Academic Appointment and Promotion Criteria
Discussion Paper

1. Introduction

This paper describes the proposed new academic career pathways and criteria at Edinburgh Napier University. It also details the process that will accompany this for all new appointments and promotions that will take effect at the beginning of 2015.

The career pathways and criteria have been developed to support the University Strategy 2020. This strategy expresses our vision to be ‘an enterprising and innovative community renowned internationally, with an unrivalled student learning experience’ underpinned by principles that include being ‘led by our academic priorities.’

Our strategy describes four strategic objectives for the period 2014 - 2020:

- To grow our academic reputation,
- To internationalise our work,
- To build innovation, enterprise and citizenship,
- To deliver an excellent personalised student experience.

To enable the strategy “We will be clear about our expectations of staff and ensure they have meaningful and challenging work and development opportunities. We will value, recognise and reward their contributions and achievement and empower them to innovate and take decisions, so that we are known as a great place to work.”

2. Background

The current academic criteria and process for appointments and promotions has been in place since 2008 and are as follows:

- **Promotion to: Senior Lecturer – ‘Reader’; and Senior Lecturer- ‘Senior Teaching Fellow’**: Historically, there have been a fixed number of central promotions, generally one of each type per year. In 2013, the restriction on numbers was removed and appointments were based on merit.

- **Application by existing Senior Lecturers for the title of ‘Reader’ or ‘Senior Teaching Fellow’**: These are merit based and allow existing Senior Lecturers to be assessed against the experience required for the use of each title.

- **Promotion to Professor (Level 1) or for Promotion to Professor (Levels 2 and 3)**: These are merit based promotions, based on set criteria. The Professorship panel look for a contribution which is outstanding and established when judged against the criteria listed in the Professor Role Profiles. Application is paper based and there is no interview process. External references are sought. There are three levels of Professor for each of the following categories:
  - Teaching and Scholarship
3. Work Undertaken to Date

In Academic Year 2013/14 a Working Group was established to oversee a review of promotion and progression within the University (ULT (13/14) 035), with an Academic Promotion and Progression subgroup comprising the following staff:

- Professor Alistair Sambell, Vice-Principal & Deputy Vice-Chancellor (Chair)
- Margaret Cook, Director of Human Resources & Development
- Mr Ian McIntosh, Dean of Faculty, Health, Life & Social Sciences
- Professor Alison McCleery, Lead of Research Strategy
- Professor John Ensor, Edinburgh Napier University Business School
- Professor Sandra Watson, Edinburgh Napier University Business School
- Professor Ben Paechter, Assistant Dean, Faculty of Engineering, Computing & Creative Industries
- Professor Anne Munro, Assistant Dean, Edinburgh Napier University Business School
- Professor Brian Webster, Assistant Dean, Faculty of Health, Life & Social Sciences
- Professor Paul Lynch, Professor of Critical Hospitality and Tourism
- Professor Mark Huxham, Professor of Teaching and Research in Environmental Biology
- Professor Jessie Kennedy, Director of Institute for Informatics and Digital Innovation
- Professor Robin MacPherson, Director Institute for Creative Industries
- Lee Conlan, Human Resources & Development

The new academic career pathways and criteria described in this paper have come out of the work this group. In February 2014 the University Leadership Team (ULT) endorsed the overall approach proposed, including the adoption of four distinct progression routes and the use of the ‘Associate Professor’ title for promoted academics at Grade 7. The full criteria was endorsed by ULT in July 2014. Minor amendments were subsequently incorporated into the version presented here in order to reflect final feedback from the working group and from ULT.

Following feedback the new academic career pathways and criteria will be presented to ULT on 03 December for approval and will be noted at Academic Board on 05 December.

4. Proposed Academic Career Pathways and Criteria (Appointment and Promotion Routes)

It is proposed there are four promotion routes based on academic achievement. Progression to Grade 7 will carry with it the new title of Associate Professor (for all of the four promotion routes). Progression to Grades 8 to 10 will carry with it the title Professor (levels 1 to 3). The four promotion routes are:

- Research
- Learning and Teaching
- Enterprise
- Professional Practice
The proposed criteria for each of the promotion routes are defined in terms of:

- **Esteem** [Academic Profile: recognition nationally and internationally. Public Engagement: press and media; events and exhibitions; public liaison]

