INTRODUCTION

These Guidance Notes set out the revised processes, current promotions criteria and timelines for the Academic Promotions process for 2018 in a single document. Guidance is also provided on how to complete an application for promotion.

The Academic Promotions Board (APB) and Academic Promotions, Advancements and Titles Committee (APATC) processes have been aligned to run as a single integrated process working to the same timelines.

SCOPE

This document covers the promotion arrangements for the University’s three career pathways for Academic staff:

(i) The Teaching and Research Career Pathway: covering Lecturer A to Lecturer B; Senior Lecturer; Reader and Professor

(ii) The Teaching Fellow Career Pathway: Teaching Fellow (G7) to Teaching Fellow (G8); Senior Teaching Fellow; Professorial Teaching Fellow

(iii) The Research Fellow Career Pathway: Research Fellow A to Research Fellow B; Senior Research Fellow; Research Professor

REVISED PROCESS

Following the Senate meeting in February 2017, approval was given for a number of changes designed to:

• Reduce the time for completion of the process
• Ensure consistency, equity and rigour
• Streamline involvement from relevant parties
• Clarify the process for applicants

The revised process has been developed based on these principles.

Delegate decision-making to School level consistent with the principle of subsidiarity:

• The Academic Promotions Board process and the prima facie stage of the Academic Promotions, Advancements and Titles Committee process will now be conducted entirely by a ‘School Promotions Committee’ (SPC).
• There will no longer be a University-wide Academic Promotions Board.
• APATC will now only meet once, this following the meetings of the School Promotions Committees, to consider and decide upon which cases will be promoted to Reader, Professor, Professorial Teaching Fellow or Research Professor.
Defining Principles

- All Schools will have a School Promotions Committee. Smaller Schools may combine their Committee with that of a cognate School, where this supports the academic interests and strategic goals of both Schools.

- The Head of School may or may not be the Chair as determined by the School Leadership Team

- Apply the highest standards of academic rigour by ensuring the Committee will:
  - Reflect externality and diversity in its membership
  - Comprise one PVC
  - Comprise one Professor from another School (or two if considered appropriate)

- Ensure education and disciplinary expertise by including:
  - The Director of Research and the Director of Teaching & Learning from the School as members of the Committee
  - Academic staff from the School at a Senior Lecturer level and higher, which reflects the academic diversity of the School

Ensure objectivity and consistency founded on an evidence-based process:

- The purpose of the School Promotions Committee will be to consider the quality of all cases for promotion against both the criteria and the role description

- Introducing greater consistency in the documentation submitted by applicants (details to be covered later), should promote objectivity and fairness as it should make it easier to compare the quality of cases at both the prima facie and final decision-making stages of the process, (i.e. at the 1st and 2nd meetings of the SPC or APATC meeting as relevant).

Timelines

- The new single process will be launched on Tuesday 16th January 2018.

- The deadline for all applications will be Tuesday 20th February 2018.

- The first School Promotions Committee Meeting will be held during the second week in March 2018.

- The second and final School Promotions Committee Meeting will be held during the second week in May 2018.

- The one and only Academic Promotions, Advancements and Titles Committee will be held in the second half of May 2018, once all the School Promotions Committees have taken place.

- The effective date for all promotions will change from 1st October to 1st May (as outlined in the paper to Senate in February 2017), thereby bringing the date forward.
The New Process

1. At its first meeting, which will now be in the second week of March, the Schools Promotion Committee will establish whether there is a prima facie case for promotion and references will then be taken up accordingly.

2. The School Promotions Committee will reconvene for its second meeting in the second week of May to consider the applications and the references, (consistent with the current APATC process).

3. The School Promotions Committee will have full authority to consider and confirm all promotions up to and including Senior Lecturers, Senior Teaching Fellows and Research Fellows, and will recommend cases to Academic Promotions, Advancements and Titles Committee (APATC) considered to be strong enough for consideration for promotion to Reader, Professor, Professorial Teaching Fellow or Research Professor.

4. APATC will meet in the second half of May following the second meeting of the School Promotions Committees, APATC will meet once to consider and decide upon which cases will be promoted to Reader or Professor.

5. This year will be a transitional year with a more comprehensive review to follow for next year, based on the learning from the impact of the changes in this 2018 promotions round.

