

Edinburgh Napier  
UNIVERSITY



**Academic Appointments  
& Promotions**  
Guidance for Applicants  
**2021**

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## Introduction

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These guidelines will assist colleagues on grade 6-10 academic contracts who wish to apply for promotion and senior lecturers at Grade 7 who wish to apply for Award of Title.

Applicants are required to demonstrate achievement in their field, be widely recognised for their contribution, and demonstrate their leadership role within and outside the University across their chosen pathway.

Promotion to Professor and Associate Professor or award of title recognises excellent performance, past and present. You should also demonstrate drive to advance your discipline, the University's reputation and your contribution to society.

### Getting started

Begin by talking to your line manager and your Dean of School. You should do this as early as possible as this will help you make a realistic assessment of your readiness for promotion before you invest time in preparing your application. Their endorsement is not a guarantee of success, but could highlight the areas you need to work on should you decide to proceed.

If you applied last year and were unsuccessful, you'll need the approval of your Dean before completing a new application.

### Academic Appointment and Promotion Framework

There are four academic pathways that you can align to:

- Research
- Learning and Teaching
- Enterprise
- Professional Practice

Academic pathways help academics focus their careers around well-defined progression routes. When selecting your pathway, consider the best fit for your academic profile to date and your future career aspirations. It's also important to seek guidance from your Dean of School, line manager and other trusted mentors when making your choice. Candidates should choose only one pathway.

## Diversity & Inclusion

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The promotion and award of title process recognises the importance of developing a diverse University community underpinned by our [Inclusion Strategy](#) and an environment where selection is based solely on merit. The promotions panel is gender

balanced and members come from a range of academic disciplines and backgrounds. The Panel's assessment will be solely based on the evidence presented in the application.

All applicants are asked to complete an anonymous survey which helps us monitor the diversity & inclusion of the process. Responses are confidential and the information gathered is only used in aggregated form.

## DORA

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As a signatory of the [San Francisco Declaration of Research Assessment](#) (DORA), the University recognises the importance of evaluating research based on the intrinsic value and impact of the work and not placing undue emphasis on where and how it was published.

In practice this means using a range of qualitative and quantitative metrics to evidence the intrinsic value of research outputs. Applicants should explain the context and significance of their work and not rely solely on journal impact factors and citations. Further information is available on the [RIO blog](#).

## The Application

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There are five parts to an application for promotion or award of title:

1. **Application form** for recording your evidence against the academic criteria
2. **Worktribe** generated CV
3. **Short form CV** to capture information which is not recorded on Worktribe, such as employment history
4. A copy of last year's **My Contribution** review including feedback from your line manager.
5. A **Statement** from your Dean of School

Applicants are required to submit all of the above for their application to go forward to the panel. Documentation templates can be found on the [Promotion & Award of Title](#) intranet page.

### 1. **Application form: evidencing the academic criteria**

Applicants are required to evidence their academic achievements against each of the criteria for their chosen pathway on the [application form](#).

To evidence the criteria, you should:

1. Ensure your evidence addresses each of the criteria directly so that panellists can clearly see how the evidence matches the criteria
2. Make it clear what your role was in any examples cited and the difference your contribution made
3. Describe the impact of your activities and achievements
4. Make it clear, when listing grants, what your share of the total grant award was

This section of the application should be a maximum of **4000 words** in length including appendices and footnotes. Applicants should note that each pathway has a different number of criteria under the headings of Esteem, Innovation & Impact, Contribution and Academic Leadership. Any lines on the application form which are not required should be deleted.

## **2. Worktribe generated CV**

Details of research outputs (including books, journals, reports, original works and compositions), funding and a range of esteem factors will be extracted from Worktribe by the University's Research & Innovation Office (RIO). RIO run regular seminars and surgeries for staff looking for assistance on how to update their information on Worktribe (listed on the Intranet home page under learning events) and the [RIO blog](#) also has regular updates on support for staff.

Applicants are responsible for making sure their Worktribe information is up to date. You can generate a draft of your Worktribe CV up to a week before the submission deadline so that you can check all your information is there.

## **3. Short form CV**

Applicants should also complete a [short form CV template](#) which captures information not recorded (or partially recorded) on Worktribe such as employment history, leadership positions and impact case studies.

## **4. My Contribution**

Please attach a copy of last year's (2019/20) end of year review (including your manager's comments). You can do this by selecting "Print" which will generate a pdf which can then be saved as an attachment.

## **5. Statement from the Dean of School**

A completed Statement from the Dean is required as part of your application. Contact your Dean of School as early as possible (and not later than 12 March) to discuss your application and request the statement. If you don't contact your Dean until after this date, then they might not be able to provide the Statement.

## Covering letter for previously unsuccessful candidates

If you have been previously unsuccessful for the same position you should attach a covering letter explaining how you have addressed the feedback received from the panel.