- **Innovation** [Contribution to Knowledge: publication, presentation, performance or exhibitions. Impact: demonstrable influence on practice, performance, knowledge, products or public policy]

- **Contribution**: [Income Generation: grants, external funding, business growth. Institutional Citizenship: collaboration with colleagues, actively contributing to the successful operation of the university, committee and working group engagement]

- **Academic Leadership**: [Leadership: building formal and informal teams and communities of practice within the University. Successful Management: managing teams, projects and resources. Capacity Building: mentoring of staff, postgraduate research supervision, diversification of university activity]

The proposed criteria for each route are detailed within Appendix A and will apply to all levels (Grades 7 - 10). The level to which these criteria are required to be met will increase with Grade. Applicants would usually be expected to demonstrate some evidence against each of the specific criteria relevant to their chosen route, although promotions panels will exercise academic judgement as to the overall profile and level of achievement. Hence a lack of, or limited, evidence against one of the criteria may be compensated for by outstanding achievement against another of the criteria.

Applicants for promotion must apply within one of the four specific routes (Research, Learning & Teaching, Enterprise or Professional Practice), presenting evidence of achievement against the relevant criteria. If, exceptionally, an applicant feels that their achievements and profile can only be properly reflected by drawing on criteria from two of the routes (e.g. research and learning & teaching) then they may wish to make this case in the application. A covering note would be necessary, identifying which criteria from the chosen route are not being fully addressed and which alternative criteria (from the alternative route) are being used in substitution.

It is proposed that:

- Successful applicants must demonstrate clear evidence of sustained achievement at the appropriate level, together with an expectation of a continued achievement and academic leadership.

- Progression to higher grades is cumulative; for example applicants for Grade 8 should by implication demonstrate the attributes of Grade 7, while those at Grade 9 should demonstrate the achievements for Grade 8.

- Appointment panels considering applicants for Grade 8 will place an emphasis on an emerging international reputation and sustained excellent performance. Applicants for progression to Grade 9 should show considerable academic distinction and ongoing excellent performance with an established international reputation for academic leadership. Applicants for Grade 10 should demonstrate excellent academic distinction internationally.
with a leading reputation for shaping the relevant field of study.

- Applicants would normally apply for the next level above their current grade, for example building a track record of achievement at Associate Professor Level (Grade 7) prior to applying for Professor Level 1 (Grade 8). In exceptional circumstances however an application may be made directly to a higher grade.

5. **Academic Appointment and Promotions Process**

5.1 **Academic Appointment process**

For appointment of new staff with effect from 1 January 2015, it is proposed that:

- All new staff will be expected to fulfil the new criteria as defined for each role.

- All new staff appointed to a Grade 6 Lecturer post will deliver high quality, student centred teaching, underpinned by academic scholarship (research, knowledge exchange or professional practice) and are expected to hold a completed PhD/DBA (or equivalent) in their discipline. They are also expected to hold a completed PGCert/HEA membership.

- Any academic staff member who does not hold a completed PhD, but is in the ‘writing up phase’ would be appointed at Grade 5 and would not move onto Grade 6 until their PhD is completed.

- Any academic staff member who does not hold a completed PGCert/HEA membership would be appointed at Grade 5 and would not move onto Grade 6 until they have completed their PGCert/HEA membership.

- Should a School/Department have advertised and been unsuccessful/ been unable to attract sufficient applications from individuals holding PhDs then an exceptions process can be followed, which will involve providing a strong justification why the post should be filled without a PhD.

- The new appointment process should be underpinned by the University values and expected behaviours.

- Appropriate external references will be required to evaluate the application as a whole.

5.2 **Academic Promotion process**

It is proposed that for existing academic staff to be promoted and to move to a higher grade:

- Academic promotion will take place in April each year and will be based on achievement of the criteria as defined for each role (Appendix A), whilst desirable it will not be an essential requirement for an existing academic member of staff to have a PhD.

- Promotion will be by assessment of written evidence against the criteria as defined for each role.