Unsuccessful Applications

6. Where applications are not supported by the School Promotions Committee, the Head of School will inform applicants and offer feedback, advising them of the right to contact the Deputy Vice-Chancellor (DVC) if they believe their case has not been properly considered, giving clear reasons why they believe this to be the case. The DVC may refer the case back to the School Promotions Committee for further consideration in appropriate circumstances. There is no further form of recourse or right of appeal.

Documentation

7. 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 by the relevant Promotion Committees.

8. Documentation for all academic promotions will consist of:

At the first meeting in March 2018:

- A Summary CV template to be used by all applicants, this to ensure equity and consistency; plus

At the second SPC meeting and APATC meeting in May 2018:

- A one-page evaluative summary by the Head of School, incorporating the views of the School Promotions Committee
- References from Independent Academic Assessors, evaluating the strength of the candidacy of the candidate assessed against the relevant promotion criteria for the level of promotion under consideration.
Summary Curriculum Vitae - Template:

3. The Summary CV template includes a section for each of the following areas listed below. You do not have to complete all sections, but you are encouraged to provide evidence of all your relevant experience and achievements to give as complete an account as possible of the strength of your candidature.

You should complete the template by reference to the promotions criteria set out in the appendices to this document, which are relevant to your chosen career path, that is, Teaching and Research; Teaching Fellow; or Research Fellow.

3.1 Education/Qualifications: Details of degrees, diplomas and other qualifications, including where and when attained.

3.2 Career History: List all professional appointments held during your career, with dates and in chronological order.

3.3 Publications: Publications should be listed, with publication dates, as follows:
   (i) Books: Authored, edited and chapters (state clearly if co-authored, with the estimated percentage contribution).
   (ii) Refereed Articles: Articles in refereed journals and refereed conference papers (state clearly if co-authored, with the estimated percentage contribution).
   (iii) Other Publications: Other published work including conference proceedings and commissioned reports.
       • For all publications from the later of (i) date of appointment to the University and (ii) date of last promotion, state whether Lead, Major or Minor contributor. For Professorships: In your supporting statement under Section 3.12: highlight your most significant publications and their contribution to the field.
       • For all publications, first and last page numbers must be given, or total page numbers for a book.
       • Only published work is to be listed on the Summary CV. Unpublished work, whether in preparation or in press, will not be considered; if an application includes and is seen to rely on such work, its consideration will be deferred until the next SPC meeting after the material has been published.

3.4 Grants: Detail any grants to include the name of the awarding body, the names of grant-holders, the value of the award (stating the value at Sussex if different), and its start and end dates. Clearly denote if Principal Investigator or, if not, the contribution to the grant either in percentage time spent or work undertaken.

3.5 PhD Supervision: Detail the number of research students supervised including those completed and current students, denoting clearly the fractional share of supervision and whether the students completed on time. For Readership and Professorship: include whether they were the principal supervisor or second supervisor for each student supervised, and the source of funding.

3.6 Teaching: you should provide evidence of successful teaching and supervision as applicable. Examples are presented below:
• **Teaching and student support:**
  - demonstrated excellence in teaching recognised by students and peers and evidenced in student feedback
  - substantial contribution to ‘step-change’ development in education
  - development and delivery of innovative learning and teaching programmes or initiatives

• **Leadership in Education:**
  - major contribution to policy development for University Education, e.g. as a member or Chair of a major External Committee (e.g. Government, Higher Education Funding Council for England, Higher Education Academy, Quality Assurance Agency, Learned Society)
  - leadership within University at School or University level
  - leadership and/or implementation of new practice in student support

• **Dissemination of excellence in student education:**
  - publications on subject specific or general pedagogy or authorship of textbooks
  - major invitations to speak at international conferences on pedagogy
  - successful creation and enhancement of online materials for education
  - excellence in knowledge transfer, e.g. sustained excellence or leadership in developing and delivering external Continuous Professional Development

• **External Esteem and Recognition:**
  - appointment as External Examiner
  - contribution to review teaching at another leading University
  - contribution to development of Quality Assurance at another leading University
  - sustained contribution to excellence in International education
  - Higher Education Academy recognition as a Senior or Principal Fellow
  - commendation from External Examiners
  - external Award for Teaching

3.7 **Prizes, Awards or 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.

3.8 **Academic and Professional Memberships and Networks:** List memberships of and contributions to national and international academic and professional organisations and networks. For **Readership and Professorship:** include evidence of outcomes and the benefit to the University.
3.9 Conference Papers where invited as the keynote speaker: List major invitations to be a keynote speaker at International conferences and/or internationally leading institutions.

