Academic Promotion

November 2022
Academic Promotion

Purpose
• To encourage and reward academic excellence and provide opportunity for colleagues to progress their career aspirations.
• This in turn supports the advancement of the College’s commitment to dual excellence in education and research delivering benefit to those we serve.

Guiding Principles
• Transparency in relation to achievements required for promotion, feedback and future development
• Equality ensuring no unfair bias in relation to protected characteristics and in relation to full and part time staff
• Appropriate differentiation in relation to valuation and esteem of outputs and impacts across disciplines
• Recognition and reward of sustained excellence across the range of activities on which the College’s reputation is built
• Recognition and reward of excellent contribution to the College and/or colleagues through leadership, mentoring or active engagement with committees/activities supporting the advancement of internal priorities such as EDI
“The Founder believes that the education of women should not be exclusively regulated by the tradition and method of former ages; but that it should be founded on those studies and sciences which the experience of modern times has shown to be the most valuable, and the best adapted to meet the intellectual and social requirements of the students.”

To cultivate a modern and inclusive environment which supports excellence in teaching, research and student experience. Strengthen student opportunities through employability, develop strength in research to benefit society and achieve financial sustainability through student number growth in the medium term.

Align to the opportunities and requirements of our modern times to address local and global need

Serving the higher education needs of an expanding London population
Expanding the horizons of all our students by building strong and sustainable international partnerships
Addressing key issues of our modern time by developing our strengths in challenge-led research
Enabling the success of our strategy through simplification and digitisation

Align education portfolio with needs of future students
Grow international experiences for our students
Expand challenge-led research from investigator-led research basis.
Simplify and rationalise services / processes / procedures

Enhance quality and equity of education offer
Secure routes into the College for international students
Increase opportunities for innovation and insight derived from research
Maximise benefits of information technology and digitisation

Increasing skills and experiences to support employability
Expand partnerships to enable growth in international student numbers
Enhance end to end processes to support opportunities for grant funding
Focus on service / continuous improvement / partnership working

Creating value through and for our people, co-working within our community and addressing environmental sustainability
Pathways and promotion criteria
# Academic Promotion Pathways

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Teaching Focus</strong></td>
<td>To encourage and recognise staff whose contribution of teaching excellence is critical to the achievement of the College’s strategic aim to be known for the high quality of its teaching.</td>
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<tr>
<td><strong>Teaching and Research</strong></td>
<td>To encourage and recognise staff whose contribution to both research and teaching is critical to the achievement of the College’s strategic aim of dual excellence.</td>
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<tr>
<td><strong>Professional Practice</strong></td>
<td>To encourage and recognise staff with professional practice experience, who create and build value through the connections they foster between our research and education and professions, industries and their professional bodies.</td>
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Academic Promotion Pathways - Criteria

Teaching Focus
- Teaching
- Education Research and Scholarship
- Leadership
- Impact/Engagement

Teaching and Research
- Teaching
- Research
- Leadership
- Impact/Engagement

Professional Practice
- Teaching
- Professional Practice
- Leadership
- Impact/Engagement
Promotion Criteria – Example (T&R)

**Core criteria (all must be met)**

**Supplementary criteria (at least 50% must be met)**

https://intranet.royalholloway.ac.uk/staff/your-employment/human-resources/policies-procedures-and-forms/policies/academic-promotion.aspx
### Promotion Criteria – Example (TF)

**Promotion Criteria**

#### Example (TF)

Where criteria are not split into “core” and “supplementary” at least 50% of those shown must be met.

#### Criteria Matrix for Senior Lecturer – Teaching Focus

<table>
<thead>
<tr>
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<tr>
<td><strong>Judgement of the Teaching element will require evidence of sustained and high performance under a number of the following headings</strong></td>
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<tr>
<td>a) Success in teaching as evidenced by for example peer review, student response, external examiners’ comments</td>
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<tr>
<td>b) Enhancement of teaching and learning within the department or school</td>
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<tr>
<td>c) Design or active development of innovative programmes within the department/school</td>
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<tr>
<td>d) Active development of innovative activities within the candidate’s department or College, which adds value to the student experience or employability</td>
</tr>
<tr>
<td>e) Receipt of an internal or external teaching award</td>
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<tr>
<td>f) External examining, participation in reviews of teaching provision held in other institutions, or the enhancement of teaching more broadly</td>
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<tr>
<td>g) Practice placements (though significant administration or the setting up of such programmes should be entered under Leadership)</td>
</tr>
</tbody>
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#### Scholarship

