ACADEMIC PROMOTION PROCEDURE 2017/18

1. Introduction

1.1 Academic Promotion enables advancement to Senior Lecturer, Reader and Personal Chair (Professor) for staff on the Teaching & Research and Teaching & Scholarship career pathways. Promotion to Senior Lecturer is available to those able to demonstrate a national reputation in respect of their contribution to the benchmarks. Promotion to Reader is available to those able to demonstrate an emerging international reputation, and to Personal Chair for those able to demonstrate an established international reputation. Applicants should demonstrate significant evidence of the appropriate level of performance which is likely to be sustained. Normally, the title of Reader will only be awarded to someone who is already a Senior Lecturer, and a Personal Chair will only be awarded to someone who is already a Reader.

Figure 1.0 Academic Promotion to Senior Lecturer, Reader and Personal Chair

1 The titles of Senior Lecturer, Reader and Personal Chair are recognition of the holder’s academic standing. Advancement for all other staff is enabled through the Grading Review Procedure. Exceptionally, applications for Academic Promotion from staff employed on career pathways other than Teaching & Research or Teaching & Scholarship may be accepted where accompanied by a business case for a change of career pathway.

2 Applicants should provide evidence of international reputation which is appropriate to the area of excellence claimed.
2. **Basis of application**

2.1 Applicants must base their application on **excellence** in one of three areas according to their career pathway.

<table>
<thead>
<tr>
<th>Teaching &amp; Research</th>
<th>Teaching &amp; Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Scholarship</td>
</tr>
<tr>
<td>Teaching</td>
<td>Teaching</td>
</tr>
<tr>
<td>Innovation &amp; Engagement</td>
<td>Innovation &amp; Engagement</td>
</tr>
</tbody>
</table>

2.2 Whichever is selected as the primary basis of the application, where appropriate, applicants must also demonstrate their **ability and effectiveness** in the other two. Applicants will normally contribute across the breadth of the career pathway in addition to excellence in the chosen area. Contribution in the other two areas need not be equal, and in exceptional circumstances, the contribution may only apply to one area.

2.3 Exceptionally, Academic Promotions Committee may take the breadth of activity into consideration for a case falling just short of the threshold of excellence, where an applicant has a very strong profile across all three areas sustained over a significant period of time. Applicants must still claim excellence in one area, but should detail the breadth of their profile in their application. School Promotion Panels will be asked to comment on the breadth of evidence in respect of such cases.

3. **University citizenship**

3.1 In addition to addressing the benchmarks, all applicants must provide evidence of an effective contribution to University citizenship. University citizenship can take many forms and includes:

- Undertaking School, College and/ or University roles and responsibilities.
- Serving on School, College and/ or University committees, policy networks, working groups, panels, etc.
- Contributing to an inclusive community through promoting equality and diversity.
- Mentoring, supporting, or reviewing colleagues.
- Voluntary or civic engagement activities supported by the University (e.g. Student Volunteering Cardiff community initiatives).

3.2 An exceptional contribution in this area will not constitute a primary basis for promotion, but may be accorded importance in augmenting an otherwise marginal application.
4. **Using the benchmarks for promotion**

4.1 The benchmarks for promotion are outlined in section 8 to 11. Evidence against the benchmarks need not be equal. The benchmarks are supported by indicators of assessment. The indicators are neither exhaustive nor prescriptive. They are examples of areas considered in assessing applications. Some indicators will be more applicable to some disciplines than others. The Academic Promotions Committee will take these factors into account when assessing applications. The level of achievement in relation to the indicators will differ according to whether the applicant is demonstrating excellence or ability and effectiveness in the given area. Applicants are not expected to meet all indicators in all areas.

4.2 The [Cardiff Academic and College performance expectations](#) provide additional clarity on role expectations and also supports career development planning.

5. **Equality, Diversity and Inclusion**

5.1 Cardiff University is committed to supporting, developing and promoting equality and diversity in all of its practices and activities and aims to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. Cardiff University is committed to eliminating discrimination and advancing equality on the grounds of age, disability, gender identity\(^3\), marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex and sexual orientation and to fostering good relations between different groups. The University values diversity and recognises that the institution is greatly enhanced by the disparate range of backgrounds, experiences, views, beliefs and cultures represented within its staff and student populations. The institution aims to embrace diversity in all of its activities and proudly acknowledges that variety and difference are intrinsic to the wellbeing and future development of the University. Applications are welcomed in Welsh or English.

