

## ACADEMIC PROMOTION TO SENIOR LECTURER/READER PROCEDURE

### 1 INTRODUCTION

This procedure details the process in relation to an annual mechanism which enables academic staff to apply for promotion to Senior Lecturer/Reader against a predetermined set of criteria.

### 2 OBJECTIVES OF PROCEDURE

This procedure is available to those staff who are able to demonstrate the required level of contribution and achievement in respect of the benchmarks for promotion within the areas of (1) student success, (2) research & enterprise and (3) corporate contribution to the University.

### 3 PROCEDURE

The level of contribution and achievement within the above three areas will be assessed against the benchmarks for promotion as “Outstanding”, “Exceeding Expectation”, or “Meeting Expectation”.

The promotion assessment criteria (benchmarks for promotion and indicators of assessment) are detailed in Appendix 1.

Promotion to Senior Lecturer will be available to applicants demonstrating “Outstanding” performance in any one of the categories along with at least “Meeting Expectations” in each of the other categories, **or** to applicants recognised as “Exceeding Expectations” in any two of the three categories and at least “Meeting Expectations” in the other.

Promotion to Reader is available to applicants demonstrating “Outstanding” performance in Research and Enterprise along with at least “Meeting Expectations” in each of the other categories.

A Promotion Matrix is outlined at Appendix 2.

Staff promoted to Senior Lecturer/Reader will be expected to work to the broad requirements of the Level 4 UWS Academic & Research Role Profile and will be paid on UWS Grade Ac4 on an HE2000 contract. Tenured staff, on promotion, will be offered transfer to HE2000 contract but may exercise their contractual right to remain on FE64 contract and salary scale.

Staff unsuccessful in their application for promotion to SL or Reader will not normally be eligible to apply for promotion in the following year, unless feedback had been provided by the Dean as to why this might be appropriate. This is designed to allow sufficient time for applicants to address any issues and for further evidence to be collated before a further application is made.

In assessing promotion applications, all participants in the process must ensure objective and relevant criteria are used and that there is no discrimination on the grounds of gender, gender reassignment, pregnancy and maternity, race, disability, age, religion or political belief, sexual orientation, trade union membership/activity or marital/civil partnership status.

When considering an application for promotion from a part-time member of staff, care should be taken to account for the fact that reduced hours are worked. The reasons for any discontinuity in service and achievement, for example owing to maternity leave or family-related career breaks, will be taken into consideration.

### **3.1 Applications**

Staff who wish to be considered for an award must follow a 4 step process, as follows:

1. Discussion with line manager at “My Contribution” meetings to ascertain readiness for promotion and also prior to application
2. Attendance at Academic Promotions Facilitation Session
3. Discussion with Dean
4. Submit application (Personal Information Form and CV)

### **3.2 Discussion with line manager**

Staff should initially discuss their application with their line manager. Open and constructive discussion and feedback should be given to the individual at this stage, as to whether their application is ready for submission and, if not, where the gaps appear to be, what is needed in general terms for it to be supported and how the applicant may address these issues.

### **3.3 Facilitation Sessions**

Attendance at one of these short sessions is mandatory and will be designed to provide practical and supportive guidance on the application process. The sessions will be led by the Vice Principal (Academic), with the support of P&OD representatives.

### **3.4 Discussion with Dean**

Applicants must discuss any proposed application with their Dean of School in order that advice and guidance can be provided and suitability for promotion can be established.

### **3.5 Application**

The application must be submitted via the “Personal Statement Form” and this should be accompanied by a detailed curriculum vitae of no more than 6 pages to the Dean of School. The “Personal Statement Form” can be found at Appendix 3.

Within the “Personal Statement Form”, a statement should be provided addressing the criteria for promotion to a Senior Lectureship/Readership highlighting those particular areas of strength on which the application is based. This statement must be no more than three pages of A4.

Applicants are also asked to identify clearly their promotion case for SL/Reader in respect of the benchmarks for promotion (See Appendix 1), categorised as follows:

1. Student Success
2. Research & Enterprise
3. Corporate contribution to the University (e.g. administrative management, leadership, strategic development, etc.)

Applications from academic staff from outwith the School structure (e.g. Learning Innovation) should be submitted to the most relevant School Promotion Panel. Further guidance on this is available from the Department of People and OD.