- The promotion application paperwork required to be completed is detailed in Appendix B.
• Formal interviews will not be required for any route of academic promotion.
• The new promotions process should be underpinned by the University values and expected behaviours.
• The panel composition for promotion will be agreed by ULT.
• Appropriate external references will be required to evaluate the application as a whole. This is two external references for promotion to Grade 7 and three for promotion to Grade 8 and above. The University will take up one reference provided by the applicant and the other/s will be independent.
• There will be no appeal process in relation to academic judgement, however employees will be able to appeal on procedural irregularities.
• Whilst there is no restriction on the frequency with which an academic can apply for promotion, they must be able to demonstrate a track record of achievement or delivery against the full criteria.
• The promotion round will take place on an annual basis where the continual affordability and sustainability of the University is not affected by that decision. The University reserves the right not to run the scheme.
• Where the existing staff member does not match the defined criteria for the role, written feedback will be provided and this form part of a development plan as part of the PDR process, with outcomes and development needs clearly identified to support the person to meet the criteria in future.

6. Next Steps

Formal consultation with unions and staff: October - November 2014

Sign off by University Leadership Team: 3 December 2014

Proposed implementation stages:

• New appointment process 1 January 2015
• New promotions process 1 April 2015
• Existing Grade 7 staff can choose to apply for the award of the new title of Associate Professor 1 August 2015

Jo Clayton or behalf of Alistair Sambell, 28 October 2014
<table>
<thead>
<tr>
<th></th>
<th>Esteem</th>
<th>Innovation &amp; Impact</th>
<th>Contribution</th>
<th>Academic Leadership</th>
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<tr>
<td><strong>Associate Professor (Grade 7)</strong></td>
<td>Profile that demonstrates at least national standing and some international engagement.</td>
<td>Sustained record of outputs of international quality in terms of originality, significance and rigour.</td>
<td>Generation of external income.</td>
<td>Providing leadership and support to colleagues within the University, for example is Programme Leader of a major programme.</td>
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<td></td>
<td>Evidenced achievement against the criteria for Esteem, Innovation, Contribution and Academic Leadership.</td>
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<tr>
<td><strong>Professor Level 1 (Grade 8)</strong></td>
<td>Developing international reputation as a leader in the field.</td>
<td>Sustained track record of outputs of quality that are internationally excellent.</td>
<td>A track record of securing external funding and support for research activity (as Principal Investigator or key contributor). *</td>
<td>Reputation for supporting, mentoring and bringing on other members of staff in area of scholarship, including Early Career Researchers.</td>
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<td>Leadership positions or awards at national and increasingly international levels, for example, research or professional forums, national/international bodies.</td>
<td>Demonstrable impact of scholarship on users, for example: high citations and references to contribution, honours by external institutions, development and exploitation of intellectual property.</td>
<td>Track record of networking and collaboration within the university.</td>
<td>School or faculty level leadership and engagement with University wide groups, committees and projects.</td>
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<td>Raising profile of the University at the highest national or international levels (for example awards and invitations).</td>
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<td>Leadership in relation to management, support and development of postgraduate research students.</td>
<td>Responsibility for organising and deploying resources within area of responsibility.</td>
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<td>Professor Level 2 (Grade 9)</td>
<td>Esteem</td>
<td>Innovation &amp; Impact</td>
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| Considerable academic distinction and ongoing excellent performance with an established international reputation for academic leadership. | International distinction with high level awards and invitations.  
Evidence of international reputation as a leader in the field. | Work and outputs demonstrating high levels of impact in user groups and academic community. | An established track record of securing external funding and support for research activity (as Principal Investigator or key contributor).*  
An established track record of networking and collaboration groups within the university. | Influencing and shaping institutional policies and strategy and/or leadership of University wide projects, committees and initiatives.  
Substantial initiative in leading, developing and supporting colleagues and building of cross-institutional teams at national and possibly international levels.  
Responsibility for organising and deploying resources within large projects or area of work. |
| Professor Level 3 (Grade 10) | Excellent academic distinction internationally with a leading reputation for shaping the relevant field of study. | World leading reputation e.g. awards (e.g. prizes of international high order.  
Influencing national and/or international policy makers. | Evidence of reputation as an international leader in the field, with outputs that are world-leading in terms of originality, significance and rigour and work that has significant impact outside the University. | Sustained and substantial income generation track record.*  
Identifying new opportunities, initiating new and original solutions and approaches within the University. | Advising University Leadership on relevant policy matters and influencing institutional decisions.  
Creating sustainable teams of communities of practice in relevant area, including developing less experienced staff in leadership roles. |

*Funding level should be referenced to UK median for subject area (HESA data).*
## Criteria for Each Appointment and Promotion Route