5.2 The Academic Promotion Procedure applies equally to all eligible staff\(^4\). An applicant's contractual arrangements (e.g. full-time, part-time, job-sharing, clinical\(^5\) responsibilities) and any personal, familial or non-academic circumstances that may have impacted an applicant's professional career will

---

\(^3\) Gender identity refers to the way an individual identifies with their own gender, e.g. as being either a man or a woman, or in another way (e.g. non-binary), which can be different from biological sex. Gender identity includes gender reassignment.

\(^4\) This includes staff on both open-ended and fixed-term contracts.

\(^5\) For clinical staff, the level of academic contribution is the same as for non-clinical staff, but the quantity expected is reduced to take account of clinical responsibilities. Details of the designated sessional commitments to both the University and the relevant Trust should be included in the application.
be taken into account in assessing the volume of activity. While there shall be no dilution in quality, account will be taken of the quantity of work.

5.3 Applicants are encouraged to disclose in their application any factors that have affected their career profile and volume of output. These factors may include, but are not limited to:

- flexible working arrangements (e.g. career breaks, part-time working, semester/ term time working, job-sharing)
- pregnancy, maternity, paternity, shared parental leave, adoption and surrogacy, special guardianship
- caring responsibilities
- disability, ill health (including mental health) or injury
- circumstances related to gender identity
- personal, familial, or other non-academic circumstances that have restricted or delayed the applicant’s professional career.

Applicants preferring to keep specific details of such factors confidential should focus on their impact. Retrospective disclosures will not be considered, unless circumstances come to light which were not known by the applicant at the time of submission.

5.4 In Higher Education, female and BME (black and minority ethnic) staff are underrepresented in senior academic roles. Applications are therefore particularly welcome from applicants who identify as female and/ or BME. The composition of Academic Promotions Committee and School Promotion Panels will, wherever practicable, be representative of the wider academic community in respect of gender and ethnicity. Equality and diversity data will be anonymously reported to Academic Promotions Committee at least annually, and to other bodies as appropriate.

6. Application process

6.1 Applications must be submitted by email to academicpromotions@cardiff.ac.uk by 12:00 on Monday 8 January 2018 in accordance with the guidance on completing the application form. Achievements which post-date the application deadline cannot subsequently be taken into account. The application form and accompanying guidance is available on the staff intranet.

https://intranet.cardiff.ac.uk/staff/your-employment/your-performance/academic-promotions

6.2 Appendix 1 illustrates the main stages of the Academic Promotion process. All applicants will be contacted following conclusion of the first Academic Promotions Committee stage to advise on the progress of their applications. Applicants unsuccessful at this stage will be informed. All other applicants will
be informed of the final outcome of their application following conclusion of the second Academic Promotions Committee stage. Successful applicants will be promoted with effect from 1 August 2018.

6.3 Assessors/ referees

6.3.1 External assessment is integral to the Academic Promotion process to ensure we maintain the highest academic standards in comparison with our peers. External assessment is undertaken by assessors and referees.

6.3.2 Assessors/ referees should be professors, or of professorial standing, familiar with the general standards for promotion within UK universities. Exceptionally, assessors/ referees may be chosen from other types of institution. Assessors/ referees must not be currently employed by Cardiff University.

6.3.3 Assessors

.1 Assessors are nominated by the University. Assessors should not normally be directly associated with the applicant’s work (e.g. a co-author, former supervisor).

.2 For Personal Chair applications the normal expectation is that at least one assessor will be based outside the UK in order to aid assessment of the applicant’s international reputation. It is recognised this may not be appropriate in all cases.

6.3.4 Referees

.1 Referees are nominated by the applicant. Referees may include, but are not limited to, co-grant holders, co-authors, supervisors and academic collaborators.

.2 All applicants must nominate one referee to be contacted should the application progress beyond the first Academic Promotions Committee stage.

6.4 Feedback

6.4.1 Applicants will be advised if their School Promotions Panel (SPP) believe their application to be premature. Feedback will be provided by the Head of School together with one other member of the SPP. Applicants can insist their case is considered by Academic Promotions Committee irrespective of whether the SPP is supportive of the case.

