and materials and the development, design and updating of materials to meet learning objectives. e.g. evidence of student feedback on content and materials, professional body feedback, engagement in validation and review processes.
* A record of developing/redesigning modules.
* Module leadership.
* Revising teaching to ensure that it is relevant to the whole student experience including taking account of continuation, completion and progression, widening access issues, employability, Teaching and Learning strategy.
* Evidence of being an effective personal tutor e.g. engagement with relevant student services, support with employability activities, sharing good practice in personal tutoring, contribution to strong student retention and completion of programmes, student voice/testimonial, awards and recognition.
* Recognition for teaching excellence through awards, prizes or nominations.
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| **Criteria: Innovation and curriculum development** *Evidence of teaching innovation, course development and design and learning.* **Examples of this might include:*** Evidence of using scholarship and/or research to enhance curriculum and course design e.g. validation and review, continuing monitoring and enhancement particularly with respect to evaluation of module enhancement initiatives.
* Innovative and appropriate use of technologies and the impact of this on students. Evidence may include for eg module evaluation data including personalised questions, student voice, dissemination activity (e.g. conference, team meetings), student performance data/outcomes.
* Outcomes demonstrating improvements in quality of teaching and learning evidenced by eg peer review, course changes, annual programme reviews, student surveys.
* Evidence of developing successful approaches to teaching that are innovative for the subject or school e.g. testimonials, evaluation data, programme level data, internal funding bids.
* Involvement in CPD activities, such as peer review, workshops and professional development courses.
* Providing support and learning for students that extends beyond the traditional classroom session, as appropriate to subject specific needs, e.g. trips, workshops and guest facilitators, inter-professional learning, student-led delivery, simulation activities and other school initiatives.
* Bringing new insights to the team/school by the investigation of innovative teaching, learning and assessment methods and techniques in the sector.
* Contribution to pedagogical innovation, curricular development and planning within the programme / school.
* Development or use of existing industry knowledge to develop the curriculum to enable relevant and up-to-date learning to enhance graduate employability.
* Contributing to promoting theoretically informed and innovative approaches to learning and teaching related activities.
* Evidence that teaching has been informed by developments in professional practice or professional settings.
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| **Criteria: Pedagogic /scholarly outputs and activity***Evidence of contribution to the pedagogical knowledge base of the subject area that enhances teaching and the student experience, through the enhancement of practice.**Evidence of influencing practice within the school and faculty.***Examples of this might include:*** Evidence of having developed, produced and evaluated learning materials and approaches and disseminated the results of own scholarly activity/research within the school.
* Development of a portfolio of evidence-based practice, projects and proposals.
* Evidence of contribution to or successfullysecuring funds to support own scholarship and/or pedagogic research.
* Contribution to the publication of books, book chapters, articles/papers in journals in relation to pedagogic research.
* Contribution to LJMU learning community through conferences, seminars etc.
* Evidence of interventions to enhance teaching, learning or assessment.
* Contribution to the supervision of student research, professional practice or similar projects.
* Contributing to groups and networks to facilitate discussion or application of pedagogical developments.
* Have a clear plan of future pedagogic research or development of teaching practice and policy.
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| **Criteria: Esteem** *Evidence of the development of an institutional teaching and learning profile that brings benefit to the University’s teaching.***Examples of this might include:*** Growing peer recognition for the scholarship of teaching eg teaching awards, prizes/fellowships, honours by external institutions.
* Membership of professional bodies, networks or groups.
* Evidence of development of collaborative work with academics outside the subject area or institution.
* Dissemination of good practice through internal events, continuous professional development, professional influence.
* Membership of Advance HE at fellow level or clear evidence of progression towards this.
* Evidence of engagement with developments and debates regarding teaching and learning issues at institutional level e.g. involvement with curriculum enhancement projects, contributions to working groups or task and finish groups associated with teaching, learning and assessment.
* Membership of working groups and steering groups related to activities that enhance the student learning experience.
* Presenting on teaching and learning and the student experience at conferences or seminars.