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<tr>
<th>Research</th>
<th>Esteem</th>
<th>Innovation &amp; Impact</th>
<th>Contribution</th>
<th>Academic Leadership</th>
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<tr>
<td><strong>Evidence would be expected to include:</strong></td>
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<tr>
<td><strong>E1</strong> Indicators of standing in academic community such as: member/ fellow of professional and subject specific bodies and societies; awards and prizes; conference organising committees; editorial boards and editorships; prestigious visiting appointments; research degree examining; grant awarding committees; peer review of promotion applications.</td>
<td><strong>I1</strong> Track record of scholarly output which includes a significant contribution to at least 4 papers in the most recent 6 year period which are likely to achieve an average rating of 3* (REF equivalent, judged against current criteria), and with none of these below 2*. (A substantial monograph may substitute for two publications.)</td>
<td><strong>C1</strong> A sustained track record of securing external funding and support for research activity as Principal Investigator or key contributor.</td>
<td><strong>AL1</strong> Supporting, mentoring and bringing on other members of staff in research area, including Early Career Researchers, to build capacity and capability.</td>
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<td><strong>E2</strong> Dissemination of research findings at national and international level; invited keynote speaker at other UK universities and international conferences.</td>
<td><strong>I2</strong> Demonstrable growing impact of research on users, for example: high citations, honours by external institutions, references to work by others, recognised contribution to society and the economy; development and exploitation of intellectual property.</td>
<td><strong>C2</strong> Successful delivery of externally funded projects.</td>
<td><strong>AL2</strong> Successful supervision of postgraduate and doctoral students to completion.</td>
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<td><strong>E3</strong> Peer review of journal publications in a subject area and associated fields; Book proposals and grant applications for major national or international funding bodies; Chairing at national and international conferences.</td>
<td><strong>I3</strong> Leading the development of new programmes and activity built upon research, for example: Knowledge Exchange, Consultancy, CPD or postgraduate provision.</td>
<td><strong>C3</strong> Substantial record of networking and collaboration within the university.</td>
<td><strong>AL3</strong> Management of specific research projects with evidence of achieving deliverables.</td>
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<td><strong>C4</strong> Integrating research into teaching to enhance the student experience.</td>
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<td><strong>C5</strong> Leadership in the management, support and development of research students.</td>
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<td><strong>C6</strong> Serving on relevant school or faculty-level committees and groups within the University.</td>
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<tr>
<td>Learning &amp; Teaching</td>
<td>Esteem</td>
<td>Innovation &amp; Impact</td>
<td>Contribution</td>
<td>Academic Leadership</td>
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| **Evidence would be expected to include:** | **E1** Nationally recognised expertise on relevant aspect of learning and teaching in Higher Education with excellent reputation for contribution to improving student learning as evidenced through, for example, awards and prizes; membership of editorial boards and conference organising committees; visiting scholar and keynote invitations; external examining; national HE policy making forums.  
**E2** National or international external invitations in relation to learning, teaching and assessment developments, such as: QAA reviewer, professional body accreditation; external review events.  
**E3** Significant contribution to national networks to support disciplinary and/or generic improvements in the quality of learning and teaching.  
**E4** Dissemination of pedagogical initiatives at a national and international level. | **I1** Sustained record of high-quality outputs relating to pedagogic research and innovation at level of international excellence (including conference peer reviewed and journal publications or textbooks/textbook chapters).  
**I2** Sustained track-record of contribution to the enhancement of student learning via pedagogic innovation (e.g. in assessment, student engagement, work-related learning, online learning, student retention, graduate employability).  
**I3** Evidence of influence and impact in the subject group, school and externally.  
**I4** Engagement in, and leadership of, national initiatives to support disciplinary and/or generic improvements in the quality of learning and teaching (for example QAA or ILT enhancement networks). | **C1** Track-record of obtaining external funding for teaching-related research or the development of teaching, learning or assessment (e.g. JISC, HEA, SFC/HEFCE).  
**C2** Design and developing new programmes and curricula contributing to the sustained growth of the student population, new income streams and/or outstanding student feedback.  
**C3** Excellent standard of personal teaching performance at various levels, as evidenced by student feedback and/or peer review.  
**C4** Sustained and strategic engagement with student body (e.g. Students' Association) to enhance the student learning experience.  
**C5** Demonstrable influence on University learning and teaching practice with improvement in the student experience.  
**C6** Serving on relevant school or faculty-level committees and groups within the University. | **AL1** Mentoring and supporting academic and teaching-related staff.  
**AL2** Leading capacity building initiatives to enhance learning and teaching practice, including (for example) staff development.  
**AL3** Successful supervision of postgraduate research students in learning and teaching.  
**AL4** Successful track record of leading a team within the University.  
**AL5** Supporting others in the development of research into learning and teaching.  
**AL6** Major contribution to Subject/School or Faculty strategic planning or policy development.  
**AL7** Contribution to the University international profile through the leadership and development of educational partnerships. |
<table>
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<tr>
<th>Enterprise</th>
<th>Esteem</th>
<th>Innovation &amp; Impact</th>
<th>Contribution</th>
<th>Academic Leadership</th>
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<tr>
<td>Evidence would be expected to include:</td>
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<tr>
<td>E1 Record of success in knowledge transfer to demonstrably improve the performance of business, commerce or industry.</td>
<td>I1 Track record of relevant outputs at national and international level (journal papers, conferences publications, books).</td>