- a) Significant contributions to the discipline or curriculum through the development of successful teaching and/or learning aids in the form of books, e-learning and use of new technologies; publications in the areas of pedagogical theory, new technology, learning or assessment theory
- b) Disseminate outcomes of teaching initiatives in a variety of modes inside and outside of the College
- c) Engage in CPD within and outside the College
- d) Membership at fellowship level or above of HEA or in process of applying, Senior Fellowship desirable

#### External Engagement and Impact

- a) Build internal and external networks and relationships with individuals, agencies and professional organisations
- b) Running of master classes or workshops for other institutions
- c) Organisation of external conferences on teaching and learning
- d) Involvement with exam boards at A level or equivalent

#### Leadership and Enhancement

- a) A significant contribution to the management or administration of a department/unit which enhances the effective working of the group
- b) School or College-level activities on behalf of the academic community, such as the chairing or active membership of key committees, review groups, working parties and the like
- c) Significant participation in Learned Societies, Research Councils, and other relevant external bodies
- d) Activities whose outcomes have had demonstrably positive effects on the reputation or enhanced functioning of department/unit and hence the College

[https://intranet.royalholloway.ac.uk/staff/your-employment/human-resources/policies-procedures-and-forms/policies/academic-promotion.aspx](https://intranet.royalholloway.ac.uk/staff/your-employment/human-resources/policies-procedures-and-forms/policies/academic-promotion.aspx)
What are the expectations of each level?

- **Senior Teaching Fellow** (TF route only) – experienced teaching professional focusing on delivery, assessment and feedback of UG and PG courses and curriculum development.

- **Lecturer** (TF route only) – academic whose work is centred on teaching; also involving external engagement, internal and external leadership, scholarship around the theory and practice of teaching and the conduct of teaching related initiatives.

- **Senior Lecturer** – provides academic leadership in teaching and/or research, and/or professional practice, with a sustained contribution to the field and discipline at national and international level.

- **Reader** (T&R route only) – demonstrates excellence in research at a higher level than senior lecturer. Evidence of continuing and sustained performance in research, building on that required for Senior Lecturer.

- **Professor** – demonstrates the highest academic standing, making a broad and sustained contribution to their field and discipline nationally and internationally, with sustained and exceptional performance in research and/or teaching, and/or professional practice.
How decisions are made
Panels

Advisory Stage
Not decision-making, nor a gateway to the next stage

Department Panel

Role
Feedback and guidance to staff, reviewing CVs and completed application forms.
• If applicant decides to apply HoD will add their comments to the form against each reviewed area and complete criteria matrix

Membership
• Head of Department (chair)
• All Professors within the department

Review Stage

School Review Panel

Role
• Considers applications and makes recommendations for promotion

Membership
• Executive Dean (chair)
• 3 Professors from the School, representing different areas
• 1 Professor from another school
• Balanced gender and ethnicity representation if sufficient volunteers

Academic Staffing and Titles Committee

Role
• Considers conferment of title of Reader/Professor
• Reviews and ratifies other decisions
• Executive Deans produce final feedback on forms and update criteria matrices

Membership
• Principal (chair)
• Senior Vice Principals
• Executive Deans and 2 Professors
• Director of HR
Panel decisions

• The panels will look back over your whole career, but primarily the last six years or since the last promotion

• They will interpret what is presented using their knowledge and academic judgement, assessing impact at School/College level or beyond

• The panel will take the Head of Department’s assessment into account, alongside a detailed review of the evidence presented in the application and CV in making a judgement about where criteria have been evidenced

• In total across the school panel and ASTC, at least 16 independent senior staff review applications and express an opinion. They represent a diversity of career paths, disciplines, gender and ethnicity.