Successful applicants will be required to meet the expectations laid out in the UWS Level 4 Academic and Research Role Profile.

### 3.6 Referees

Applicants are asked to nominate four referees of suitable standing (two internal and two external) and should ensure that the referees they have nominated have agreed to act in that capacity and are contactable over the period of consideration of applications.

Where the School Promotion Panel recognises a prima facie case for promotion exists in the context of the School's business need, it will select two referees from those nominated by the applicant and identify two additional external referees. In addition, the Applicant's most relevant Assistant Dean will also be asked to provide a reference. The four selected referees will be contacted prior to consideration of the application by the University Promotions Committee and will be provided with a full copy of the applicant's submission.

Referees should be able to make independent, objective and informed comments on the applicant's submission. In particular, the reference should cover:

- the accuracy of qualifications and positions set out in the CV;
- that achievements claimed are accurate and a true reflection of work done;
- the applicant's personal and professional standing, personal attributes etc.;
- the reliability to claims of impact and standing, whether national or international;
- the particular development in the subject area or area of expertise for which the applicant has been responsible and has claimed;
- the extent to which the above might be considered to have contributed to academic or educational advancement, the advancement of the University and/or other institutions or organisations with which the applicant has been associated.

A template for completion by referees is provided at Appendix 5.

### 3.7 Timescales

The University will endeavour to follow the application/award process along the following timescale:

Invitation to apply issued:	Early November
Closing date for receipt of applications:	End of November
Initial assessment and shortlist by School Promotion Panels completed by:	January
University Promotion Committee decisions by:	End of February
Awards applicable from:	1 January

### 3.8 Promotion Panels

#### **School Promotion Panel**

The School Promotion Panel will be appointed by the Dean and will meet and establish for each applicant whether there is a prima facie case for the award in the context of the School's business need. A note of the recommendations of the Panel on **all** cases, clearly indicating the level of support for promotion, will be forwarded to the Department of People & OD along with the submission from **all** applicants and a note of the selected referees. This should be done electronically wherever possible.

The School Promotion Panels will be quorate with 4 members in attendance and will comprise:

- Dean (Chair)
- Assistant Deans from the School
- 2 Professorial staff from the School
- A Professor from another School

Every effort should be made to ensure an appropriate gender balance exists on the panel, with at least two members from each gender.

The School Promotion panel must clearly score each application against the criteria in order to inform the University Promotion Committee who moderate the process.

The School Executive Manager will act as Secretary to the School Promotion Panel and shall keep appropriate records of Panel decisions, using the established template (Appendix 8). A representative of the Department of People and OD will also be in attendance.

Feedback must be provided to all applicants as soon as possible following the School Promotion Panel to advise whether their application is being forwarded to the University Promotions Committee for consideration or if they have been unsuccessful on this occasion.

#### **University Promotions Committee**

The University Promotion Committee will be quorate with 4 members in attendance and will comprise:

- Principal & Vice Chancellor (Chair)
- Depute Principal
- Three from Vice Principals/PVCs and Deans of School
- External adviser

Every effort should be made to ensure an appropriate gender balance exists on the panel, with at least two members from each gender.

The Director of People and OD will act as Secretary to the University Promotion Committee and shall keep appropriate records of its decisions. People and OD will contact the referees and prepare the papers for the University Promotion Committee. The Director of People and OD will formally advise applicants of the Committee's decisions. These decisions will be final. Those unsuccessful for promotion will receive feedback from the appropriate Dean. The Director of People and OD will advise Senate of those staff awarded a Senior Lectureship/Readership.

### 3.9 Using the Benchmarks for promotion

The benchmarks agreed for promotion to Senior Lecturer/Reader are listed in Appendix 1 and individuals applying for promotion must clearly demonstrate how they meet these benchmarks in respect of their chosen area(s). These benchmarks are supported by indicators of assessment. These indicators are designed neither to be exhaustive nor prescriptive, but are examples of the areas considered in assessing applications for promotion to Senior Lecturer/Reader. It is acknowledged that some areas will be more appropriate to some disciplines than others and these are factors that will be taken into consideration by the University Promotions Committee. The level of achievement in relation to the indicators of assessment will also differ according to whether the applicant is demonstrating ability and effectiveness, or exceptional performance, in the given area.

NB: Applicants are NOT expected to meet all indicators in all areas.