<td>C1 Track record of securing external funding leading to business growth and significant new (profitable) income streams for the University.</td>
<td>AL1 Successful delivery of enterprise-related projects.</td>
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<tr>
<td>E2 High standing in relevant national professional organisations.</td>
<td>I2 Development of new working relationships with business or other external partners for mutual benefit of the University and external organisation.</td>
<td>C2 Application of knowledge to improve public sector performance and quality of life by informing public policy and government and/or through partnership with the voluntary sector, or the cultural and heritage sector.</td>
<td>AL2 Leadership in the design and delivery of enterprise or “applied” projects, such as knowledge exchange with industry, consultancy services, training or CPD activities.</td>
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<tr>
<td>E3 Active relationships with external bodies or organisations, for example as invited advisory roles and membership of appropriate boards.</td>
<td>I3 Introduction of new partners to the University in line with strategic ambitions.</td>
<td>C3 Linking enterprise to the curricula, enhancing engagement of employers with students and the curricula and development of work-related opportunities for students.</td>
<td>AL3 Effective mentoring of colleagues, developing the skills base in enterprise activity.</td>
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<tr>
<td>E4 Contribution to the development of policies and practice in the relevant sector.</td>
<td>I4 Discoveries, inventions, patents or exploitation of Intellectual Property Rights that lead (or are likely to lead) to benefit for the University or society.</td>
<td>C4 Influencing and shaping University policy and process to ensure effective mechanisms are developed for enterprise activity.</td>
<td>AL4 Successful programme leadership.</td>
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<tr>
<td>E5 Major strategic contribution to enhancing the status of the University in enterprise and innovation.</td>
<td>I5 Leading contribution to the advancement of knowledge transfer at national or international level.</td>
<td>C5 Serving on relevant school or faculty-level committees and groups within the University.</td>
<td>AL5 Successful supervision of postgraduate research students.</td>
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<tr>
<td>E6 Raising the profile of the University through significant public events or communication of research results to external audiences and bodies.</td>
<td>I6 Establishing relevant networks or interest groups.</td>
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<td>AL6 Leading capacity building initiatives and staff development activity.</td>
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<td></td>
<td>I7 Communication of research results to the public or public bodies, leading to changes in practice/policy.</td>
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<td>AL7 Collaboration with, and influencing of, colleagues within the University in the development of enterprise activity.</td>
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<tr>
<td>Professional Practice</td>
<td>Esteem</td>
<td>Innovation &amp; Impact</td>
<td>Contribution</td>
<td>Academic Leadership</td>
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<td><strong>Evidence would be expected to include:</strong></td>
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<tr>
<td>E1 Indicators of standing in the professional community such as: membership or fellowship of professional or subject specific bodies or learned societies; awards and prizes; conference organising committees; editorial boards, grant awarding committees prestigious visiting appointments; consultant or advisor to government or professional bodies at national or international level.</td>
<td>I1 Track record of high quality relevant outputs at national or international level (peer reviewed journal papers, conferences publications, books/chapters, creative works, performances).</td>
<td>C1 Generation of external funding for scholarly work.</td>
<td>AL1 Leadership and mentoring of colleagues in developing professional networks, activities and profile.</td>
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<tr>
<td>E2 Excellent reputation as an intellectual leader within the relevant profession as evidenced by: awards, invited talks, appointment as external expert; service on advisory boards, national and international organisations and agencies; contribution to policy development or implementation.</td>
<td>I2 Other forms of externally recognised professional practice of a standing equivalent to regular publication of original research.</td>
<td>C2 Evidence of influencing policy or practice within the discipline external to Higher Education.</td>
<td>AL2 Successful programme leadership.</td>
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<tr>
<td>E3 Raising the profile of the University through significant public events or communication of research results to external audiences and bodies.</td>
<td>I3 Evidence of changing professional practice or thinking within the profession, including beyond the education sector.</td>
<td>C3 Demonstrable commitment to public engagement.</td>
<td>AL3 Effective engagement with and mentoring of, colleagues.</td>
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<td>I4 Influence on national policy debates within the field.</td>
<td>C4 Linking professional practice to the curricula, enhancing engagement of employers with students and the curricula.</td>
<td>AL4 Influencing strategy and policy development within the School or wider University.</td>
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<td> </td>
<td>I5 Development of new working relationships with external partners for the mutual benefit of the University and partners.</td>
<td>C5 Development of practice related, work based or volunteering opportunities for students.</td>
<td>AL5 Track record of successful supervision of postgraduate research students or students for professional qualifications.</td>
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<td>I6 Developing new ways of engaging students in professional practice, through innovative curricula design or teaching.</td>
<td>C6 Influencing and shaping University policy and practice to enhance engagement with external communities and practitioners.</td>
<td>AL6 Leading capacity building initiatives and staff development activity and evidence of continuous improvement of training programmes.</td>
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<td> </td>
<td>I7 Developing new ways of engaging students in professional practice, through innovative curricula design or teaching.</td>
<td>C7 Collaboration with, and influencing of, colleagues within the University in the development of professional activities.</td>
<td>AL7 Leadership in embedding and implementing evidence based practice in the professional discipline.</td>
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Appendix B: Applying for Academic Promotion

