Academic Promotion

Policy

1. Scope

This policy applies to Readers, Senior Lecturers, Lecturers, Senior Teaching Fellows and Teaching Fellows. Senior Teaching Fellows and Teaching Fellows, who are non-academic staff, may under the terms of this policy apply for promotion or transfer (as applicable) to Senior Teaching Fellow or teaching focus Senior Lecturer or Lecturer only subject to a minimum of 3 years continuous service in a teaching fellow role with the College. Full details are provided elsewhere in this document and in the process.

Separate processes exist for Professorial and Professional Services staff.

2. Principles

The College will apply this policy in accordance with the following 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 research/scholarship outputs across disciplines
- Recognition and reward of sustained excellence in teaching
- Recognition and reward of sustained excellence in professional practice
- Recognition and reward of significant contributions to the reputation of Royal Holloway
- Recognition and reward of excellence in third stream activity, impact and engagement
- Recognition and reward of excellence in leadership across the College

3. Roles and Responsibilities

3.1 Heads of Departments

- To hold a Departmental Review Panel to consider promotion applications, encourage applications where they have not been made, provide developmental feedback to applicants and forward all applications to School panels,
• To ensure that documentation, including forms and Criteria Matrix are completed in a timely manner to allow for consideration of cases at School and College level.
• To ensure that applicants are considered equitably at departmental panels.
• To ensure applicants are provided with appropriate, timely feedback (normally within two weeks) and outcome notifications are distributed as applicable.
• To identify co-opted members of the School Review Panel as appropriate.
• To provide details of six suitable assessors, in accordance with College requirements in a timely manner i.e. not have significantly collaborated with the applicant within a five year period, know the applicant in a capacity that would be deemed as a conflict of interest, and be from a different institution.
• To input into the continuing improvement of the process to ensure that it meets the needs of the College.

3.2 Executive Deans

• To chair School Review Panels and represent their School at the Academic Staffing and Titles Committee.
• Following the School Review Panel and/or Academic Staffing and Titles Committee to complete feedback, including band for professorial applications, on the relevant forms and provide Heads of Department and applicants with further feedback in a timely manner (normally within two weeks), as requested on applicants in their area.
• To identify and engage with co-opted members of the Academic Staffing and Titles Committee as appropriate.
• To input into the continuing updating of the process to ensure that it meets the needs of the College.

3.3 Academic and Staffing Titles Committee

• To approve, as appropriate, supported cases by the School Review Panels to ensure consistency of application of promotions criteria and equitability.
• To approve cases for Readership and Chair which have been sent for external review
• To ensure correct application of the Individual Circumstances Panel process.
• Executive Dens to complete feedback on the relevant forms and provide Heads of Department and applicants with further feedback, as appropriate, on applicants in their area to help facilitate discussions on career development.
• To oversee the Appeals Process ensuring correct application.
• To input into the continuing updating of the process to ensure that it meets the needs of the College

3.4 Human Resources

• To administer the academic promotions process including acting as secretary to the School and College Academic Review Panels
• To take up assessor reports on supported applicants for Reader and Professor after School Review Panels.
• Following receipt and agreement of all feedback from Executive Deans, to confirm the outcome in writing to individuals copied to Heads of Department for distribution to applicants normally within two working weeks of receipt of all details.
• To support the Individual Circumstances Panel ensuring that the outcomes are added to the documentation for the School Review Panels.
• To support the Appeals Process, ensuring that appropriate actions are taken in a timely manner
• To provide professional HR support and advice on consistency of policy application

4. Individual Circumstances

The College recognises that some individuals may have serious individual circumstances that have affected their performance, whether by reduction in the volume or range of activities undertaken. The range of circumstances may include:

• Absence on maternity, paternity or adoption leave
• Part time or other flexible working
• Disability, injury or ill health (permanent or temporary)
• Absence from the workforce whilst acting as carer or undertaking domestic responsibilities
• Career breaks unconnected with academic responsibilities
• Substantive absences that the College is legally obliged to permit (including acting as a representative of the workforce or jury service)

Individuals who wish consideration to be given to such circumstances should complete the Individual Circumstances Form which is available on the HR website.