3.10 Citizenship: include any information about your citizenship, relevant to the promotion criteria you are applying for, such as:

- External Engagement - evidence and examples of contributions to peer review bodies, committees, Research Councils, appointment panels outside the institution, external institutional reviews, government committees, professional organisations or learned societies and the like

- Contribution to University leadership - evidence of well-developed management skills and evidence of significant contributions to the leadership of a Department, School or University level Board or Committee, or holding academic leadership posts, leading subject and organisational reviews, leading on curriculum reviews, record and impact of management skills training and formal development

- Contribution to development of others - evidence and examples of developing the capabilities of others through mentoring and formal development initiatives

For Readership and Professorship: include evidence of outcomes and the benefit to the University.

3.11 International, Business, Community and Public Engagement: List achievements in securing international and strategic partnerships and collaborations with other leading universities, government and civic society organisations, the commercial sector, which are built on excellence and driven by shared academic interest. For Readership and Professorship: include evidence of outcomes and the benefit to the University.

3.12 Personal Statement

You are invited to add a personal statement of up to 300 words (in Calibri font size 11) setting out clearly your case for promotion and specifically how you fit the promotion criteria.

Special circumstances statement – please submit on a separate document

1. You are invited to submit a statement in which you declare any personal circumstances, whether already known to the University or not, that may have affected the progress of your 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.

2. Promotion Committee 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.

3. Information submitted by applicants in relation to special circumstances will be confidential to the Promotion Committee members and will be collected by the Secretary at the end of the meeting.
4. Special circumstances statements should be submitted as an appendix to the evidence in your Summary C.V. and supporting statement, with your name clearly stated at the top of the statement. The special circumstances statement will be detached from the application and tabled at the Promotion Committee meeting by the Secretary. It will not be circulated to panel members in advance of the meeting.

Equality

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. You are invited to submit information about any special personal circumstances you believe may have restricted your opportunity to perform against the specified Promotions Criteria. The Chair of the Promotion Committee is responsible for ensuring that any such declared circumstances are taken into account when assessing an individual's application for promotion.
Appendix A

Criteria for Promotion

Teaching and Research Career Pathway
(Covering Lecturer A to Lecturer B; Senior Lecturer; Reader and Professor)

1. Lecturer A to Lecturer B

For Lecturers who reach the top point for Lecturer A, progression to Lecturer B will be the normal expectation. Other Lecturers can progress to Lecturer B if they have demonstrated progress and achievement against the following criteria:

- A first degree and normally a PhD, or equivalent scholarly or relevant professional activity.
- Active engagement in teaching and learning, including course design and assessment, with an understanding of appropriate pedagogy in the subject area demonstrated by the inclusion in the submission of a teaching portfolio.
- Demonstrated progress in research and scholarly activity typically evidenced by publications.
- Demonstrated progress in making applications for funding; in initiating or developing contacts with partners outside of the university; in wider involvement in the subject area and contribution to societal benefit or impact from research.
- Contribution to duties in the department or unit.

2. Lecturer to Senior Lecturer

Senior Lecturer is the Career grade for teaching faculty. In considering promotion to this grade, each candidate’s performance will be considered in relation to all of the criteria below, but the Committees may, at their discretion, recommend promotion for exceptional achievement in only one or two of the criteria.

- Significant contribution to teaching and learning, including in areas of delivery and assessment; typically evidenced by positive peer and student evaluation and by production of a reflective teaching portfolio.
- Evidence of successful curriculum design or re-design.
- A national and/or international reputation in the field of study, typically evidenced by high quality outputs in the form of: (i) a monograph, (ii) book chapters, (iii) text books and/or (iv) publications in refereed journals; by successful application for research funding; and by the supervision of research students.
- Pro-active contribution to the unit, Department or School.
- Demonstrated contribution to raising the university’s profile through external networks in the subject or professional area and/or through the creation and development of commercial/industrial partnerships and other societal benefit or impact contribution from research.
For Clinical Academics:

- Will have their CCST, or be within three months of achieving it OR
- Will have evidence of comparable achievement acceptable to the GMC OR
- JCPTGP certification or certificate of equivalent experience

3. Criteria for the Conferment of the Title of Reader

The title of Reader may be awarded to members of teaching faculty on any scale, but it is most usually used at Senior Lecturer level. The title is awarded as a mark of personal distinction for an important contribution to the advancement of the subject. Candidates for the title will be expected to have achieved an exceptional level in research with demonstrated competence in teaching.