## Mitigation

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Candidates are encouraged to indicate any personal circumstances that may have affected their performance by reducing the volume or range of activities they were able to undertake. Normally time losses of less than 6 months in total would not be reported to the Promotions Panel.

A range of personal circumstances can be taken into account. Some examples are as follows:

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

This is not an exhaustive list. If candidates have any personal circumstances which they consider to have had an impact on their output these should be detailed in the relevant section of the application form. You need to explain how your circumstances have affected your output and may be required to provide evidence to support the application. This information will only be seen by members of the mitigation panel who will then advise the main promotions panel on how this may have affected your application.

## Submitting your application

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It is the responsibility of each candidate to ensure that all paperwork submitted by them is complete and compliant with the guidance above. Applications cannot be modified after the application deadline.

- Email all sections of your application by 5pm on Monday 3<sup>rd</sup> May 2021 to: [promotion\\_award@napier.ac.uk](mailto:promotion_award@napier.ac.uk). You will receive an email acknowledgement to say that we have received your application.

## Disciplinary and Grievances

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- Applicants who have a live disciplinary or grievance against them at the time of the submission deadline can apply but consideration of their application will be deferred subject to the conclusion of those processes.
- Where a disciplinary or grievance arises after the submission date, consideration of the application will be deferred until the conclusion of those processes.
- In both the cases above a special meeting of the panel may be convened for this purpose.

## Feedback on your application

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Both successful and unsuccessful candidates will receive written feedback. Unsuccessful applicants will also be offered a one-to-one feedback meeting with a member of the panel and their Dean of School. Feedback is designed to support your future personal development and inform your career plan within the My Contribution process. Discuss your feedback with your line manager and others who can support you in the achievement of your objectives.

## Appeals

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Unsuccessful applicants wishing to appeal should attend their feedback meeting with a panel member first.

### Grounds for appeal

Unsuccessful candidates have the right to appeal on the grounds of procedural irregularity only. It is essential to confine the written statement to the grounds for appeal. For the avoidance of doubt this means applicants should provide supporting evidence of how the process was flawed and how, in precise terms, they believe any flaw identified had a material effect on the outcome of their application and the panel decision.

**Note: Appeals questioning the academic judgement of the panel will not be accepted.**

Appeals (using the appropriate [appeals form](#)) should be sent to [promotion\\_award@napier.ac.uk](mailto:promotion_award@napier.ac.uk) within 10 working days of having received both written and verbal feedback, whichever was the latter.

Failure to have followed the application process correctly will not be grounds for appeal. Appeals not submitted in time, or which do not comply with the grounds for appeal, will not be taken forward.

## **Appeals panel**

Appeals will be considered by a specially convened appeals panel consisting of two panellists who were not involved in the original decision.

## **Appeals process**

The appeals panel will consider the appeal and, if they believe there are no grounds for appeal, the applicant will be informed in writing, with the reasons why. If the appeals panel agree there are grounds for appeal the application, along with the appeal paperwork, will be referred back to the original panel to be reconsidered. Once considered, the individual will be advised in writing of the panel's decision.

## **Potential decisions and outcomes**

The following outcomes may apply:

- The appeal is rejected
- The appeal is upheld, and the appropriate appointment will be made if warranted on the evidence provided
- The appeal is upheld, and there is no change to the applicant's status i.e. the circumstances presented in the appeal are judged to have had no material effect on the application

Written notification of the decision will normally be given in writing within 10 working days of the panel meeting, unless otherwise notified.

The decision of the appeals panel is final.

# Guidance on evidence

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Evidence should demonstrate impact and influence, benchmark against best practice and include measured outcomes such as grant income.

There may be some overlap in evidence across each of the criteria headings (esteem, impact and innovation, contribution and academic leadership). For example, learning and teaching academics may demonstrate *innovation* through curriculum development. Evidence of these practices being transferred and achieving *impact* might include presenting the practices through internal University forums, invited keynote speeches (esteem) and writing up findings in a journal article. Mentoring of colleagues and students in these practices would be evidence of *academic leadership* and a successful grant application to carry out follow on research would show *contribution*.

The following are examples of evidence you may use to demonstrate how you meet the academic criteria. They are intended only as a guide and do not reflect every type of achievement.

## Research

Evidence for research **esteem** could include:

- Awards – international awards and fellowships, national awards from academies and learned societies, University awards (early career, research excellence award etc.)
- Invitations – keynote addresses; displays of work, curatorial invitation, invited symposia, seminars at other universities; serving on external high level selection committees, visiting appointments held at other institutions
- Editorial and industry board memberships and book series editorships
- Membership and influence of professional associations and government bodies,
- Invitations to provide expert comment or consultation from professional bodies
- Postdoctoral fellows attracted
- Conference presentations
- Achievement of specialist qualifications (e.g. Fellowship of professional bodies) achieved by examination or election
- Invitations to join expert panels
- Invitations to judge competitions relevant to research/creative field.