5. Eligibility

All academic staff in the roles of Lecturer, Senior Lecturer and Reader. Teaching Fellows and Senior Teaching Fellows who have been in post at Royal Holloway for a minimum of three years may apply to transfer into the roles of teaching focus Lecturer or Senior Lecturer, subject to experience. Teaching Fellows may apply to be promoted to the role of Senior Teaching Fellow within three years of appointment at Royal Holloway.

To be considered for promotion all applicants need to have been in their current post for a minimum of twelve months continuous service as at 1 December preceding the year of submission. Staff who leave the College or provide notice of resignation during the promotion process will not have their cases considered as part of the promotion process and/or will not receive any promotional increase, as applicable.

Applicants who are promoted under the Academic Promotion process will normally be released from probation where probation terms have been fully met.

6. Anonymisation

Panels will consider all applications at all stages of the process without reference to any identifying characteristics. Applicants will only be identified by staff number. Those serving on academic promotion panels are required to consider cases anonymously.

7. Promotion Routes

Teaching, research and high level professional practice form the College’s core business and the College’s promotion process recognises all as having equal value. Applicants for
promotion should consider what route best fits with their skills and experience and the direction in which they believe their career lies.

Likely possible promotion routes are given below:

<table>
<thead>
<tr>
<th>Current role</th>
<th>Promotion options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Fellow</td>
<td>Senior Teaching Fellow, Lecturer (Teaching Focus) having completed a minimum 3 years in Teaching Fellow role</td>
</tr>
<tr>
<td>Senior Teaching Fellow</td>
<td>Lecturer (Teaching Focus), Senior Lecturer (Teaching Focus) having completed a minimum 3 years as STF.</td>
</tr>
<tr>
<td>Lecturer (Teaching Focus)</td>
<td>Senior Lecturer (Teaching Focus), Senior Lecturer</td>
</tr>
<tr>
<td>Lecturer (Professional Practice)</td>
<td>Senior Lecturer (Professional Practice), Senior Lecturer</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Senior Lecturer, Reader</td>
</tr>
<tr>
<td>Senior Lecturer (Teaching Focus)</td>
<td>Professor (Teaching Focus)</td>
</tr>
<tr>
<td>Senior Lecturer (Professional Practice)</td>
<td>Professor (Professional Practice)</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Reader, Professor, Professor (Teaching Focus), Professor (Professional Practice)</td>
</tr>
<tr>
<td>Reader</td>
<td>Professor</td>
</tr>
</tbody>
</table>

7.1 Teaching Focus

Changes to the promotions system over the last few years demonstrate the importance the College attaches to excellence in teaching at Royal Holloway. The development of these pathways draws upon the work of the Higher Education Academy’s Professional Standards Framework, which creates a ladder of development, knowledge and skills for higher education teaching. The framework is available at [http://www.heacademy.ac.uk/ukpsf](http://www.heacademy.ac.uk/ukpsf)

The aim of College promotion pathways is to encourage and reward excellence among staff whose contribution of teaching excellence will be critical to the achievement of the College’s strategic aim to be known for the high quality of its teaching.

An overview on teaching focus roles is given below. Further details on what is expected at each level can be found in the document Teaching Focus Promotion, which provides a range of job descriptions, and in the relevant Criteria Matrix which are available on the HR website.

7.1.3 Lecturer (Teaching Focus)

This role reflects the contribution to the Department, School and College of an academic whose work is centered on teaching. It will also involve external engagement, teaching-related internal and external leadership, scholarship around the theory and practice of teaching and the conduct of teaching related initiatives, which may involve the conduct and publication of pedagogic research. The work split in this role would be approximately 70% teaching, 20% administration and 10% other duties such as teaching-related initiatives or pedagogic research.