6.4.2 Unsuccessful applicants will be offered the opportunity to attend a meeting with their Head of College and Head of School to gain feedback on the basis for the decision and to provide guidance on future development. Unsuccessful applicants are strongly advised to take up the offer of feedback.
6.5 **Appeals**

6.5.1 An appeal against a decision not to award promotion may only be made on the grounds of a defect in the application of the current procedure. Applicants may appeal if they have concerns about the process which remain after the feedback meeting. Applicants wishing to appeal must notify the Director of Human Resources in writing, detailing the grounds for appeal, within fifteen working days of the feedback meeting.

6.6 **Re-application following a previously unsuccessful application**

6.6.1 A re-application following a previously unsuccessful application will only be progressed where the applicant demonstrates an appropriate improvement in their case and evidence of having met the promotion criteria. Key developments since the previous submission should be outlined in the application.

7. **Further Information**

7.1 The Academic Promotion Procedure is available for download on the Staff Intranet.

    https://intranet.cardiff.ac.uk/staff/your-employment/your-performance/academic-promotions

7.2 Mae fersiwn Gymraeg o’r Weithdrefn Dyrchafiadau Academaidd ar gael i’w lawrlytho ar Fewnryd y Staff hefyd.

    https://intranet.cardiff.ac.uk/staff/your-employment/your-performance/academic-promotions

7.3 Please contact Human Resources if you have any queries regarding Academic Promotion or if you require this document in an alternative format.

    Tel: (029) 2087 6555 (Extension: 76555)
    Email: academicpromotions@cardiff.ac.uk
8. **Assessment of Research** (for staff on the Teaching & Research career pathway only)

8.1 **Benchmarks**

i. Sustained output of high impact publications in peer-reviewed journals of international standing and/ or books by major publishers in the applicant’s field and/ or musical composition.

ii. Evidence of appropriate external funding appropriate to the discipline and in line with University strategy.

iii. Effective supervision of researchers/ research students.

iv. Evidence of contribution at a UK or international level to the subject area, professional bodies and/ or external esteem.

8.2 **Indicators of Assessment**

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

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong></th>
<th><strong>Indicators of Assessment</strong></th>
</tr>
</thead>
</table>
| i. Sustained output of high impact publications in peer-reviewed journals of international standing and/ or books by major publishers in the applicant’s field and/ or musical composition. | • Joint or sole authorship of research publications, 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.  
  • Publication of book(s) by major publishers in the applicant’s field.  
  • On track for inclusion in the Research Excellence Framework (REF) or equivalent exercise.  
  • Contribution to impact case development/ authorship.  
  • Design portfolios.  
  • Creative writing and other works (for each item include the following information as appropriate: publisher, reviews, distribution/ translation).  
  • Musical composition (for each item include the following information as appropriate: commissioning body, venue of first performance and name(s) of performer(s), subsequent performances).  
  • Other nationally/ internationally recognised research-based articles in refereed publications. |
| ii. Evidence of appropriate external funding appropriate to the discipline and in line with University strategy. | • Research funding (information to include indications of support received from Research Council/ other funding bodies, including your status as applicant, grading of grant applications and unsuccessful bids where this is relevant to the case).  
• Any formal evaluations of final grant reports.  
• Industrial/ commercial funding underpinning applied research.  
• Involvement of work with research funding bodies. |
|---|---|
| iii. Effective supervision of researchers/ research students. | • Record of sustained research supervision.  
• Evidence of successful PhD supervision and completion, and other kinds of postgraduate research supervision, e.g. MA dissertations.  
• Record of successful applications for externally funded PhD studentships. |
| iv. Evidence of contribution at a UK or international level to the subject area, professional bodies and/ or external esteem. | • Status within the subject area/ profession (e.g. to be recognised as an expert member of a specified field/ profession at a national/ international level).  
• Professional activity (e.g. membership of national/ international professional committees; invited addresses to professional national/ international meetings and conferences, including keynote/ plenary sessions).  
• Member of prestigious academic, learned societies, governmental, NHS and/ or industrial Scientific Advisory Boards and Committees.  
• Experience of membership of editorial board(s).  
• Refereeing of articles for peer-reviewed academic journals.  
• Refereeing of grant applications by research councils and other major funding bodies.  
• Regular presentations of research findings at national/ major international conferences.  
• Organisation of major national/ international academic conferences/ meetings.  
• Award of medals, prizes or other academic distinctions by learned societies.  
• Significant contributions to public engagement and scientific dissemination (e.g. by invitations from broadcasters and other media).  
• Contribution to the public understanding of one’s subject area.  
• Other significant scholarly outputs. |
9. **Assessment of Scholarship** (for staff on the Teaching & Scholarship career pathway only)