Evidence for research **innovation and impact** could include:

- Publications – papers in high quality journals, books, chapters, monographs, published refereed conference papers, edited books, special journal issues,
- Scholarly impact of your publications and citation counts of publications
- Original compositions, works of art or design, performances, creative writing, exhibitions and scholarly translations

- Patents; technical and commissioned reports
- Quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate, tier ranking, impact factors of journals and discipline-specific journal rankings,
- Commercialisation of research: patents, royalty licences, spin-off companies, successful technology transfer activities
- Research collaborations: major industry, government, profession, business, not-for-profit organisations and community partnerships
- Impact of trial outcomes on practice, commercial investment etc.
- Community or government adoption of work and development of policy from work
- Demonstrated public engagement with end-users of your research, including community, industry and government groups.

Evidence for research **contribution** could include:

- Income from successful grant applications (make it clear what your share of the total award was)
- Competitiveness of granting bodies from whom funding has been obtained, level of contribution to grant and funding amount
- Significance of research collaborations: interdisciplinary initiatives; major international collaborations; quality/profile of collaborators,
- Leadership of research-related professional associations
- Evaluation of sustained high teaching performance evidenced through module and programme evaluations (%improvement etc), verifiable feedback from students; robust peer review; student nominations for teaching awards, comments from external examiners.
- Evidence of excellent student outcomes e.g. improved module marks
- School leadership positions, contribution to university committees, academic board, university court etc

Evidence for research **academic leadership could** include:

- Capacity building through the support, mentoring and leadership of academic colleagues
- Leadership and innovation in the development of new procedures/techniques and extent of adoption by the profession and industry,
- Leadership and project management in major projects
- Supervision of honours and higher degree students
- Conducting research projects as principal investigator.

## Learning and teaching

Evidence for learning and teaching **esteem** could include:

- Recognition of teaching through commendations/awards for teaching or supervision excellence
- Active involvement with professional bodies to support development of national curricula
- Invitations to deliver teaching elsewhere including evidence of quality where available
- Invitations to be an external examiner
- Editorial and industry board memberships and book series editorships
- Membership of government committees and advisory boards
- Community or government adoption and development of policy
- Leadership and influence of professional associations and government bodies
- Postdoctoral fellows attracted

Evidence for learning and teaching **innovation and impact** could include:

- Publications – papers in quality journals, books, chapters, monographs, published refereed conference papers, edited books, teaching materials, special journal issues.
- Quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate, tier ranking, impact factors of journals and discipline-specific journal rankings,
- Scholarly impact of your publications and citation counts of publications,
- Integration of research with teaching and learning evidenced through peer review, external examiner comments.
- Awareness and application of good practice in teaching and learning developed by others or developing and publicising of good practice.
- Sustainable innovative approaches to teaching that demonstrably enhances student learning (evidenced by external examiner's report, improved recruitment of students, improved student satisfaction, improved employability, more efficient use of resources)
- Curriculum development with evidence of beneficial results (e.g. improved recruitment of students, improved student satisfaction, improved employability, more efficient use of resources)
- Evidence of influence on national debates on teaching and learning e.g. conference presentations; dissemination of good practice in respected journals
- Benchmarking of the course or programme against similar courses or programmes to improve content and delivery
- A clear and reflective philosophy of teaching, evidenced in self-reflective teaching or evidenced in teaching practice

Evidence for learning and teaching **contribution** could include:

- Evaluation of sustained high teaching performance evidenced through module and programme evaluations (%improvement etc), verifiable feedback from students; robust peer review; student nominations for teaching awards, comments from external examiners.
- Evidence of excellent student outcomes e.g. improved module marks

- Evidence of grants for teaching and learning activities, including details of awards and evidence of impact
- Results for independent and University approved teaching evaluations
- Engagement with students as an academic advisor and sustained support for student bodies
- Contributions to the development of learning communities amongst students; contribution to teaching students with special needs
- Contribution to the development of reliable and valid assessment tools
- Contribution to mentoring and peer review of colleagues in learning and teaching.
- HEA Fellowship (at senior or principal levels for higher grades)
- Engagement with the Students as Colleagues project
- Engagement with the Edinburgh Napier Teaching Fellows community – sitting on the steering committee, research grants panel, teaching conference panel
- Support for ENroute as a mentor or assessor
- School leadership positions, contribution to university committees, academic board, university court etc

Evidence for learning and teaching **academic leadership** could include:

- Support, mentor and lead academic colleagues to build capacity
- Leadership and project management of major projects
- Evidence of attending development and training opportunities and good practice sessions
- Effective management of teaching programmes with evidence of impact (e.g. improved student recruitment; improved student feedback)
- Supervision of honours and research higher degree students,
- Demonstrating exemplary learning and teaching practice by example.