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## **SENIOR LECTURER/READER PROMOTION ASSESSMENT CRITERIA**

### **1. Assessment of Student Success:**

Ability and effectiveness in student success will be assessed primarily in terms of teaching proficiency, evidenced through self assessment, supported by peer and student assessments.

An application based on performance in the sphere of student success will need to demonstrate excellent and innovative practice in research informed teaching, learning and assessment, supported by evidence of educational leadership or scholarship.

#### **1.1 Benchmarks:**

- i. evidence of significant contributions to the pedagogy of the subject area/professional practice;
- ii. evidence of teaching innovation and /or course development;
- iii. scholarship related to learning and teaching;
- iv. evidence of a high level of teaching quality as indicated by quantifiable measures and confirmed by the School;
- v. evidence of clinical teaching, if appropriate.

#### **1.2 Indicators of Assessment:**

The following are illustrative examples of indicators that can be included in an application to demonstrate ability, contribution and effectiveness or exceptional performance, against the above generic benchmarks. Please note that applicants are NOT necessarily expected to meet all the indicators in all areas.

<b>Benchmarks – Student Success</b>	<b>Indicators of Assessment</b>
<p>i. Evidence of significant contributions to the pedagogy of the subject area/professional practice</p>	<ul style="list-style-type: none"> <li>• involvement in learning and teaching at a national level, for example running workshops or specialist courses in other UK universities;</li> <li>• conference presentations on pedagogy;</li> <li>• contributions, e.g. publications or development of computer schemes that have shaped the way in which the subject is taught nationally;</li> <li>• contribution to a professional organisation or learned society or subject area;</li> <li>• collaboration - examples of teaching across subject and disciplinary boundaries that demonstrate a contribution to interdisciplinary/professional education;</li> <li>• external examining experience;</li> <li>• contributions to national curriculum and pedagogy debate in the subject area;</li> <li>• leading CPD for other UWS Academic staff;</li> <li>• contribute to developing, in partnership with students, a culture of excellence in the scholarship and professional practice of learning and teaching;</li> <li>• lead, participate in, or oversee development of policy and practice in subject area and pedagogy;</li> <li>• lead, participate in, or oversee development of new, creative and responsive approaches to educational practice.</li> </ul>
<p>ii. Evidence of teaching innovation and course development, course design and administration at both postgraduate and/or undergraduate levels</p>	<ul style="list-style-type: none"> <li>• development of new teaching materials or methodologies influencing the pedagogy of the subject;</li> <li>• contribution to the development of new approaches to course design, learning and teaching and assessment practice within the School/University;</li> <li>• effective use of and engagement with technology to support teaching and its delivery;</li> <li>• contributions, e.g. publications or development of new technologies that have shaped the way in which the subject is taught;</li> <li>• acting as an innovator/champion in Learning and Teaching for the School/University;</li> <li>• leading curriculum development and design;</li> <li>• use of methods which support an inclusive learning environment.</li> </ul>
<p>iii. Scholarship related to Student Success</p>	<ul style="list-style-type: none"> <li>• joint or sole authorship of books, publications in refereed journals, and other articles, papers and conference proceedings particularly with regard to the status of the publication and the role of referees in its assessment;</li> <li>• development and/or design of learning and teaching resources;</li> <li>• evidence of obtaining external funding for learning and teaching developments, where appropriate.</li> <li>• evidence of scholarship in learning and teaching that has impacted upon the teaching of peers, locally or nationally</li> <li>• Leadership of scholarship in an area of learning and teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Invitation to contribute to guides or publications of national (or international) organisations, such as the Higher Education Academy (HEA), Staff in Educational Development organisation (SEDA), the Joint Information Systems Committees; (JISC)</li> <li>• Evidence of the generation of income funds in learning and teaching;</li> </ul>
<p>iv Evidence of a high level of teaching quality as indicated by quantifiable measures, and confirmed by the School</p>	<ul style="list-style-type: none"> <li>• a reflective, reasoned and innovatory approach to teaching, course design, assessment and evaluation;</li> <li>• familiarity with, and use of, theory and publications on learning and teaching in higher education;</li> <li>• explicit attention to meeting the needs of individual students;</li> <li>• use of student feedback to evaluate and develop teaching;</li> <li>• development and/or use of innovative assessment of teaching;</li> <li>• evidence of successful assessment of teaching by students and peers;</li> <li>• evidence of developing the teaching skills of other staff within the School or within the University;</li> <li>• evidence of commitment to continuing professional development;</li> <li>• positive student feedback e.g. measurement of the level of engagement of the individual with students.</li> </ul>
<p>v Clinical teaching, if appropriate</p>	<ul style="list-style-type: none"> <li>• evidence of clinical relevance, demonstrated by linking teaching with “evidence based health care”</li> </ul>



**2. Assessment of Research and Enterprise:**

Ability and effectiveness in research will be assessed primarily in terms of published research, although in disciplines where it is appropriate to do so, other forms of evidence of research will be acceptable.