- You should **complete the form below**, highlighting within it the evidence you wish to use to demonstrate how you meet the promotion criteria. Please give specific examples against each of the criteria (E1, C1 etc.) that are relevant for your route.

- You should also attach a full, **up to date CV** that includes your publication list. Recent publications should be available on the University’s Research Repository prior to submission of your application.

- You are asked to provide details of **three external referees**, of national/international standing, who can comment upon your work. The University will take up two external references for promotion to Grade 7 and three for promotion to Grade 8 and above. The University will take up one reference provided by you, and the other/s will be independent.

- Your application should be submitted electronically (details of submission process and date will be included in the annual call for promotion applications).

- A senior manager who is familiar with your work (typically your Head of School) will be asked to provide a statement to verify your submission. Hence it is recommended that you discuss your application with your Head of School prior to submission.

**Check list submission**

- **Completed form matching evidence to criteria for chosen route?**

- **Included names of three external referees?**

- **Attached a CV including full publication list?**

- **Recent publications available on University repository?**

- **Discussed application with Head of School?**
Draft Application Form for Academic Promotion

Name/title:

School:

Route: Research/Learning and Teaching/Enterprise/Professional Practice (please delete accordingly)

Level: Associate Professor (Grade 7)/Professor Level 1 (Grade 8)/Professor Level 2 (Grade 9)/Professor Level 3 (Grade 10) (please delete accordingly)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
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<tbody>
<tr>
<td><strong>Esteem</strong></td>
<td>• E1 Please identify evidence and expand form as necessary</td>
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<td>• E2</td>
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<td>• E3 etc.</td>
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<tr>
<td><strong>Innovation</strong></td>
<td>• I1</td>
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<td>• I2</td>
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<td>• I3 etc.</td>
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<tr>
<td><strong>Contribution</strong></td>
<td>• C1</td>
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<tr>
<td></td>
<td>• C2</td>
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<td></td>
<td>• C3 etc.</td>
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<tr>
<td><strong>Academic Leadership</strong></td>
<td>• AL1</td>
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<td>• AL2</td>
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<td>• AL3 etc.</td>
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Referees

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<th>Referee 1</th>
<th>Referee 2</th>
<th>Referee 3</th>
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<tbody>
<tr>
<td>Name</td>
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Email

Email

Telephone

Telephone

Referee 1

Referee 2

Referee 3

Name

Name

Name

Relationship to Applicant

Relationship to Applicant

Relationship to Applicant

Address

Email

Telephone

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