- **Research:** Candidates will have a record of substantial publications; and a sustained and independent research reputation, acknowledged nationally and internationally (if necessary demonstrating an individual role in collaborative research). Important contributory evidence may come from such areas as the ability to attract research grants, contracts and/or consultancies and successfully to supervise doctoral students and demonstration of societal benefit or impact from research.

- **Teaching:** The Committee will look for evidence (from the self-evaluation of teaching and learning provided by the candidate and from statements consequent upon internal consultation) of quality in teaching and learning; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of teaching and learning in the subject.

4. Criteria for Promotions to Professors

Candidates for promotion to a Professorship will be expected to have made a broad, sustained contribution to their field and discipline nationally and internationally, and normally to have achieved exceptional performance in research. Demonstrated leadership in the development of teaching in their subject and field may play a dominant part in a case. Service to their subject, to the University and to higher education in administrative or research capacities may contribute to the case.

- **Research:** Candidates for a Professorship will be expected to have distinguished themselves by the volume and quality of completed research and to have demonstrated strong leadership, national and international standing and recognition, together with the ability to inspire colleagues to develop their own research potential; to supervise doctoral students successfully; and to realign work in their field. Proven ability to attract research grants, contracts and/or consultancies and demonstration of societal benefit or impact from research will be important factors in the judgement of the Committee.

- **Teaching:** The Committee will look for evidence (from the self-evaluation of teaching provided by the candidate and from statements consequent upon internal consultation) of quality in teaching; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion
of teaching in the subject. Where teaching criteria are expected to play a dominant role in a particular case for a Professorship, evidence of innovative thinking and practice which has changed the nature of teaching in the candidate’s field will be looked for. Candidates may present evidence of publications on and research contributions to the development of the pedagogy of the discipline or field and/or of contributions to national policy making and educational debate.

- **Leadership and Citizenship:** The Committee will wish to see evidence of serious commitment to the University through significant contributions to the work of the Subject and School and to the needs of the Institution as a whole. Undertaking major leadership tasks within the University and/or fostering the cause of the subject and of the University by accepting tasks such as service on relevant national, regional or local bodies will also be taken into consideration.
Appendix B

Teaching Fellow Career Pathway

(Covering Teaching Fellow (G7) to Teaching Fellow (G8); Senior Teaching Fellow; and Professorial Teaching Fellow)

1. 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 or most 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.

2. 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 or most 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.

3. Senior Teaching Fellow to Professorial Teaching Fellow

In considering promotion from Senior Teaching Fellow to Professorial Teaching Fellow, each candidate’s performance will be considered in relation to all or most of the criteria below.

• Evidence of quality in teaching and learning demonstrated in a range of measures, including student satisfaction; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of teaching and learning in the subject.
• Proven innovative teaching practice, typically adopted as best-practice within the institution and elsewhere.
• Evidence of providing, or demonstrable potential to provide academic leadership, development, mentoring and career management advice for colleagues, research assistants and students in the area of teaching and learning.
• Leadership of or holding senior office in a national or international subject association or pedagogic policy unit, e.g. HEA or QAA.
• Evidence of commitment to improving the student experience and/or leadership of a major change project at University level designed to improve the student experience.
• Publication of highly-regarded text books, other significant teaching materials for use in higher education, chosen by third parties on a discretionary basis, and/or publication of pedagogically driven research in recognised high quality outlets.
• Evidence of leadership in the teaching of her or his own discipline and/or cognate disciplines, demonstrating an ability to inspire colleagues to develop their own teaching potential, including partnerships with individuals and/or bodies of international standing.
• Academic distinctions (e.g. academic awards and prizes).
• Influence on the formulation of strategy and policy in pedagogy that extends beyond the University.
• Evidence of enhancing the international standing and profile of the School and University.
• A sustained contribution to the delivery of School and/or University teaching strategy.
• Evidence of exceptional collegiality.
• Demonstrable leadership within the School, creating significant performance improvement over a sustained period.
Appendix C

Research Fellow Career Pathway
(Covering Research Fellow A to Research Fellow B; Senior Research Fellow; and Research Professor)

1. Research Fellow A to Research Fellow B

A post of Research Fellow B is broadly equivalent to Lecturer B. Research Fellows appointed at or promoted to this level will normally carry a level of responsibility and a range of duties appropriate to a person with substantial research experience.