7.1.4 Senior Lecturer (Teaching Focus)
This role reflects those with extensive experience who take on additional duties to those for lecturers as set out above. The work split in this role would be approximately 70% teaching, 20% administration and 10% other duties such as teaching-related initiatives or pedagogic research.

7.1.5 **Professor (Teaching Focus route)**

This role is reserved for those at the highest level of teaching/educational development who can demonstrate a national profile of scholarship, significant success in obtaining pedagogic grants individually or as a co-investigator and a track record of sustained achievement within the field. The work split in this role would be approximately 70% teaching, 20% administration and 10% other duties such as teaching-related initiatives or pedagogic research.

7.2 **Research and Teaching Focus**

An overview on research and teaching and research roles is given below. Further details on expectations at each level can be found in the documents Assessment Criteria for Senior Lecturer and Reader, and Professorial documentation and in the relevant Criteria Matrix which are available on the HR website.

7.2.1 **Senior Lecturer**

This role requires sustained performance in the areas of Research; Teaching; External Engagement & Impact; and Enhancement & Leadership. A satisfactory performance will be expected across all activities relevant to the discipline or sub-discipline as it exists at Royal Holloway, and in the discharge of such duties as are assigned within the department/unit and by the College. The work split in this role would be approximately 40% teaching, 40% research and 20% administration and other duties.

7.2.2 **Reader**

This role requires excellence in research performance at a higher level than Senior Lecturer. There would normally be evidence of a continuing and sustained performance in research with very clear potential to undertake projects of professorial standing. Performance in Teaching, External Engagement and Impact, and Enhancement and Leadership, will be satisfactory or better, when benchmarked against the criteria for a Senior Lectureship. The work split in this role would be approximately 40% teaching, 40% research and 20% administration and other duties.

In other respects a Readership shares the broad remit of the Senior Lecturer role profile. It is not necessary to have been promoted to Senior Lecturer before being promoted to a Readership.

7.2.3 **Professor**

This role requires the demonstration of sustained, agenda setting performance in the same areas as for Senior Lecturer and Reader - Research; Teaching; External Engagement & Impact; and Enhancement & Leadership. For research, as a minimum, an international research profile, significant grant funding, established successful collaborations with other research teams/institutions/networks and sustained level of achievement within area of study is required. Applicants will also need to demonstrate external leadership. The work split in this role would be approximately 40% teaching, 40% research and 20% administration and other duties.
7.3 Professional Practice Focus

The College recognises the growing link between education and vocational practice in its promotion process. Industry expertise is greatly valued within the teaching, external engagement and leadership activities of the College and many of its programmes include aspects of practice demonstrated by engagement with professional bodies. The professional practice focus recognises excellence in professional practice. Applications for promotion will be assessed on the basis of professional practice that addresses research questions and/or relates to industry application, professional body application and other similar application. Details on expectations at each level are set out below:

7.3.1 Lecturer
This role reflects the contribution to the Department, School and College of an individual whose work is centered on Professional Practice and engagement with professional bodies. This role requires evidence of recognition as a practitioner within the disciplinary field and professional expertise outside of the College. It will also involvement evidence of emerging teaching performance, practice focused External Engagement and Impact and evidence of emerging Leadership and Enhancement. The work split in this role would be approximately 40% professional practice, 40% teaching and 20% other duties.

7.3.2 Senior Lecturer
This role requires sustained performance in Professional Practice; Teaching; External Engagement and Impact and Enhancement & Leadership. Promotion will rest on an exceptional performance in Professional Practice accompanied by a strong performance across the other three headings. The work split in this role would be approximately 40% professional practice, 40% teaching and 20% other duties.

