



University of Sussex

**ACADEMIC PROMOTIONS  
Lectureships and Senior Lectureships  
Research Fellows and Senior Research Fellows**

**GUIDANCE NOTES FOR APPLICANTS  
with Criteria for Promotion of Academic Faculty in 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.

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 With applications to Senior Lecturer, the applicant should clearly state whether s/he is making a case against all of the criteria (which would be the norm) or making a case for exceptional achievement against only one or two of them. Either way, evidence of achievement against all of the criteria must still be provided.
  - 1.3 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 Academic 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.
  - 2.1.9 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.
  - 2.1.10 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 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 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 Promotion Board after the material has been published.
- 2.1.11 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 written by the applicant.
  - (vii) Experience as an external examiner.
  - (viii) Nominations for teaching prizes.
  - (ix) Engagement with relevant subject centres.

**3. Narrative on Achievement and Impact in Research, Teaching and Service**  
(maximum 1,000 words):

- 3.1 This is a concise narrative in which the applicant should review and reflect upon their own research work, teaching and service, stating:
- 3.1.1 What they consider to be their best research outputs (cross-referencing to CV) and the way in which their research has influenced their discipline.
  - 3.1.2 The applicant's rounded teaching contribution to the School.
  - 3.1.3 The way in which the applicant has made a proactive administrative contribution to the School and/or wider University.

3.2 The narrative may also refer to research work that is as yet unpublished although this should be clearly stated as such.

#### 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. **Academic Promotions Checklist:**

5.1 Applicants should complete the Academic Promotions Checklist 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.

Jane Summerville  
Director of Human Resources  
For and on behalf of APATC

January 2011 (updated Oct 2014)

## APPENDIX 1

### **CRITERIA FOR THE PROMOTION OF ACADEMIC FACULTY:**

#### **LECTURER A TO LECTURER B (Teaching Faculty)**

*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.

## **RESEARCH FELLOW A TO RESEARCH FELLOW B (Research Faculty)**

*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.

## **LECTURER TO SENIOR LECTURER (Teaching Faculty)**

*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.

### **And 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

## **RESEARCH FELLOW TO SENIOR RESEARCH FELLOW (Research Faculty)**

*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



## 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 and Learning:** 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.