• For all formal stages, we aim to actively ensure that panels are as representative as possible of all pathways and disciplines, and that there is gender and ethnicity balance.
How panels assess against the discipline

- Assessment of promotion applications against criteria are questions of academic judgement

- School panels have understanding of the disciplines within the school and over-arching knowledge on which to base decisions

- Results are then reviewed and assessed by ASTC subject to the level of promotion sought

- All panel members at all stages are made aware of the nuances of the different disciplines, and how the discipline should be understood in making an assessment of criteria.
Ensuring fairness and equity

- Anonymous process
- Balanced gender and ethnicity representation on panels if there are sufficient volunteers
- Unconscious bias training for all panel members
- Chair asks all members to confirm unconscious bias training at the start of the panel meeting, and reminds everyone of the principles
- Individuals do not participate in school panel discussions about applications from their home Department
- Executive Deans do not participate in ASTC for discussions related to their School.
You may have had serious personal circumstances that have affected your performance, whether the volume or range of activities undertaken, or in other ways. These could include:

- Absences on maternity, paternity or adoption leave
- Disability, injury or ill health (permanent or temporary)
- Absence from the workforce whilst acting as a carer or undertaking domestic responsibilities
- Career breaks unconnected with academic responsibilities

If you would like these to be taken into account please submit an Individual Circumstances Form.
How are Individual Circumstances considered?

- The form asks you to describe the nature of the circumstances and the impact on your work, for example on overseas travel, in each of the areas for review. You should primarily focus on circumstances over the last six years or since last promotion in accordance with the academic promotion review period.

- Your form will be reviewed by the Individual Circumstances Panel who will consider whether a period of time was lost, the amount of time and whether this impacted upon all areas of assessment.

- The amount of time lost (not the details of the circumstances) is then added to the promotion application form who will consider the impact upon outputs and other consequences in reaching a decision.

- Applicants with time allowances for individual circumstances may have a reduction in the quantity of work but the quality must be maintained.

- Individual circumstances will only be considered if a form has been submitted.
If the response to Covid-19 has created a practical barrier within your discipline to activities which would normally support and enhance your work, then please indicate this on the application form.

For example – travel restrictions, access to archives, access to laboratories or specialist equipment that will have applied to all staff in your discipline.

If Covid-19 has created a circumstance that is individual to you, then please complete an Individual Circumstances form. These circumstances could include illness, caring responsibilities, close bereavements and family leave. These forms will be reviewed by the Individual Circumstances panel, and your application form will be updated with an indicative time lost allowance, so that your School panel is aware.
Presenting your achievements
Is it the right time to apply?

Discuss at performance development review, or with a mentor. Consider

- your progress against the criteria matrix
- the momentum of your career and what you have achieved since starting at Royal Holloway
- if you have sustained progress.

You can also seek guidance on whether it is the right time to apply through submitting your CV to your department panel.
Putting your application together

- You must submit:
  - Application form showing your achievements and the **impact** of your work, with consideration of the criteria set out in the matrix
  - your CV using the template, showing **what** you have done

- Connect your application to the matrix by using references such as “Ra)”, which would indicate that a statement evidences “research” requirement “a)”

- Use the numbering on the CV template to reference on the application form where specific things can be found on your CV

- Make clear any new activity on your CV since last promotion by putting it in **bold**. Remember submitted items do not count – they must be in published

- Anonymise and gender neutralise everything.
Presenting your evidence

• Use application form to present yourself as an academic, your work and its impact

• Consider the perspective of the reviewers – what will they be looking for, what will demonstrate your strengths, how can you get this across?

• Pick out the most relevant and important things, foreground the really impressive things

• Ensure that you demonstrate how you meet the criteria also at the level below, and that progress is sustained

• Include everything that you want to be considered

• Write so that someone outside of your specialism can also understand.
Showing the impact of your work

What impact has your work had on...

- the College/School/Department?
- ...your discipline?
- ...students?
- ...society?
Teaching

• You must demonstrate
  • a commitment to reflective practice and continuous improvement
  • your contribution to the enhancement of teaching beyond immediate sphere of influence through sharing good practice (relative to promotion level)

• **External** recognition such as external examiner role, keynote speaker invitation is expected for higher graded promotions.

• Scholarship should drive enhanced practice internally and externally where appropriate to the level.

• HEA Fellowship (or equivalent) is a core criterion for promotion to professor. If you have not yet achieved this it does not prevent you from applying this year. If all other criteria are met you will be recommended for promotion to professor once you have achieved HEA status.
Research

• Sustained is the key element

• Funding should include examples from external sources

• Focus on quality of research outputs, but don’t rely on outdated approaches such as Journal Impact Factor

• Evidence should be delivered not speculative
More information

HR intranet pages on Academic Promotion:

https://intranet.royalholloway.ac.uk/staff/your-employment/human-resources/policies-procedures-and-forms/policies/academic-promotion.aspx