7.3.3 Professor
This role requires the demonstration of sustained performance in the same areas as for Senior Lecturer – Professional Practice; Teaching; External Engagement and Impact and Enhancement and Leadership. For Professional Practice, as a minimum, a national profile of significant and substantial projects and recognition to at least fellow level by a professional body. Demonstration of successful collaborations with other teams/institutions/networks and sustained achievement within the field are required for promotion. Applicants will need to demonstrate external leadership. The work split in this role would be approximately 40% professional practice, 40% teaching and 20% other duties.

8. Teaching Fellows and Senior Teaching Fellows

This non-academic role requires performance of the full range of teaching, pastoral and administrative duties, associated with teaching and may also involve pedagogic research. Responsibilities will include developing innovative learning materials, mentoring colleagues, contributing to staff development activities, helping to shape the departmental, school and College agenda (as applicable) in education and spreading good practice in learning, teaching and assessment.

8.1 Teaching Fellow
This role normally reflects individuals who have current professional or industry experience, and who supply teaching support where demand is particularly heavy or temporary cover is needed. Such staff may have recently completed a doctorate and will be seeking to pursue
departmental teaching opportunities to gain experience. Staff on this grade would be expected to have an 80% teaching and 20% administration split in their duties.

8.2 Senior Teaching Fellow
The duties of this role are as for those for Teaching Fellows but will be filled by those with more experience. Staff in this grade would be expected to have a work split of 70% teaching, 20% administration and 10% other duties or teaching-related initiatives and pedagogic research.

9. Consideration of Cases

Applicants should be aware that outputs, which have not been published, or events, which have not taken place, will not be taken into account. Publications in proofs will not be counted.

Review panels will consider the whole academic career as described on the template CV but more focus will be given to achievements in the previous six years and in more detail still on achievements since the last promotion. On this basis, achievements prior to employment at Royal Holloway will be treated as though they had been during employment at Royal Holloway. It is, however, generally expected that any candidate will have demonstrated new achievements while at Royal Holloway.

For promotion to Senior Lecturer, Reader or Professor, applicants will need to meet all core and 50% of the supplementary criteria in each category of assessment listed on the relevant Criteria Matrix to be deemed to have fulfilled the requirements of the category. Where one area is not undertaken for agreed, contractual reasons, 70% of the supplementary criteria must be met.

10. Transfer from one career pathway to another

It is expected that in many instances staff will remain on one career pathway throughout their time with the College i.e. teaching, teaching and research or professional practice. However, it is recognised that in some instances it may be appropriate for someone to move between the pathways to develop their career aspirations and/or recognition of the work that has been developed over time i.e. teaching to professional practice.

Consideration of cases will be in accordance with the details provided above and applicants will be expected to meet the standard expectations for the role to be transferred.

The expectation is that staff who transfer pathway will undertake their new role for a minimum of two years before being considered for promotion. In exceptional circumstances staff may apply for a transfer and promotion during the same promotion round or within a period shorter than two years. Applicants for transfer and promotion in the same round need to complete the standard application form relevant to the pathway in addition to the transfer form.

11. Disciplinary Norms

It is recognised that norms for performance in terms of research outputs, research supervision, the value placed on conference proceedings, size of grants and other funding and many other aspects of performance, show considerable variation between and within
disciplines and sub-disciplines. Submissions for promotion and transfer to another pathway will be benchmarked to the discipline or sub-discipline.

12. Appeals

Appeals may be made by any member of the staff where the case for promotion has been unsuccessful. Appeals may only be made on the grounds of procedural irregularity, prejudice or undue bias, or demonstrable error, and not on grounds relating to academic judgement. Full details on the Appeals Process, including the timescales during which an appeal can be made, are available on the HR website.

13. Academic Promotions and Transfer Data

Anonymised statistical information regarding promotions and transfers will be available to the Equalities Steering Group or other groups tasked with analysing aggregated data for purposes of (for example) an Equal Pay Audit, or other activity aimed at ensuring a fair and robust process.

14. Training and Support

To support eligible staff the Human Resources Department runs a number of training sessions to help applicants and panel members. Details on training courses can be found on the Human Resources website.