9.1 **Benchmarks**

   i. Evidence of significant contributions to the pedagogy of the subject area/ professional practice.
   ii. Scholarship/ research related to Learning and Teaching.
   iii. Evidence of leadership in developing teaching and learning external to the University.
   iv. Evidence of external funding/ esteem appropriate to the discipline.

9.2 **Indicators of Assessment**

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

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong></th>
<th><strong>Indicators of Assessment</strong></th>
</tr>
</thead>
</table>
| i. Evidence of significant contributions to the pedagogy of the subject area/ professional practice. | • Involvement in learning and teaching at a national/ international level, for example running workshops or specialist courses in other universities in or outside the UK.  
• Presentations on pedagogy at national and/ or international meetings/ conferences.  
• Contributions, e.g. publications or development of new learning platforms that have shaped the way in which the subject is taught nationally, or have been adopted internationally.  
• Contribution to a professional organisation or learned society or subject area.  
• Collaboration – examples of teaching across subject and disciplinary boundaries that demonstrate a contribution to interdisciplinary/ professional education.  
• External examining experience.  
• External curriculum review or assessment of other HEIs.  
• Contributions to national or international curriculum and pedagogy debate in the subject area.  
• Contribution to national/international networks to support disciplinary and/ or generic improvements in quality of learning and teaching. |
| ii. Scholarship/research related to Learning and Teaching. | • Significant output relevant to the discipline or subject area: e.g. joint or sole authorship of books, text book in the discipline, publications in refereed journals or series; and other articles, papers and conference proceedings which have influenced the practice of teaching, or improved the student experience within the subject area.  
• Significant research related to learning and teaching/pedagogy.  
• Contribution to the academic development of the discipline and research-led teaching (e.g. research publications in refereed journals, teaching related activity within professional bodies or associations).  
• Development and/or design of learning and teaching resources and technologies.  
• Fellowship/Senior Fellowship or equivalent of professional bodies or societies.  
• Acting as editor of a journal or member of an editorial board. |
| iii. Evidence of leadership in developing teaching and learning external to the University. | • Contribute to the leadership of the discipline or area of professional practice.  
• Have a significant leadership role outside the University in the management and attainment of accreditations with professional bodies.  
• Provide leadership to advisory bodies, learned societies or other organisations/agencies.  
• Lead, shape and influence teaching and learning policy at national/international level.  
• Leadership in new programme development.  
• Evidence of impact on the learning and teaching culture and practices of others. |
| iv. Evidence of obtaining funding/esteem appropriate to the discipline. | • Evidence of obtaining funding for learning and teaching developments, where appropriate.  
• Gaining external funding or recognition for pedagogic or curriculum development (e.g. HEA/JISC grants).  
• Gaining external funding for learning technologies or teaching-related equipment.  
• The award of significant prizes or acknowledgement. |
10. **Assessment of Teaching** (for staff on the Teaching & Research and Teaching & Scholarship career pathways)

10.1 **Benchmarks**

i. Evidence of delivery of high quality teaching, as judged by evaluation methods including student feedback and peer review.

ii. Evidence of significant teaching innovation and course development, course design and administration at postgraduate and/or undergraduate levels.

iii. Evidence of leadership in developing the teaching and learning strategy of the School/College/University.

iv. Evidence of teaching-related activity that significantly enhances the student experience over a sustained period of time.