Performance in research and/or enterprise will be assessed through evaluation of the impact of an individual's contribution at a national level across the UK as well as internationally.

**2.1 Benchmarks:**

- i. a national and emerging international reputation within his/her field through significant and distinctive achievement in research and/or enterprise;
- ii. a substantial body of high quality academic outputs, such as peer reviewed journal articles, books, refereed conference papers, commissioned reports, original work in the creative and performing arts;
- iii. evidence of securing significant external funding, particularly from Research Councils, in support of research and/or the exploitation of research;
- iv. a record of successful research degree supervision with timely completions;
- v. external recognition through membership of funding body panels, journal editorial boards, enterprise bodies, advisory/consulting national/international agencies, and invitations to provide external examining or key-note lectures;
- vi. success in developing networks and collaborations, with internal, external and international partners/stakeholders.

Applicants are not required to excel in all of these areas, but will be expected to demonstrate significant achievement in the majority of the above headings and outstanding achievement in some, particularly research.

Applicants will also be required to demonstrate their future strategy for further development of their contributions across the above areas.

**2.2 Indicators of Assessment:**

The following are illustrative examples of indicators that can be included in an application to demonstrate ability, contribution and effectiveness or exceptional performance against the above generic benchmarks. Please note that applicants are NOT necessarily expected to meet all the indicators in all areas.

<b>Benchmarks</b>	<b>Indicators of Assessment</b>
i. a national and emerging international reputation within his/her field through significant and distinctive achievement in research and/or enterprise	<ul style="list-style-type: none"> <li>• Invited referee for external research applications</li> <li>• Referee for external publications</li> <li>• External consultancies</li> <li>• Major journal editorial board</li> <li>• Provide expert evidence in relation to specialist academic area both internally and externally.</li> </ul>
ii. a substantial body of high quality academic outputs, such as peer reviewed journal articles, books, refereed conference papers, commissioned reports, original work in the creative and performing arts	<ul style="list-style-type: none"> <li>• Produce national and/or international profile and produce national and/or international quality research.</li> <li>• Research outputs considered to be of 2* REF/RAE quality or above over period of employment at UWS</li> <li>• Innovative, high quality outputs applicable to and accessed by industry, commerce and/or the public sector</li> <li>• Contribute to the advancement of the subject and demonstrate excellent academic ability and leadership through undertaking research and publishing the findings in high impact journals and /or monographs as appropriate to the discipline.</li> <li>• Contributing to the research mission and research strategy of the institution</li> <li>• Regularly identify gaps in existing knowledge and generate original ideas to build on existing concepts.</li> <li>• Ensure research output underpins teaching and learning</li> <li>• Act as a focus for development and delivery of research, research related consultancy and CPD in the School by continuing to engage in research and research related activities.</li> <li>• Productive external collaboration e.g. Participating in external research networks</li> <li>• Evidence of future research strategy</li> <li>• Invited/refereed papers or key note presentations at national/international conferences;</li> <li>• National conference organisation;</li> <li>• Leading and developing research teams;</li> <li>• Lead and co-lead applicant in research/enterprise grants;</li> <li>• Actively encouraging colleagues' research activities at a national level.</li> </ul>
iii. evidence of securing significant external funding, particularly from Research Councils, in support of research and/or the exploitation of research;	<ul style="list-style-type: none"> <li>• Record of sustained and successful grant applications e.g. attracting successful research funding and spreading awareness of funding mechanisms</li> <li>• Identify, lead and develop income generation e.g. Enterprise and grant Income as lead</li> <li>• Identify potential areas of consultancy and research contracts and create a framework to ensure that projects run in accordance with that agreed.</li> <li>• CPD leadership</li> <li>• Significant income generated from industry, commerce and/or</li> </ul>

