

ACADEMIC PROMOTIONS

TEACHING FELLOW CAREER PATHWAY (excluding Professorial Teaching Fellow)

GUIDANCE NOTES FOR APPLICANTS - with Criteria for Promotion for Teaching Fellows at Appendix 1

Introduction

These Guidance Notes have been drawn up to assist applicants in presenting their case for promotion and to ensure consistency in and clarity of the type of evidence produced for the consideration of Promotion Boards.

Consideration of equality issues in accordance with the University's Equality and Diversity Policy is critical to the effective operation of this procedure. The University recognises that equality of opportunity does not mean treating everyone the same. Some applicants for promotion will need to be assessed differently in order for them to achieve equality of opportunity. For example, where individuals have had career interruptions due to family responsibilities, ill-health or disability, the period of absence may need to be taken into account when considering research output. It should be noted that the quality thresholds for the relevant level of promotion will remain unchanged, but that a case may be made for a reduction in the required level of productivity/outputs where an individual's circumstances have significantly constrained their ability to work productively. Applicants are invited at section 4 below to submit information about any special personal circumstances they believe may have restricted their opportunity to perform against the specified Promotions Criteria. The Chair of the Promotion Board is responsible for ensuring that any such declared circumstances are taken into account when assessing an individual's application for promotion.

Applications are only considered on the basis of the submission made.

Applicants should provide the following evidence in support of their application:

1. **Covering Statement** (maximum 500 words):
 - 1.1 In making their case for promotion, the applicant should directly address the Promotions Criteria and provide evidence of achievement.
 - 1.2 In all cases, the applicant should provide a clear summary of what has been achieved since the later of: (i) their date of appointment to the University; and (ii) their last promotion.
2. **Curriculum Vitae:**
 - 2.1 The applicant's CV should include the following information:
 - 2.1.1 Personal Details: Name, School, Current Post, Date of Appointment to current post.
 - 2.1.2 Education/Qualifications: Details of degrees, diplomas and other qualifications, including where and when attained.

- 2.1.3 Career History: List all professional appointments held during the applicant's career, with dates and in chronological order.
- 2.1.4 Prizes, Awards or other Honours: List prizes, awards or other honours received as well as elections to prestigious external bodies, giving names of the awarding/electing bodies and dates of such awards/elections.
- 2.1.5 Department, School or University Contribution: List such activities as committee memberships, for example.
- 2.1.6 Memberships and Networks: List memberships of and contributions to national and international academic and professional organisations and networks.
- 2.1.7 Business, Enterprise and the Community: List links with and contributions to business, industry, governmental organisations and the community.
- 2.1.8 Teaching: the applicant should provide evidence of their contribution to teaching and the student learning experience. Examples are presented below:
 - (i) Impact of curriculum design reflected in one or more of the following:
 - a Increased student satisfaction.
 - b Increased student recruitment including overseas students.
 - c Increased retention/progression rates.
 - d Improved entry profiles.
 - e Improved performance in Destination of Leavers from HE statistics.
 - (ii) Volume of teaching undertaken (hours or work units).
 - (iii) Average number of students.
 - (iv) Average number of contact hours per week.
 - (v) A summary of student evaluations for the past three years.
 - (vi) Any substantive text books, significant contributions to text books, and other pedagogic materials written by the applicant.
 - (vii) Experience as an external examiner.
 - (viii) Nominations for teaching prizes.
 - (ix) Engagement with relevant subject centres or other national or international teaching focussed organisation.

3. Narrative on Achievement and Impact in relation to Teaching, Teaching-related and Administrative duties (maximum 1,000 words):

- 3.1 This is a concise narrative in which the applicant should review and reflect upon their

own teaching and other duties, stating:

3.1.1 The applicant's rounded teaching contribution to the School.

3.1.2 The way in which the applicant has made a proactive administrative and/or leadership contribution to the School and/or wider University.

4. Special circumstances statement

4.1 Applicants are invited to submit a statement in which they declare any personal circumstances, whether already known to the University or not, that may have affected the progress of their career, for example, career interruptions due to family responsibilities, ill-health or disability. Applicants should indicate how the circumstances cited have restricted their opportunity to perform against the promotion criteria in terms of productivity/output. It should be noted that all applicants will be required to meet the quality thresholds stated in the promotion criteria. The special circumstances statement will be taken into account when reviewing the level of productivity/output of the applicant.

4.2 Promotion Board Chairs are responsible for ensuring that any such declared circumstances are taken into account when assessing an individual's application for promotion, and that the rationale for decisions taken in relation to such declared circumstances is clearly recorded.

4.3 Information submitted by applicants in relation to special circumstances will be confidential to the Promotion Board members and will be collected by the Secretary at the end of the meeting.

4.4 Special circumstances statements should be submitted as an appendix to the evidence in sections 1-3 above, with the individual's name clearly stated at the top of the statement. The special circumstances statement will be detached from the application and tabled at the Promotion Board meeting by the Secretary. It will not be circulated to panel members in advance of the meeting.

5. Promotions Checklist:

5.1 Applicants should complete the Promotions Checklist for staff on the Teaching Fellow Career Pathway before submitting their application to ensure all evidence is being provided. Incomplete applications will not be considered for promotion. Applicants who are submitting a special circumstances statement should indicate this at section 2 of the checklist.

JAR/HR/Nov 2013 (updated Oct 2014)

Appendix 1: Criteria for the promotion of Teaching Fellows

Teaching Fellow (grade 7) to Teaching Fellow (grade 8)

In considering promotion from Teaching Fellow (grade 7) to Teaching Fellow (grade 8), each candidate's performance will be considered in relation to all of the criteria below.

- A record of development of new modules/groups of modules, or significant components of schemes of study or CPD modules.
- A proven and sustained track record of successful teaching.
- A high standard of teaching performance as judged by standard evaluation methods.
- Evidence of using feedback information from a range of sources to improve the student experience.
- Evidence of using knowledge arising from scholarship to enhance teaching and curriculum development.
- Evidence of engagement in advising students and proactively responding to student problems.
- Evidence of contributions to a relevant national professional body or recognised event.
- Evidence of identifying and employing current pedagogic best practice to improve the student experience.
- A significant contribution to School/departmental duties and responsibilities.

Teaching Fellow (grade 8) to Senior Teaching Fellow

In considering promotion from Teaching Fellow (grade 8) to Senior Teaching Fellow, each candidate's performance will be considered in relation to all of the criteria below.

- Evidence of innovative approaches to teaching, supervision or assessment, including appropriate uses of technology.
- Sustained high-quality teaching across the curriculum, as evidenced by surveys, questionnaires and peer review.
- Evidence of the integration of scholarship and professional practice with teaching activities.
- Evidence of successful curriculum design or re-design at course level.
- Evidence of an external profile, such as officership in a professional body, involvement in a national or international pedagogic body or similar.
- Successful completion of a major task which facilitates School or organisational unit performance or business e.g. leading the successful validation of a new course or establishing a new partnership initiative.
- Evidence of a capacity to contribute creatively and constructively to School management.
- Evidence of successful management of less experienced and/or professional services staff where such opportunities exist.
- Responsible and effective involvement in the broader pedagogic arena of the School and/or University including, where appropriate, a role providing support, pastoral care and guidance to students or colleagues.