10.2 **Indicators of Assessment**

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

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Indicators of Assessment</th>
</tr>
</thead>
</table>
| i. Evidence of delivery of high quality teaching, as judged by evaluation methods including student feedback and peer review. | • Excellent performance as a teacher demonstrated by peer and student evaluation reports.  
• Evidence of practice and impact which has led to highly effective student learning in the subject area over a sustained period.  
• Evidence of practice and impact which is considered excellent with regard to the teaching expectations within that discipline.  
• A reflective, reasoned and innovatory approach to teaching, course design, assessment and evaluation.  
• Use of innovative teaching methods as appropriate.  
• Explicit attention to meeting the needs of individual students.  
• Successful assessment and/or development of teaching supported by student feedback and peer review.  
• Evidence of the use of student feedback and/or peer assessment to develop teaching. |
| • Successful supervision/ co-supervision of postgraduate taught students.  
| • Provision and development of specialist training programmes as appropriate to the requirements of the School/ College.  
| • Developing the teaching skills of other staff within the School or within the University.  
| • Demonstrable commitment to reflective practice in self, learners and colleagues.  
| • Commitment to continuing professional development.  
| • Fellowship/ Senior Fellowship or equivalent of appropriate professional bodies or societies. |

| ii. Evidence of significant teaching innovation and course development, course design and administration at postgraduate and/ or undergraduate levels.  
| • Evidence of a reflective and reasoned approach to teaching, course design, assessment and evaluation.  
| • Development of new teaching materials or methodologies influencing the pedagogy of the subject.  
| • Demonstrating an advanced understanding of a wide range of educational theories.  
| • Contribution to the development of new approaches to course design, learning and teaching and assessment practice within the School/ University, that may have been adopted internationally.  
| • Contribute to an inspirational, challenging and inclusive learning experience that prepares students for society’s grand challenges and enhances their social responsibility and employability.  
| • Contributing to strategic planning and delivery of teaching programme, consistent with School/ College teaching strategy.  
| • Effective use of and engagement with digital technologies to support teaching.  
| • Acting as an innovator/ champion in Learning and Teaching for the School/ University.  
| • Leading curriculum development and design within the School, College and wider University Education portfolio.  
| • Use of methods which support an inclusive learning environment.  
| • Organisation of specialist training activities (e.g. developments of skills/ competencies in area of academic practice).  
| • Clinical relevance, linking teaching with ‘evidence based healthcare’.  
<p>| • Significant contributions to successful teaching collaborations across disciplinary boundaries. |</p>
<table>
<thead>
<tr>
<th>iii. Evidence of leadership in developing the teaching and learning strategy of the School/College/University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initiating and/or leading School/College/University teaching and learning innovations.</td>
</tr>
<tr>
<td>• Leadership of significant initiatives to support specific groups of students.</td>
</tr>
<tr>
<td>• Contribution to School/College/University learning and teaching working groups.</td>
</tr>
<tr>
<td>• Success in shaping School/College/University teaching and learning strategy.</td>
</tr>
<tr>
<td>• Establishing and developing teaching-related networks with other institutions which are mutually beneficial (e.g. joint academic programmes, joint publications, teaching collaborations and/or partnerships, widening participation).</td>
</tr>
<tr>
<td>• Contribution to School/College/University activities which aim to promote diversity and inclusion (e.g. through diversification of curricula content or delivery).</td>
</tr>
<tr>
<td>• Effectively undertaking School/College/University teaching and learning related roles (e.g. Director of Teaching &amp; Learning, Director of PGT Studies, Chair of Board of Studies, Dean/Associate Dean).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iv. Evidence of teaching-related activity that significantly enhances the student experience over a sustained period of time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Taking responsibility for the overall direction of a unit/year/programme.</td>
</tr>
<tr>
<td>• Significant effective contribution to teaching and learning related activities (e.g. open days, student recruitment activities, outreach activities).</td>
</tr>
<tr>
<td>• Making a significant strategic contribution to student recruitment and admissions.</td>
</tr>
<tr>
<td>• Lead on School/College/University processes relating to examinations and links with external examiners.</td>
</tr>
<tr>
<td>• Managing the collection, collation, interpretation and dissemination of data to inform evidence based teaching practice.</td>
</tr>
<tr>
<td>• Substantial contributions to successful accreditation or review of programmes.</td>
</tr>
<tr>
<td>• Innovative and effective approach to being a personal tutor.</td>
</tr>
<tr>
<td>• Effectively undertaking representational and/or liaison roles (e.g. library liaison, examination officer, equality and diversity officer, industry/employer liaison).</td>
</tr>
<tr>
<td>• Positive and sustained contribution to staff/student panels.</td>
</tr>
</tbody>
</table>
11. **Assessment of Innovation & Engagement** (for staff on the Teaching & Research and Teaching & Scholarship career pathways)