	<p>public sector</p> <ul style="list-style-type: none"> <li>• High level consultancy contracts</li> <li>• Budget holder for several research projects.</li> <li>• Contribute to the development of strategic collaborations and partnerships nationally and internationally including leading and participating in networks of excellence;</li> <li>• Significant contribution to the successful commercialisation of patents, inventions and any other exploitable intellectual property;</li> <li>• Significant involvement in work that has made a significant contribution to the advancement of enterprise and/or its application to the subject area/professional practice/policy-making</li> <li>• Contribute to making the University's enterprise expertise available to diverse communities and to this end pursue close working with regional and national agencies, especially but not solely, in Scotland so as to align with their strategic priorities.</li> </ul>
<p>iv a record of successful research degree/post graduate supervision with timely completions;</p>	
<p>v. external recognition</p>	<ul style="list-style-type: none"> <li>• Evidence of peer group esteem, chair of steering groups</li> <li>• Referee for external publications</li> <li>• External consultancies</li> <li>• Being a member of appropriate journal editorial board</li> <li>• Consulted for advice by government departments, international organisations at home and overseas</li> <li>• Expert witness</li> <li>• Non-executive directorships, Chair of committees or sub-committees of professional/statutory bodies or other external groups</li> </ul>
<p>vi. success in developing networks and collaborations, with internal, external and international partners/stakeholders;</p>	<ul style="list-style-type: none"> <li>• Leadership at a senior level in national professional bodies</li> <li>• Leadership at a senior level in government organisations, Quangos, industry, commerce and/or the public sector</li> </ul>

### **3. Assessment of corporate contribution to the University:**

Ability and effectiveness in the corporate contribution to the University will be assessed primarily in terms of contribution at School or University level.

An application based on performance in respect of corporate contribution to the University will be assessed through evaluation of the impact of the individual's contribution to the national reputation of the University.

#### **3.1 Benchmarks:**

- i. contribution to interdisciplinary or University administration;
- ii. leadership and senior level management/co-ordination;
- iii. contribution to innovation and engagement;
- iv. enhancing the University's reputation/profile.

#### **3.2 Indicators of Assessment:**

The following are illustrative examples of indicators that can be included in an application to demonstrate ability, contribution and effectiveness or exceptional performance, against the above generic benchmarks. Please note that applicants are NOT necessarily expected to meet all the indicators in all areas.

<b>Benchmarks – Corporate Contribution</b>	<b>Indicators of Assessment</b>
i. Contribution to interdisciplinary or University administration	<ul style="list-style-type: none"> <li>• significant and substantial contribution to management and/or policy formation at School, University, or national level;</li> <li>• significant and substantial contribution to the planning and/or governance within the School and/or University;</li> <li>• significant and substantial contribution to staff/student processes, e.g. pastoral care of a large number of students;</li> <li>• significant involvement in University-wide committees/working parties.</li> </ul>
ii. Leadership and Senior Level management/co-ordination	<ul style="list-style-type: none"> <li>• leadership and/or financial management for large projects or interdisciplinary groups, with a national impact;</li> <li>• leadership and co-ordination of significant School and/or University projects;</li> <li>• contribution to the University’s mission to promote equality and diversity.</li> <li>• participate in strategic decision making at School, University or national level</li> </ul>
iii. Contribution to innovation and engagement	<ul style="list-style-type: none"> <li>• contribution to the public understanding of one’s subject at a national level;</li> <li>• contribution to capacity building in UWS and wider communities;</li> <li>• contribution to culture and cultural enrichment.</li> </ul>
iv. Enhancing the University’s reputation/profile	<ul style="list-style-type: none"> <li>• the initiation or maintenance of links between the University and national groups, organisations and businesses;</li> <li>• significant contribution to the UWS widening access agenda;</li> <li>• significant involvement in student recruitment initiatives;</li> <li>• significant contribution to establishing and developing European or overseas partnerships;</li> <li>• significant contribution to establishing and developing school and college partnerships;</li> <li>• significant involvement in academic quality assurance assessments, validation panels, etc, at external institutions;</li> <li>• significant involvement in the enhancement of the University’s profile for promoting equality and diversity;</li> <li>• advising government bodies;</li> <li>• the initiation or maintenance of links between the University and the Community.</li> </ul>