## Enterprise

Evidence for enterprise **esteem** could include:

- Invitations – keynote addresses; displays of work, curatorial invitation, invited symposia, seminars at other universities; serving on external high level selection committees, visiting appointments held at other institutions
- Awards – international awards and fellowships, national awards from academies and learned societies, university awards (early career, research excellence award etc.)
- Invitations to judge events and competitions relevant to research/creative field.
- Conference presentations and organisation
- Research collaborations and contracts
- Postdoctoral fellows attracted
- Expert panel memberships
- Providing advice and services to start-up companies
- Invitations to provide expert comment or consultation from auspicious community and professional bodies, significant media commentary
- Achievement of specialist qualifications (e.g. Fellowship of professional colleges) achieved by examination or election

Evidence for enterprise **innovation and impact** could include:

- Quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate, tier ranking, impact factors of journals and discipline-specific journal rankings,
- Scholarly impact of your publications: citation counts of publications
- Other publications – books, chapters, monographs, published refereed conference papers, edited books, special journal issues,
- Original compositions, works of art or design, performances, creative writing, exhibitions, and scholarly translations,
- Undertaking innovation and commercialisation activities such as seeking venture capital and other funding
- Development of intellectual property and its protection
- Patents; technical and commissioned reports
- The extent of commercialisation of research: patents, royalty licences, spin-off companies, successful technology transfer activities,
- Research collaborations: major industry, government, profession, business, not-for-profit organisations and community partnerships
- Development of innovative approaches to research and enterprise.
- Leadership and innovation in the development of new procedures/techniques and extent of adoption by the profession, and industry,
- Leadership in innovation and commercial development of University intellectual property; or demonstrated outcomes of commercialisation,

Evidence for enterprise **contribution** could include:

- Contributions to the development of enterprise
- Independent reviews of publications and creative work
- Competitiveness of granting agencies from whom funding and capital has been obtained, level of contribution to grant, capital and funding amount,
- Significance of research collaborations – interdisciplinary initiatives, major international collaborations, or quality/profile of collaborators,
- Leadership of research-related professional associations, and/or
- Demonstrated engagement with end-users of your research, including community, industry and government groups.
- Community or government adoption of work and development of policy from work
- School leadership positions, contribution to university committees, academic board, university court etc

Evidence for enterprise **academic leadership could** include:

- Support, mentor and lead academic colleagues to build capacity for delivering enterprise projects
- Leadership and project management of major enterprise related projects
- Integrating entrepreneurship strategically into the curriculum

- Supervision of postgraduate research students and students for professional qualifications

## Professional practice

Evidence for professional practice **esteem** could include:

- Awards – industry, government, public sector and community awards and prizes, national awards from professional associations
- Invitations – keynote addresses; displays of work, curatorial invitation, invited symposia, seminars at other universities; serving on external high level selection committees, visiting appointments held at other institutions
- Editorial and industry board memberships and book series editorships,
- Provision of expert advice, technical reports and consultancy services to community, industry, government bodies, public sector services and other groups
- Leadership and influence of professional associations and government bodies
- Achievement of specialist qualifications (e.g. Fellowship of professional colleges) achieved by examination or election
- Invitations to provide expert comment or consultation from auspicious community and professional bodies, significant media commentary
- Postdoctoral fellows attracted

Evidence for professional practice **innovation and impact** could include:

- Publications – books, chapters, monographs, published refereed conference papers, edited books, special journal issues,
- Quality of journals in which work is published: quality/structure of editorial board and refereeing process, rejection rate, tier ranking, impact factors of journals and discipline-specific journal rankings,
- Stature of book publishers or series editors by whom work is published,
- Independent reviews of publications and creative work,
- Community or government adoption of work and development of policy from work
- Significance of collaborations: interdisciplinary initiatives; major international collaborations; quality/profile of collaborators.
- Demonstrated engagement with end-users of your professional practice, including community, industry and government groups (e.g. Media comment, series of public lectures, outreach initiatives etc.)
- Leadership and innovation in the development of new procedures/techniques and extent of adoption by the profession, and industry

Evidence for professional practice **contribution** could include:

- Contributions to the development of learning and change in professional practice amongst students, the University, government or society
- Contributions to the development of reliable and valid professional practice assessment tools

- Impact innovations on the practice of others
- Contribution to mentoring and peer review of colleagues in professional practice.

Evidence for professional practice **academic leadership** could include:

- Capacity building through the support, mentoring and leadership of academic colleagues, helping them develop their professional profile and networks
- Leadership and innovation in the development of new procedures/techniques and extent of adoption by the profession and industry,
- Postgraduate supervisions
- Evidence of influencing School and University policies