* Engagement with teaching and learning focused areas of the organisation e.g. work with the Academy, work across LJMU.
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| **Research and Knowledge Exchange**  |
| **Criteria: Research outputs and activity** *Evidence of output of quality research publications or other recognised forms of output, as appropriate to the grade and discipline.***Examples of this might include:*** Development of research activity, research objectives, projects and proposals and conducting individual or collaborative research projects.
* Research, systematic investigation or other ongoing academic activity relating to learning and teaching, including co-authorship.
* Contribution to the supervision of postgraduate research students.
* Publication of books, book chapters, articles and/or papers in journals as appropriate to the field.
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| **Criteria: Funding** *Evidence of identifying funding and contribution to securing resources necessary to underpin research, scholarly and knowledge exchange projects as appropriate to the discipline*.**Examples of this might include:*** Evidence of ability to identify sources of funding and to contribute to the process of successfully securing funds as appropriate to the field.
* Evidence of research income generation, through research grants, contracts, research consultancy or other external funding.
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| **Criteria: Impact and external engagement***Evidence of contribution to research /knowledge exchange/professional practice activity that has a demonstrable impact on society, business, industry, culture, health, quality of life, or policy and practice.***Examples of this might include:*** Provision of consultancy services based on own academic area of expertise.
* Providing professional start up and growth support to external businesses.
* Contribution to student and graduate enterprise and employability initiatives.
* Establishing links with industry and influencing public policy and relevant professions.
* Contribution to community engagement projects addressing specific challenges.
* Provision of knowledge exchange/professional practice activities (including income generation) through links in the professional field. (commensurate to the stage of career).
* Setting up and carrying out activities to help raise the external profile of business provision and to ensure the academic programme is relevant to local industry needs and those of partner institutions.
* Developing internal and external partnerships to disseminate information, share best practice and establish opportunities for collaborative work.
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| **Criteria: Esteem***Evidence of esteem/other research or professional achievements at an appropriate level in the subject area*.**Examples of this might include:*** Active member of academic/professional societies, associations, networks or public/subject bodies.
* Peer review for academic journals or books/book series.
* Contribution to academic conferences (presentation of papers) or evidence of exhibiting work at other appropriate events.
* Engagement with public-facing bodies.
* Award of prizes/fellowships, honours by external institutions.
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| **Leadership and Citizenship** |
| **Criteria: Leading / mentoring** *Evidence of successfully leading/supporting colleagues and/or facilitating their academic and personal development.***Examples of this might include:*** Contribution to the teaching quality enhancement of other academic staff within the school.
* Advising/mentoring colleagues with less experience.
* Emerging record of providing direction, support and guidance to colleagues and students as appropriate, including resolving problems, making decisions and addressing any work-related issues.
* Contributing to a supportive working environment and developing productive working relationships with other team members.
* Coordinating the work of other staff as leader of a module or significant section of a programme, such as co-ordinating marking allocation.
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| **Criteria: School responsibility** *Evidence of the successful discharge of a range of responsibilities at school level.***Examples of this might include:*** Undertaking administrative work within the school e.g. admissions officer, assessment officer, employability co-ordinator, international mobility co-ordinator, disability co-ordinator, etc.
* Contribution to programme review/accreditation procedures.
* Membership of school committees and task groups.
* Contribution to addressing aspects of the student experience.
* Planning/coordinating engagement projects, field trips, placements, enrichment activities. Etc.
* Contribution to wider school/university activities e.g. open days, student induction, graduation and clearing events.
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| **Criteria: Widening participation, outreach and employability***Evidence of the ability to set up and develop new relationships and build external networks around the interests of the school.***Examples of this might include:*** Playing a role in widening participation and other outreach activities.
* Contribution to marketing and publicity events.
* Active membership and engagement with external professional bodies where appropriate.
* Contribution to improving the interface with industry and other organisations/development of projects/courses with commercial interest.
* Engagement with student and graduate enterprise and employability resources and live projects.
* Evidence of facilitating developmental/co-curricular or extra-curricular activity for students and colleagues.
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