**Promotion Procedure – Senior Lecturer and Reader  
Promotion Matrix**

Student Success	Research & Enterprise	Corporate Contribution
O	ME or better	ME or better
ME or better	O	ME or better
ME or better	ME or better	O
EE	EE	ME or better
EE	ME or better	EE
ME or better	EE	EE

Key:  
 O: Outstanding  
 EE: Exceeds expectation  
 ME: Meets expectation

**Definitions**

**What is outstanding?**

“Outstanding” can be defined as where the contribution and achievement of an individual is much greater than normal expectations in relation to their role and objectives. **This means the individual has demonstrated an exceptional and consistent contribution to University and departmental objectives far beyond that normally expected. The contribution should have been consistent in out-performing against agreed objectives and performance has far exceeded normal expectations for the role. Evidence of outcomes in relation to indicators of assessment should be provided.**

**What is “exceeds expectation”?**

“Exceeds expectation” is where an employee will consistently and conscientiously work within and beyond the scope of their role and objectives and is able to provide evidence of high impact outcomes in relation to the indicators of assessment.

**What is “meets expectation”?**

“Meets expectation” is where an employee has made a valuable contribution to the University and is able to provide evidence of positive outcomes in relation to the indicators of assessment.

**Academic Promotion to Senior Lecturer/Reader  
Personal Statement Form**

The “Promotion Procedure – Senior Lecturer and Reader” must be read prior to completing this application.

Please ensure the following documentation accompanies this form:

1. A detailed CV of no more than 6 pages, using the template provided (See Appendix 7).
2. Activity Plan.

Completed applications should be submitted no later than the closing date to the relevant Dean of School.

<b>Name:</b>	
<b>School:</b>	
<b>Current Post:</b>	
<b>Promotion applied for:</b> i.e. Senior Lecturer or Reader	

**Basis of application:**

(Please identify your basis of application using the grid below. This should be completed with reference to Appendix 2 – Matrix of Pathway Possibilities for Promotion, using the performance criteria as you believe you fall within)

	Student Success	Research & Enterprise	Corporate Contribution
Your assessment			

**Personal Statement (no more than three A4 pages, minimum font size 11pt):**

**Personal Circumstances**

In accordance with Section 3 of the policy, in order that consideration can be given to all relevant factors, applicants are encouraged to indicate any individual circumstances that they feel may have seriously affected their output. Specific details do not have to be described (e.g. do not have to describe an illness). Some examples are as follows:

- Absences due to maternity, adoption, parental or carers leave
- Periods of part-time working
- Breaks in employment due to non-consecutive fixed term contracts
- Disability, including temporary incapacity that lasts for more than six months
- Absence due to ill-health or injury
- Absences for more than six consecutive months (i.e. careers breaks)
- Special leave of absence on secondment to other organisations

If applicants have any personal circumstances which they consider to have had an impact on their output, these should be detailed below - including the nature and length of any break(s)/absence(s).

**Recent achievements and future plans**

Please detail:

1. Your most recent achievements;
2. If previously unsuccessful for promotion, what you have achieved since then;
3. Your future plans and career pathway in terms of activity in the three areas, with clear reference to both REF and TEF.

Signature:

Date:

Please provide details for two internal and two external referee who may be contacted, indicating the nature of your relationship to the person (e.g. Line Manager, former PhD supervisor, collaborator, colleague etc.). Referees must be of a senior professional status and have relevant expertise.



1. INTERNAL REFEREES

<b>Title and Name:</b>	
<b>Position of Referee:</b>	
<b>Relationship to Referee:</b>	

<b>Title and Name:</b>	
<b>Position of Referee:</b>	
<b>Relationship to Referee:</b>	

2. EXTERNAL REFEREES

<b>Title and Name:</b>	
<b>Position of Referee:</b>	
<b>Postal Address:</b>	
<b>Email address:</b>	
<b>Relationship to Referee:</b>	

<b>Title and Name:</b>	
<b>Position of Referee:</b>	
<b>Postal Address:</b>	
<b>Email address:</b>	
<b>Relationship to Referee:</b>	

**Academic Promotions – Senior Lecturer/Reader  
Referee Report**

Please take time to provide comments on the applicant named below, on the categories listed.