11.1 **Benchmarks**

   i. Evidence of sustained contribution to knowledge transfer.
   ii. Evidence of successful contribution to interdisciplinary and/ or large scale projects.
   iii. Leadership and senior level management/ coordination.
   iv. Evidence of activities that promote/ enhance the University’s reputation/ profile.

11.2 **Indicators of Assessment**

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

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Indicators of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Evidence of sustained contribution to knowledge transfer.</td>
<td>• Development and/ or management of a significant portfolio of knowledge transfer activities, with demonstrable social and/ or economic impact and benefit to the University (e.g. applied and collaborative research, consultancy, development and delivery of CPD programmes, etc.).&lt;br&gt;• Contribution to, or leading on, or initiating activities that promote/ maintain links with bodies external to the HEI sector that have demonstrable social, cultural and/ or economic impact and benefit to the University.&lt;br&gt;• Contribution to the successful commercialisation of patents, inventions and any other exploitable intellectual property.&lt;br&gt;• Involvement in work that has made a significant contribution to the advancement of knowledge and/ or its application to the subject area/ professional practice/ policy-making at a national/ international level.&lt;br&gt;• The translation of research findings towards clinical application and policy.&lt;br&gt;• Contribution to the public understanding of one’s subject at a national/ international level.</td>
</tr>
</tbody>
</table>
| ii. Evidence of successful contribution to interdisciplinary and/or large scale projects. | - Contribution to capacity building in Cardiff and wider communities.  
- Contribution to culture and cultural enrichment.  
- Project management for large projects including interdisciplinary groups that have a national/ international profile.  
- Successful external grant capture/ external funding and management of large projects or interdisciplinary groups, with a national/ international impact.  
- Leadership and co-ordination of large School, College, or University projects. |
| --- | --- |
| iii. Leadership and senior level management/ coordination. | - Significant and substantial contribution to management and/or policy formation at School, University, national and/or international levels.  
- Significant and substantial contribution to the planning, governance and academic management within the University.  
- Sustained contribution to the management of the discipline and/or School which has produced material benefits to the unit’s academic reputation or professional, clinical or vocational practice. |
| iv. Evidence of activities that promote/ enhance the University’s reputation/ profile. | - The initiation or maintenance of links between the University and national/ international groups, organisations and businesses.  
- Instigating and/or encourage innovation and engagement activity including the establishment of strategic links with industrial or other strategic partners.  
- Instigation and maintenance of national/ international collaborations and partnerships.  
- Actively creating effective and mutually beneficial collaborations with partners outside of the higher education sector.  
- Significant involvement in academic quality assurance assessments, validation panels, etc., at external institutions.  
- Significant involvement in the enhancement of the University’s profile for promoting equality and diversity (e.g. leadership of or substantial contribution to Athena Swan applications).  
- Advising government bodies.  
- The initiation or maintenance of links between the University and the Community.  
- Recognition as a national/ international specialist able to give expert opinion in a particular field.  
- Significant involvement in widening participation, schools outreach or public understanding of the discipline. |
Appendix 1

Academic Promotion Process

Application deadline
Monday 8 January 2018

School Promotion Panel
January – March 2018

Academic Promotions Committee (stage 1)
April 2018

External assessors/ referees
April – July 2018

Academic Promotions Committee (stage 2)
July 2018

Effective date
1 August 2018

- SPP, having considered one external assessment, decide whether to support case.
- Applicants may be asked to amend application if required
- Applicants advised if SPP believe application to be premature.

- APC reviews application, SPP report and SPP assessor report and decides whether case should progress to next stage.

- Assessor(s)/ referees review application
  - Senior Lecturer – 1 assessor, 1 referee
  - Reader/ Personal Chair – 2 assessors, 1 referee

- APC reviews referee/ assessor reports and decides outcome.
- Applicants informed of outcome.