- Evidence of significant independent contributions to the design and execution of research.
- Creditable record of sustained research output evidenced by publications, reports prepared for sponsoring bodies, participation in seminars, conferences, etc.
- Evidence of independent research reputation and professional recognition evidenced, for example, by serving on peer review committees, acting as a referee for journal articles or research grant applications.
- Ability to lead and manage a small research group or programme or assist in the running of a larger group or programme.
- Ability to co-ordinate and supervise successfully the work of more junior research and support staff.
- Evidence of successful relationships with partners outside the university, in support of their research, for example members of the general public, policy makers or NGOs and contribution to societal benefit or impact from research.
- Ability to supervise /DPhil students.
- Ability to play constructive role in obtaining research funding.
- Evidence of successful engagement in teaching or supervision.

2. Research Fellow to Senior Research Fellow

Senior Research Fellows are equivalent to Senior Lecturers and Readers. The research profile of those appointed on or promoted to Senior Research Fellow will be at least commensurate with those appointed as or promoted to Senior Lecturer, and perhaps closer to that expected for promotion to Reader.

Appointment at or promotion to Senior Research Fellow will only be made where the candidate can demonstrate individual research achievement. Managing and planning research may be a part of that achievement but will not be the principal justification for appointment or promotion.

- Substantial achievements over a continuing period in terms of completed independent research and related publications, including articles in refereed academic journals and/or books.
- Evidence of an established national reputation and a known or developing international reputation evidenced, for example, through citations, academic...
distinctions (including editorship of, or refereeing for, journals, grant reviewer for awarding bodies, services for learned societies), industrial collaboration and societal benefit or impact from research, external PhD examining, invitations to speak at national and international meetings.

- Evidence of successful supervision of doctoral students.

- Ability to lead and manage a major research group, including mentoring and supervising others.

- Ability to attract significant external research funding, including helping to raise funds for other researchers possibly within the specific school.

- Substantial evidence of positive relationships with partners outside the university, in support of their research, for example members of the general public, policy makers; NGOs etc.

- Capacity to contribute to departmental policy formation.

- Commitment to the broader work of the University for example by taking responsibility for some administrative roles and tasks or serving on relevant committees.

- Evidence of successful engagement in teaching or supervision

3. Research Professors

The research profile of a candidate for appointment at or promotion to Research Professor will be commensurate with those seeking appointment to a Chair or promotion to a personal Chair.

- Evidence of outstanding, distinguished contribution to the discipline through publications, creative work and other appropriate forms of scholarship.

- Evidence of academic distinction and international reputation for outstanding research achievements.

- Proven ability to devise and direct large research projects, including leading large multi-disciplinary teams and/or collaborating with groups in other higher education institutions and/or the public and private sector.

- Proven ability to inspire colleagues to develop their own research potential.

- Proven ability to attract significant external research grants, contracts and/or consultancies.

- Substantial evidence of successful relationships with partners outside the university, in support of their research, for example members of the general public, policy makers; NGOs and demonstration of societal benefit or impact from research.

- Evidence of successful supervision of doctoral students.

- Commitment to the broader work of the University and Higher Education generally reflected, for example, through taking on major administrative tasks or serving on committees and working parties.

Evidence of successful engagement in teaching or supervision.
## Career pathways

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<th>Salary Grade</th>
<th>Professor</th>
<th>Research Professor</th>
<th>Professorial Teaching Fellow</th>
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<tbody>
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<td>Grade 9</td>
<td>Senior Lecturer</td>
<td>Research Fellow</td>
<td>Senior Teaching Fellow</td>
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<tr>
<td>Grade 8</td>
<td>Lecturer B</td>
<td>Research Fellow B</td>
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<tr>
<td>Grade 7</td>
<td>Lecturer A</td>
<td>Research Fellow A</td>
<td>Teaching Fellow Grade 7</td>
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**Promotion Track:**
- Teaching (and Research) Faculty Track
- Research Fellow Track
- Teaching Fellow Track

*The title of Reader may be awarded to members of teaching faculty on any scale, but it is most usually used at Senior Lecturer level.*