Applicant Information:

Name of Applicant	
Current Position	
School	

Referee Information:

Name	
Position	
Institution	

General Comments

(Please include your relationship with the applicant)

Review of Application

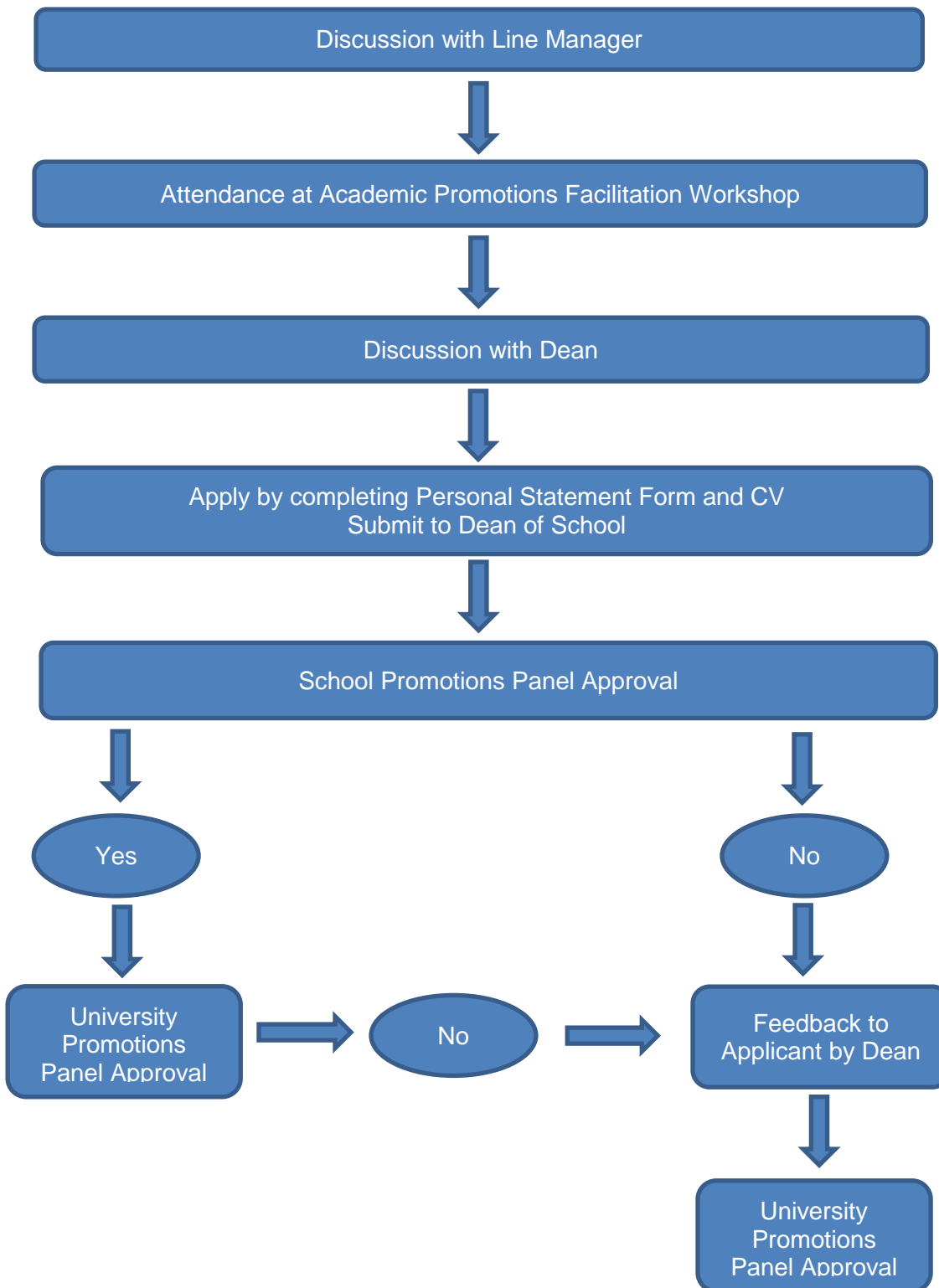
Category	Comments and Evidence
The accuracy of qualifications and positions set out in CV	
The achievements claimed are accurate and a true reflection of work done	
The applicant's personal and professional standing, personal attributes, etc.	
The reliability to claims of impact and standing, whether national or international	
The particular development in the subject area or area of expertise for which the applicant has been responsible and has claimed	
The extent to which the above might be considered to have contributed to academic or educational advancement, the advancement of the University and/or other institutions or organisations with which the applicant has been associated.	

Overall opinion and recommendation

Name of Referee (Please print): \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Process Map



## Guidance to applicants on making a case for Academic Promotion

All cases must be evidence-based and structured around the Promotions Criteria in Appendix 1.

Cases should focus on outputs produced since the last successful promotion or appointment to the University, whichever is the most recent.

### YOUR PROMOTION CASE MUST CONSIST OF:

#### 1. Personal Statement Form (minimum font size 11pt, maximum length 3 pages)

The 'Personal Statement Form' should draw attention to the key dimensions and theme(s) of your case and relate them to the Promotions Criteria in Appendix 1.

#### 2. Curriculum Vitae (minimum font size 11pt, maximum length 6 pages)

##### i. General information

- Name
- Current/past posts
- Academic/professional qualifications
- Professional/personal development whilst in post

##### ii. Research & Knowledge Exchange

- An account of your research or scholarly programme and activities
- Description of the expected outcomes of current lines of scholarly work or research activities
- Details of external funding
- Details of knowledge exchange projects and partnerships, including outcomes

##### iii. Publications:

- Please provide a full list of publications, with items in peer-reviewed journals first, then the rest
- Please provide a separate list in rank order (1-5) of your five most significant publications, in terms of impact upon your discipline
- At the end of the list should be given the name of the author(s) for each publication. In the case of joint or multiple authorship, a brief statement specifying who is the senior author and also the relative responsibilities of each author. **Please state clearly where you are first author of any publication.**
- Full pagination (first and last pages) should always be stated
- Conference abstracts and articles etc. submitted for publication should be clearly indicated
- Publications in refereed journals and symposium volumes should be asterisked. List the title(s), university or publisher(s) and date(s)
- Highlight the status of published work listed above - distinguish between work published and in press and accepted

**N.B.** Applicants are invited to provide additional evidence for all their academic activities. This shall include but not limited to publicly available reports in Google Scholar, ResearchGate, etc.

##### iv. Student Success

- Level of teaching e.g. UG or PG; nature and forms of contribution (seminars, practical classes, fieldwork. Include the size of your classes); design and development; course assessment; materials; feedback. Indicators of effectiveness and leadership

**v. Corporate Contribution**

- Responsibilities, both within and outside the University
- Other information including, community engagement, consultancies undertaken and service on external bodies, including the nature and value of the contribution; details of the style of any report required by a commissioning agent
- Indicators of effectiveness

Dates and other relevant information of any sabbatical leave taken should be included.

**Academic Promotions (SL and READER)  
Record of Proceedings - School Panel Template**

School:  
Date of panel:  
Time of panel:  
Venue:  
Present:  
Apologies:  
In attendance:  
Name of Dean:

The School Promotion Panel must clearly score each application against the criteria in order to inform the University Promotion Committee who moderate the process.

**Summary of Recommendations**

Surname	First Name	Promotion applied for	Panel recommendation

**Applications for promotion to Senior Lecturer**

Applicant Name	Current job title	Basis of application			Panel Recommendation
		Student Success	Research & Enterprise	Global Reach	
School panel assessment					

**School Panel observations and recommendations**

	Observations	Recommendations
Student Success		
Research & Enterprise		
Global Reach		

Decision	
Rationale	
View of Dean	

Applicant Name	Current job title	Basis of application			Panel Recommendation
		Student Success	Research & Enterprise	Global Reach	
School panel assessment					



**School Panel observations and recommendations**

	Observations	Recommendations
Student Success		
Research & Enterprise		
Global Reach		

Decision	
Rationale	
View of Dean	

**Applications for promotion to Reader**

Applicant Name	Current job title	Basis of application			Panel Recommendation
		Student Success	Research & Enterprise	Global Reach	
School panel assessment					

**School Panel observations and recommendations**

	Observations	Recommendations
Student Success		
Research & Enterprise		
Global Reach		

Decision	
Rationale	
View of Dean	

Applicant Name	Current job title	Basis of application			Panel Recommendation
		Student Success	Research & Enterprise	Global Reach	
School panel assessment					

**School Panel observations and recommendations**

	Observations	Recommendations
Student Success		
Research & Enterprise		
Global Reach		

Decision	
Rationale	
View of Dean	

## **Financial Business Case**

Please provide a business case on affordability of promotions approved: