

Academic Promotion Guidelines 2024

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1. Introduction

This document describes the process and provides additional guidance on the promotions framework at Queen Mary University of London.

The Guidelines cover all stages of the process for academic applicants, for Heads of School/Institute Directors and for all promotion panels.

2. Overarching Principles

The annual Academic Promotion process provides academic staff with an opportunity to progress in their careers. The expectation for successful progression is that the applicant provides evidence of their contribution to the university, in line with the Academic Careers Framework and Queen Mary Values, at the level for which they are applying. All academic staff will be notified when the promotion round is taking place.

In exceptional circumstances applicants may, at the discretion of the Principal, be considered for promotion at times other than the annual promotion round.

The process is one of **self-application** by an eligible member of staff. There is no requirement for prior approval or nomination by the line manager or another senior member of staff for an application. Ultimately the decisions on whether someone meets the criteria for promotion will be made by the promotion panels by reference to the Academic Careers Framework.

All staff should discuss career progression and application for promotion on an ongoing basis at appraisal or probation meetings. Discussions during such meetings should be documented and this information may be used by the applicant in their promotion application if desired.

Queen Mary policy is for all Lecturers to have a formal review of their 'readiness for promotion' within 3 years after the date of their appointment, and all Senior Lecturers and Readers within 5 years following their previous promotion.

The Academic Promotion round will be conducted in accordance with Queen Mary's policies on Equality, Diversity & Inclusion which can be found at: <http://hr.qmul.ac.uk/equality/>

These Academic Promotion guidelines and the evidence/examples set out in the Academic Careers Framework document are underpinned by the Queen Mary Values which are set out at: <https://www.qmul.ac.uk/strategy-2030/> and examples included in [Our Values in Action](#).

These guidelines also reflect that Queen Mary is a signatory of the San Francisco Declaration on Research Assessment (DORA). DORA promotes the responsible use of metrics when measuring and evaluating research and encourages assessment of research on its own merits rather than on the basis of the journal in which it is published.

When making an application for promotion, or when considering applications, Queen Mary emphasises quality over quantity; promotion does not depend purely on metrics such as grant income or citation numbers that might penalise those who are advancing fields not yet fully appreciated by the wider research community.

Queen Mary ensures consistency of approach in panel decisions by the following measures:

- ❖ Introducing Inclusion e-learning (training in equality, diversity and inclusion, tackling barriers and unconscious bias) is a requirement for all panel members and decision-makers involved in the process before their attendance on panel meetings and on a two-yearly basis.
- ❖ There is a consistency of practice across all Schools/Institutes in relation to which office-holders serve on promotion panels;
- ❖ Mandatory briefing sessions are provided to all promotion panel members on the academic promotion guidelines and criteria before attendance on panels.
- ❖ Briefing sessions are offered to academic staff who wish to apply for promotion so that they understand the criteria and how best to prepare their applications.

In order to ensure fairness and inclusion in the promotion process (and support the emphasis of promotion being on quality/ability), a full list of all eligible individuals in the School/Institute will be provided by Human Resources to the Head of School/Institute Director, at the launch of the annual process, to:

- ❖ identify any potential cases for promotion and make contact with those individuals;
- ❖ provide encouragement to those who have the ability but have not yet applied.

3. Eligibility

Academic Staff are eligible to make an application for Promotion in 2023/2024 if they:

- ❖ have one year's continuous employment on 31 December 2023 and
- ❖ have successfully completed the previous academic year's annual appraisal/probationary review and
- ❖ have completed the following core mandatory training modules by Wednesday 31 January 2024:
 1. Introducing Inclusion
 2. Safeguarding Essentials (for those in student-facing roles)

Queen Mary may also confer the title of Professor or Reader on a consultant in the NHS who is not directly employed by Queen Mary but who:

- ❖ is in full-time practice as a consultant or has equivalent status in the NHS;
- ❖ is undertaking for Queen Mary, as a regular commitment, a substantial amount of teaching for degrees, diplomas and/or certificates of the University;
- ❖ is substantially involved in research and has access to adequate facilities and staff to ensure the ongoing maintenance of research interests; and
- ❖ has status, rights and privileges in Queen Mary equivalent to academic members of staff.

4. Evidence to support application

Areas of Contribution

The work of academic staff covers the following **Areas of Contribution** and typically three of these should be submitted as narratives to form the basis for a promotion application at Queen Mary. Further Areas of Contribution may also be included as narratives in the application. The Areas of Contribution should align with the applicant's academic career path as detailed below. The Areas of Contribution are summarised below and full details are in the Academic Careers Framework.

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- ❖ **Education:** This area encompasses activities of teaching delivery, module/programme and short course development and course/learning design. It also includes activities related to student support, including personal tutoring, employability and entrepreneurial initiatives to support student learning.
- ❖ **Research:** Research activity covers all aspects of the creation and application of new knowledge, however that manifests itself within your discipline. It is defined within the intellectual framework relevant to each Faculty that may be interdisciplinary, multi-disciplinary or discipline-specific. Assessing the value and integrity of research is relevant to the expertise, knowledge and understanding each academic contributes to their field. The value of research can be measured by the quality and impact of research outputs. It is not the volume of output that is assessed; it is the contribution, creativity or impact the research output represents on society, the economy, industry, government or public policy.
- ❖ **Scholarship:** Scholarship includes publishing the outcomes of any pedagogical work in outlets of appropriate standing and influence, leading and contributing to bids for funding for student experience and education, or other scholarship activities in line with the overall strategy of the School/Institute and Faculty.
- ❖ **Citizenship & Inclusion:** This covers activities in line with [Our Values in Action](#) which enable the University to achieve the 2030 Strategy, support others to achieve their goals, and develop the University community. These may include: mentoring within your School/Institute or Faculty; serving on School/Institute, Faculty or University committees; contributing to policy development; involvement in, or leadership of, culture change within a discipline or team; promoting equality, diversity and inclusion for staff and/or students; and leading School, Faculty or University strategic activity.
- ❖ **Enterprise & External Engagement:** This covers externally facing activities, including knowledge exchange, public engagement and enterprise, and advocacy for Queen Mary's work and Values. It includes contributions to public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice. It encompasses creation of partnerships with other organisations (commercial and non-commercial), leadership in societal engagement and demonstrating research impact beyond academia. Enterprise activity covers engagement and income-generating activity with business, the public sector and the third sector on research, policy-making, executive education and professional development to create social, cultural and economic impact through knowledge exchange. Additionally, this category may include working to influence the higher education agenda in a specific disciplinary area, or more generally, and using scholarship to engage in a range of activities that influence and impact on society, economy, industry, government or public policy.
- ❖ **Professional Practice:** This area covers continuous development and maintaining a national (and international, if appropriate) reputation in the field of practice, maintaining

an in-depth technical knowledge of, and an up-to-date understanding of, developments affecting the practice of the profession, offering consultancy or policy advice to public or regulatory bodies and holding advisory board membership of professional organisations.

An applicant must demonstrate **sustained excellence** in the submitted areas of contribution and it is usual that this will be in at least three of the areas described above. The focus of an academic's role will be reflected in a formal designation i.e. Teaching and Scholarship (T&S), Teaching and Research (T&R), or Teaching and Professional Practice (T&PP).

It is expected that all applicants provide evidence of their contribution in Education and also provide evidence in the area that aligns to their designation/career path – either Research, Scholarship, or Professional Practice.

Enterprise and External Engagement ideally should be an area of contribution if the role is predominantly focussed on leading research partnerships or education outreach activities. It is recognised that the opportunities for doing so may vary by discipline.

All applicants should demonstrate their Citizenship and Inclusion within Queen Mary, by reference to the University Values and their activity within the Citizenship and Inclusion Area of Contribution as set out in the Academic Careers Framework.

Promotion decisions are based on a review by panel members of the written evidence presented to them. It is the responsibility of the applicant to demonstrate that they meet the promotion criteria set out in the Academic Careers Framework. The emphasis is on the quality of contribution, alignment with Strategy 2030 and our Values, and not on “time served”.

The contributions that are considered are only those made since the applicant's last appointment/promotion at Queen Mary.

Promotion is awarded for excellence in delivery, development and leadership at the level of academic role that is being applied for, as set out in the Academic Careers Framework.

Through the Queen Mary Performance & Development Appraisal Scheme (and Joint Clinical Appraisals where applicable), it is expected that all staff should be kept aware of:

- ❖ the standards necessary to achieve advancement or promotion,
- ❖ the extent to which progress towards those standards has been achieved, and
- ❖ the help which will be provided to assist that progress.

Types of Contribution

Within each of their chosen Areas of Contribution, applicants are expected to show their excellence in the following aspects:

- ❖ **Excellence in Delivery:** these are the outputs that an academic is expected to deliver as a core part of their job.
- ❖ **Excellence in Development:** those activities that an academic is engaged with which may not lead to an immediate, short-term output but will, in the longer term, enrich the quality and scope of the discipline as well as the experience of students and colleagues.

- ❖ **Excellence in Leadership:** the activities that denote the achievement of a widening sphere of influence. These are demonstrably aligned to our Values, and are likely to include: guiding and mentoring/coaching others; shaping and influencing the direction and agendas within their discipline, leading educational activities in the School/Institute, Faculty or the university; shaping and influencing wider societal agendas.

The examples of evidence in each Area of Contribution are not necessarily an exhaustive list, but intended to illustrate excellence for each level of role. The framework indicates activity areas, not academic standards. The specific academic standards of excellence are determined by the academic discipline, School/Institute and/or Faculty.

The UK Professional Standards Framework

Evidence of activities described within the UK Professional Standards Framework are also expected for promotion, with an accreditation in recognition of teaching expertise at least equivalent to Higher Education Academy Fellow, either achieved at the time of the promotion application submission, or evidence of progress towards achieving this within an agreed timeframe has been clearly set out in the promotion application.

Application for a professorial appointment is strengthened by the equivalent of the level of Higher Education Academy Senior Fellow as a minimum. If the promotion is based on activities in the areas of both Education and Scholarship, then the academic is expected to be working towards Higher Education Academy Principal Fellow.

Role of Head of School/Institute Director

The role of the Head/Director relative to the development and promotion of their people extends beyond the completion of the relevant forms as part of an individual's application.

A meeting should take place between a person considering making an application for promotion and their Head/Director in order to understand the extent to which they are (or are not yet) ready for promotion. A discussion with a mentor in the School/Institute or another colleague close to their specialty may also be appropriate. The Head/Director should ensure fair, inclusive, supportive and honest conversations take place.

In order to ensure fairness and inclusion in the promotion process (and support the emphasis of promotion being on quality/ability), the full list of all eligible individuals in the School/Institute, provided by Human Resources, will be considered by the Head of School/Institute Director to:

- ❖ identify any potential cases for promotion and make contact with those individuals
- ❖ provide encouragement to those who have the ability but have not yet applied.

5. Application Process

Guidance for Applicants

It is strongly advised that all applicants considering an application for promotion seek advice regarding their application prior to submission. These discussions should occur ideally with the Head of School/Institute Director and/or a senior academic such as their direct line-manager, mentor or other senior colleague.

An application will be considered through the process outlined below even if the applicant does not seek advice from senior staff.

Each applicant should submit an Application for Promotion document to their Head of School/Institute Director. The application document includes:

- ❖ an applicant statement where individuals provide evidence to support their application
- ❖ a CV template (*which must be adhered to*)

The applicant may also wish to submit a confidential Personal Circumstances Statement to Human Resources – further details are on page 7 of these guidelines.

Applicants are permitted 500 words per area of contribution. This word allocation can be distributed unevenly between areas if the applicant wishes to expand one area more than another. For example if an applicant decides to apply on the basis of three areas such as Research, Education and Citizenship then a total allocation of 1500 words is available that can be allocated to each area as the applicant sees fit.

You may also want to include information from your appraisal in support of your academic promotion. If so, please copy/paste any relevant information into your application as part of the 1500 word count.

No other documentation such as references, sample publications or additional attachments should be provided.

Applicant's Statement

Applicants are advised to prepare their evidence in the context of the other documentation making up their application and to avoid unnecessary repetition.

The Applicant's Statement is the opportunity to focus on their particular achievements and contribution since appointment to their current role or their last promotion. Applicants must provide evidence to demonstrate how they meet the criteria for the level to which they wish to obtain promotion, with emphasis on the quality and excellence of delivery, development and leadership as set out in the Academic Careers Framework. For a promotion to be successful it is expected that contributions will have been sustained at a high level over a number of years. (For recognition of one off activities that go above and beyond expectations of a role within the last year, the Staff Bonus Scheme would be more appropriate.)

Promotion decisions will be based on a review, by the panel members, of the written evidence that has been presented to them by each applicant.

In presenting an application, the applicant should allow for the assessment being made by an inter-disciplinary team and therefore should avoid using abbreviations and explain anything that might be unclear to the reader, such as specific indicators of excellence in the discipline.

The application form is designed to encourage the submission of evidence in a narrative form. There is a series of free text boxes titled Narrative 1, 2, etc. These enable the applicant to present their evidence in a way that causes minimal break-up of the flow of their account. Underneath each narrative box you are asked to specify which Area of Contribution the

narrative relates to. Within each narrative, please also indicate the type(s) of contribution (excellence in delivery, development and leadership) that is being evidenced.

There may be occasions when a narrative supports more than one Area of Contribution. There is space under each Narrative to provide a brief commentary on any further Areas of Contribution that are relevant.

Applicant's CV

Applicants are required to submit their CV as part of their application. The template CV included in the application form enables applicants to provide as complete a case as possible. Applicants will not be disadvantaged if, due to the academic discipline in which they operate, some areas of the template remain blank: if there is no relevant entry to be made under a heading or sub-heading, indicate a 'Nil' return.

Your CV should be no more than ten sides of A4, excluding publications and summary of Research Grants. It should be presented in Arial, font size 11 with single spacing and should adhere to the format in the application form. To ensure equity, applicants are expected to adhere to these guidelines. The consistent presentation of information is also helpful to panel members when reviewing cases. Candidates will therefore be asked to resubmit their CV if not presented within these guidelines. **Failure to provide a document that adheres to these guidelines would result in the application not being taken forward for consideration.**

In completing the CV, applicants may find it helpful to refer to the examples of evidence in the Academic Careers Framework. However, it is not expected that you should present all the types of evidence listed for your selected categories.

Personal Circumstances

The University recognises that some individuals may have specific personal circumstances that may have affected or continue to affect their ability to contribute, whether by reduction in the volume or range of activities that they were/are able to undertake, or in other ways.

Circumstances that may be taken into account include:

- Absences on maternity, paternity, adoption or shared parental leave
- Periods of part time or other flexible working
- Breaks in employment due to non-consecutive fixed-term contracts
- Disability, injury or ill health (permanent or temporary)
- Absence from work whilst acting as a carer or undertaking domestic responsibilities
- Absence due to ill-health or injury
- Career breaks unconnected with academic responsibilities
- Substantive absences that the university is legally obliged to permit (including involvement as a representative of the workforce or for religious observance)
- Agreed special leave of absence on secondment to other organisations
- Impact of widescale national/international events such as a pandemic e.g. COVID-19
- Other personal circumstances having comparable impact on an individual's achievements to those listed above.

Individuals who feel that such information needs to be taken into account in assessing their contribution should declare it on the Personal Circumstances Statement and submit this to the

Reward & Benefits team at the time they make their application to their Head of School/Institute Director.

Any personal information that is declared will remain confidential and will only be shared with the Personal Circumstances Panel. Information on the **impact of the circumstances** on the applicant's areas of contribution that they set out in the Personal Circumstances Statement may however be shared with the promotion panels. Advice on declaring personal circumstances is available from the Human Resources team.

Individuals are not obliged to declare any circumstances on the Personal Circumstances Statement if they do not wish to. However, if not declared, such matters cannot be introduced at a later stage in the process, including in any subsequent appeal against the decision of the Promotion Panel or the Academic Promotions Group.

A Personal Circumstances Panel, chaired by a Vice Principal and including a representative from Human Resources and two senior members of the academic staff will meet to consider the personal circumstances, in order to be able to provide appropriate feedback to the promotion panels on the impact that the circumstances may have had on the applicant's contribution. Individuals who have declared that they have personal circumstances may be invited to attend the meeting, in order to help the panel understand the impact in more detail.

The Personal Circumstances Panel will assess the impact on their normal work activities as a result of the circumstances involved. A summary of the impact will be provided to the School/Institute Group and Faculty Promotion Panel by Human Resources. No details of the specific personal circumstances will be provided to the Promotion Panels.

The Promotion Panels will take the impact into consideration when deciding the effect this may have had on their contribution, with the aim of calibrating their usual expectations of what should have been achieved during a specific period. The standards and quality of the contribution expected for promotion will still need to be present.

School/Institute Promotion Group Meeting

The School/Institute Promotion Group is a meeting of senior academics. It is chaired by the Head of School/Institute Director and include the Deputy Head (or equivalents up to no more than three individuals) and an appropriate number of senior staff in the School/Institute proportionate to its size and management structure (typically including the Lead for Academic Development, the Academic Leads for Education and Research, and the School/Institute Manager).

The Head of School/Institute Director should ensure, as best as possible, that the panel is appropriately representative and inclusive. This includes having a panel membership with mixed-gender composition and, where possible, panel members of diverse ethnic and academic backgrounds at a suitably senior academic level.

Panel members should declare any conflict of interest for the candidates under consideration. Where there is a conflict of interest between a panel member and an applicant, the decision will be made by the remaining panel members and the relevant member will absent themselves from the meeting whilst the application is discussed.

This Group should meet **at least 1 week** prior to the deadline for Heads/Directors to submit all completed applications to the HR Reward & Benefits team, to allow time for completion of the Statements and their review by panel members. At this meeting the Chair will need to complete the Promotion Group meeting pro forma (in the appendix).

Each School/Institute Promotion Group should consider all applications in order of seniority beginning with the applications for Senior Lecturer, followed by Reader and then Professor. The Group should be able to form an evaluation of the case with analytical as well as purely factual input, together with clear evidence to support statements under each section.

In rare circumstances, the Head/Director can seek further information from the applicant or other staff relevant to the application. Where this is required and additional information is provided, the Head/Director should seek comment/views from fellow Group members prior to completion of the final statement. The seeking of any additional information should also be declared to the applicant to enable them to comment in their applicant response.

Head of School/Institute Director Statement

From the group discussions, the Head/Director should formulate a statement on behalf of the Group that explains the decision to support or not the application. This statement (maximum 200 words) should make appropriate references to where the applicant has met (or not met) the standards of excellence set out in the Academic Careers Framework. It will be shared with the Group prior to submission to enable collective agreement.

The case for promotion or award of title is based on the standards of excellence in the relevant Areas of Contribution and in line with the University Values. The examples of the evidence of excellence in these areas are set out in the Academic Careers Framework. In preparing a statement, Heads/Directors may also find it helpful to use any additional guidance or standards that are specific to their School/Institute or Faculty. In completing the form the Head/Director should provide a short commentary against the relevant Areas of Contribution, and evaluate each particular Area of Contribution as: "not met", "partially met", or "met". All decisions should be formulated during the School/Institute Promotion Group meeting. The outcome for each Area of Contribution should be discussed and final collective decision made.

It is the Head/Director's responsibility to take the internal and external advice necessary to ensure they are able to make an informed statement. Where the Head/Director identifies a conflict of interest between themselves and the applicant, they must nominate another senior member of staff within the School/Institute to lead completion of the statement.

A Head/Director should be happy to share the evaluation with the applicant, because the final application document, including Head/Director commentary, will be sent to the applicant by the Reward & Benefits team following submission. It is important that informal discussions with potential applicants and the written statement complement each other; substantial differences between these may compromise the credibility and perceived fairness of the overall process.

Heads/Directors should also recognise that their recommendations on behalf of the School/Institute Promotion Group will have significant influence with the Faculty Panel.

The Framework is there to inform and guide. It is the responsibility of Heads/Directors and Faculty Panels to exercise their best judgement and ensure decisions are fair. The check-boxes on the form are there to crystallize or summarise assessments of evidence. The exercise

is designed to be a systematic exercise of judgement, and such tools for assessment are there to help ensure consistency in approach.

If an academic applicant has not provided sufficient evidence to demonstrate sustained excellence in delivery, development and leadership at the appropriate level, in a minimum of three of the areas of contribution (as indicated in section 4), they would not normally be considered for promotion.

The School/Institute Promotion Group should bear in mind that members of the Faculty Promotion Panel and Academic Promotions Group may not be entirely familiar with the sort of profile expected of a promoted person in the subject area. It is therefore essential to provide appropriate subject-specific knowledge and context including the norms for publication (e.g. types of publication rated highly, norms expected in terms of quality/numbers, the place of joint research, the availability of research funds, etc.).

It is also important to calibrate the expectations based on each applicant's contractual working hours and/or (for those with clinical responsibilities) their work plan.

The completed Applications for Promotion together with the Head of School/Institute Director Statements for each applicant and the School/Institute Group Meeting Pro Forma will be forwarded by the Head/Director to the the HR Reward & Benefits team in order that papers may be collated and circulated to the Faculty Panel. Should the documentation be incomplete this will be returned to the Head/Director for completion.

Applicant's Response

A copy of the final statement will be provided to each applicant to allow those who wish to respond to any comments via an Applicant Response for the Faculty Panel.

The applicant may also at this stage raise any concerns regarding the composition of the School/Institute Promotion Group, such as any individual conflicts of interest.

If applicants wish to make an Applicant Response, this should be provided to the HR Reward & Benefits team at least two weeks before the Faculty Panel Meeting and on no more than 1 A4 page with a minimum of 2 cm margins in Arial font and 11pt.

Providing External Referees

For applications requiring further consideration for the title of Professor, the Head of School/Institute Director will be asked to provide contact details for at least six possible external experts who could provide an opinion on each individual case for promotion.

An applicant may be asked to provide details of two experts in their field, neither of whom should have substantive recent collaborations with the applicant (including joint publications or research grants), or have a personal/familial relationship with them. The Head of School/Institute Director will then add the contact details for a further four experts. For applications with a Research component at least 1 international expert should be sought.

Applicants should not approach anyone they think might act as an external expert in relation to their application for promotion.

6. Promotion Panel Process

Faculty Panel Composition

Each panel is chaired by the Faculty Vice Principal (or their Deputy) and made up of Deans for Research, International/Global Engagement and Education, and Heads of Schools/Institute Directors (or individuals with delegated authority) within that Faculty. In addition, each panel will include an Equality, Diversity & Inclusion representative (ideally either the Faculty Academic Lead for EDI or one of the University's Equality, Diversity & Inclusion team) and ideally a Head of School or Institute Director from another Faculty (for cross-faculty calibration).

Panel Chair should ensure, as best as possible, that the panel is appropriately representative and inclusive. This includes a panel membership with a mixed-gender composition and, where possible, panel members of diverse ethnic and academic backgrounds at a suitably senior level. The membership of the Panel will be detailed in the Faculty Panel minutes. The Equality, Diversity & Inclusion representative and the Head of School/Institute Director from the other Faculty will be invited to make their observations during and/or at the end of the meeting.

Each Head/Director will present the applications from staff within their School/Institute or equivalent. The Panel will discuss the applications against the criteria for promotion and will agree their recommendations as a group.

Where the applications for consideration are numerous, the panel may choose to meet on more than one occasion.

The Equality, Diversity & Inclusion representative will attend as an observer and has the remit to provide their observations on the process with respect to the University's commitment to equality, diversity and inclusion. A summary of their observations are minuted. Any issues raised are documented and any immediate actions that are required to mitigate or resolve issues will be actioned as far as possible during the meeting. The role of the Equality, Diversity & Inclusion observer does not include involvement in the decision-making process.

In addition, the Faculty Strategic HR Partner and member(s) of the Reward & Benefits team would normally attend, to provide advice and support to the process, and the Reward & Benefits Administrator (or other administrator) attends to take minutes.

Faculty Panel Application Considerations

At the start of each panel meeting, a summary of any actions that have arisen from the previous year's academic promotions meeting are reported. The panel also review summary statistics of applicants and success rates from the previous years with respect to gender, ethnicity, and career path (i.e. T&S, T&R, T&PP) to identify any potential issues of equity. These statistics are provided by Human Resources prior to the meeting. Any potential actions required from this review or related to equality, diversity and inclusion issues from the previous year's meeting will be discussed by the Panel and minuted by the Administrator.

At the start of the Panel meeting, each Head of School/Institute Director will be asked to summarise the information provided in the School/Institute Promotion Group Meeting Pro Forma and provide detail regarding both the number of eligible applicants versus number

applied. The aim is to ensure that all Schools/Institutes have adhered to the promotion guidelines and that equity of process has occurred across the Faculty.

Each Head/Director will also be asked to present all of the applications (**whether supported or not**) from their School/Institute commencing with applications for Senior Lecturer. All Senior Lecturer applications are considered first, with each Head/Director presenting applications from their School/Institute in turn.

Once all applications for Senior Lecturer have been considered, the Chair will summarise decisions overall for each School/Institute and undertake a final assessment of equity across the Faculty before progressing to consider the applications for Reader and repeating the above process. Once complete, the whole process will be repeated for applications for Professor.

If the number of applications for consideration is substantial, a panel can reconvene on more than one occasion. The aim should be for applications for a particular level to be considered at the same meeting, e.g., Senior Lecturer applications considered at the same meeting.

For each applicant, a short summary of the decision and reason will be made, entitled **Summary Faculty Panel Applicant Outcome Statement**.

Panels operate in line with our Values and according to the principles of:

- ❖ Fairness
- ❖ Equal opportunity
- ❖ Transparency (e.g. in declarations of interest)
- ❖ Appropriate discretion

Decisions on promotion are based on an objective review by panel members of the written evidence presented to them to determine whether, in light of the evidence, the criteria for promotion have been met as set out in the Academic Careers Framework. The Panel may take into consideration other data in order to be satisfied the documentation does not contain any inaccuracies.

Since the applicant has responsibility to demonstrate they meet the requirements for promotion by providing evidence against relevant sections of the Academic Careers Framework, Panels will make judgements about promotion based on the documentation presented to them. Where evidence is not provided by the applicant, a promotion should not be recommended. If there is a conflict of interest between a panel member and an applicant, the decision will be made by the remaining panel members and the relevant member will absent themselves from the meeting whilst the application is discussed.

Faculty Panels will be held in accordance with the timetable set out in section 9.

Faculty Panels agree which applications are supported within the Faculty to go forward for consideration by the Academic Promotions Group, where university-wide issues of equity and comparability will be considered. In the instances where there is uncertainty regarding whether the level of contribution is sufficient for promotion to Reader or Professor the default decision is that the promotion does not proceed on this occasion.

After the Faculty Panels have met all applicants will be contacted by the HR Reward & Benefits team on behalf of the Faculty Vice Principal and the Head of School/Institute Director to confirm the status of their application.

In the case of applications not supported by the Faculty Panel, these are deemed unsuccessful, and do not proceed further. The relevant Head of School/Institute Director will discuss with these applicants why they have been unsuccessful and advise on career development as appropriate. Applicants should be provided with specific evidence-based feedback by the Head of School/Institute Director, based on the standards of excellence in the Academic Careers Framework. This meeting should take place as soon as possible after the written outcome (ideally no later than 2 weeks after the written outcome).

All unsuccessful applicants receive a statement in the written outcome from the Reward & Benefits team, on behalf of the Faculty Vice Principal, which summarises the panel decision. This statement sets out why the application was not supported by the Faculty Panel.

After receipt of the written statement and the feedback from the Head of School/Institute Director, the applicant may wish to seek a further meeting(s) to discuss career development with their Faculty Vice Principal and/or School Head/Institute Director and/or Line Manager.

Seeking External Expert References

For those applications requiring further consideration for the conferment of title of Professor, the relevant Head of School/Institute Director will provide contact details for at least six external experts who could provide an opinion on each individual case for promotion.

The Faculty Vice Principal is asked to prioritise these external experts for obtaining references and then, on behalf of the Faculty Vice Principal, the Reward & Benefits team will seek confidential opinions on the case for promotion from at least three of the external experts, one of whom should normally be from another UK University and (for Research) one of whom should be from an overseas institution. For Teaching and Scholarship applicants, three external opinions are still required but there is no requirement for an overseas expert opinion.

Experts should be academics of appropriate standing and able to give an objective, impartial opinion of the applicant's contribution.

External experts are provided with the Applicant's Statement and CV, but not the Head of School/Institute Director's statement

Academic Promotions Group

Once all external expert opinions have been received and collated the Academic Promotions Group is convened, in accordance with the timetable, to consider all remaining applications.

Membership of the Academic Promotions Group usually includes (where available):

- Principal
- Vice Principal - Health
- Vice Principal - Humanities & Social Sciences
- Vice Principal - Science & Engineering
- Vice Principal - Education
- Vice Principal - Research & Innovation
- Vice Principal - Policy & Strategic Partnerships, or Vice Principal - International
- Vice Principal - People, Culture and Inclusion

Where there is less than 50% gender equity, a senior academic (Head of School/Institute Director or equivalent) may be invited to attend the Group meeting in order to represent the minority gender. The Group will seek to have representation from senior staff of black/ethnic minority background at a suitably senior level, as far as is reasonably practicable. In addition, member(s) of the Reward & Benefits team would normally attend to advise on process. The Reward & Benefits Administrator (or other administrator) attends to take minutes.

The Academic Promotions Group will seek to ensure consistency of judgement from year to year and will also review outcomes for protected equality groups. This takes the form of summary statistics of applicants and success rates at the meeting. The Academic Promotions Group will be free to seek and obtain further written external confidential assessments, as required. Collated data on applications and success rates with respect to gender and ethnicity are published on the intranet within 6 months of the Academic Promotions Group meeting.

Applicants confirmed for promotion and conferment of title by the Academic Promotions Group will be informed of the outcome in writing, in accordance with the timetable.

In the case of unsuccessful applicants, the relevant Faculty Vice Principal (or their nominee) and Head of School/Institute Director will discuss with them the reasons why they have been unsuccessful, provide specific evidence-based feedback based on the Faculty and Academic Promotion Group meeting notes and advise on career development as appropriate.

7. Appeals Process

The promotions process has been constructed to ensure a fair and equitable opportunity for progression for all academic staff. Any applicant not promoted or awarded a title by the Academic Promotion Group who remains dissatisfied shall have the right of appeal **only on the grounds of a defect in procedure** which would cast doubt on the conclusions reached by the promotion panel(s) and therefore potentially on the promotion outcome (i.e. the processes set out in these guidelines have not been followed).

The appellant must state the nature of the procedural defect in their appeal and the impact they feel this had on the consideration of their case. The appeal statement must be no longer than 2 sides in Arial 11 point, no additional documentation will be accepted at this stage. In making an appeal the appellant must ensure that the appeal does not include comments/opinions that cannot be substantiated or supported by factual information.

The applicant has four weeks from the date of their final outcome letter to make an appeal.

The Appeal Committee will review all appeals. The Human Resources Director will set up an Appeal Committee constituted of the following membership:

- ❖ Chair: Vice Principal Policy & Strategic Partnerships; or Vice Principal International;
- ❖ Human Resources Director;
- ❖ Two Members of Academic Staff, selected by the Chair, neither of whom shall be from the same School as the appellant, nor have been previously involved in the case. The Academic Staff members include one with the same contractual designation as the appellant (e.g. T&S, T&R). The identities of the academic members shall be made known to the appellant and they have the right of objection.

The rationale for objection must be sent to the Chair of the Appeal panel for consideration as to whether the objection is reasonable and if an alternative Panel member should be found. If the objection is against the Chair, this should be sent to the Human Resources Director for consideration as to whether the objection is reasonable and if an alternative Chair should be found.

- ❖ A representative chosen from one of the Faculty Equality and Diversity Groups or the University's Equality, Diversity and Inclusion team.

The Human Resources Director appoints a secretary to the Appeal Committee to take minutes.

The Committee will have access to all material available to the Academic Promotions Group and receive written submissions from the appellant and their Faculty Vice Principal and Head of School/Institute Director. The Committee may invite the Faculty Vice Principal and Head of School/Institute Director to attend the meeting in person and may also call upon any other persons it deems relevant, in which case the appellant will be informed.

The appellant may be accompanied by a trade union representative or a workplace colleague for the purpose of presenting their case. All parties at the hearing hear evidence from both sides; at no point shall oral evidence be presented behind closed doors (in camera).

The decision of the Committee will be final. There is no further right of appeal.

The Committee will make one of the following decisions:

- ❖ To dismiss the appeal as there are no grounds for claiming a defect in procedure (although the Committee may request that other actions be taken and may also take the opportunity to note improvements that should be made to processes for future promotion rounds), or
- ❖ To uphold the appeal on the grounds that there was a defect in procedure. In this case the application should be referred back to the point in the process where the defect occurred, so that this can be corrected before being reconsidered if appropriate by the Academic Promotions Group, taking account of the reasons for the appeal.

The Committee will aim to provide an outcome to the appellant within two weeks of the Appeal Committee hearing.

8. Frequently Asked Questions

Who can apply?

Any academic member of staff with one year's continuous employment on 31 December 2023, who has completed the previous year's annual appraisal/probationary review.

When do I need to apply by?

Applications need to be fully completed and emailed to the individual's Head of School/Institute Directors by 31 January 2024.

Who makes the decisions?

Applications, including Head of School/Institute Director recommendations, are considered at the Faculty Panel, where a decision is made as to whether each application should be

supported for promotion at the Academic Promotions Group, who then make the final decision on the applications supported by the Faculty Panel.

When will my successful promotion become effective from?

All successful applicants will have their promotion implemented with effect from August 2024. This includes the change of title and any relevant changes in salary.

Will the promotions round change in the future?

The Academic Promotion Guidelines are reviewed each year before launch to ensure the process remains current and fit for purpose.

Who do I contact if I have any questions?

Please contact either your line manager or the Reward & Benefits team within Human Resources: rewardandbenefits@qmul.ac.uk.

9. Timetable

Timetable	
Announcement of the Academic Promotions round and documentation available on Connected	By end-November 2023
Briefing sessions for applicants and Heads/Directors	December/January
Discussion of application with Head of School / Institute Director	December/January
Opening of application submission	1 December 2023
Application for Promotion document to be emailed to Head of School / Institute Director Submission of Personal Circumstances Form (if applicable) to HR	By 31 January 2024
Personal Circumstances Panel	By mid-February 2024
School/Institute Promotion Group panel meetings	1-22 March 2024
Head of School / Institute Director to complete the Head/Director statement on each Application and email the Application documentation for each applicant and the School/Institute Group Meeting Pro Forma to Human Resources	By 10 April 2024
Submissions discussed at Faculty Panels	By end-May 2024
Email to all applicants informing them of whether their application will be subject to further consideration by Queen Mary	Early June 2024
The time between Faculty Panels and Academic Promotions Group will be used to seek expert opinions for applications for Professor who will be subject to further consideration.	
Academic Promotions Group	By end-July 2024
Decisions and new salaries communicated, with promotions effective August 2024	By end-August 2024

Please note: The timetable and deadlines above will be followed as closely as possible. Every effort will be made to achieve a speedy outcome, but maintaining the quality of the academic promotions round is more important.

School/Institute Promotion Group meeting pro forma

To ensure equity and consistency in promotion processes across the university, each decision-making panel/group must complete this pro forma at the start of the meeting.

1. Panel composition

1. Panel composition			Dates of training (i.e. to show evidence of attendance within the last 2 years)	
Role	Position (add/amend as appropriate)	Name of panel/group member	Introducing Inclusion e-Learning	Academic Promotions process
Chair	School Head/Institute Director			
Member	Deputy School Head/Institute Director			
Member	School/Institute Education Lead (Prof)			
Member	Senior specialty-specific Academic (Prof)			
Member	Senior specialty-specific Academic (Prof)			
Member	Senior specialty-specific Academic (Prof)			
Member	School/Institute Manager			

2. How was the call for promotion applications promoted in the School/Institute (and wider Faculty)?

3. How did the Head/Institute act on the HR-provided eligible list and, if so, what were the outcomes?

4. Did the Panel/Group consider data from last year regarding equality, diversity and inclusion and what actions were taken?

5. How did the Head of School/Institute Director ensure, as best as possible, that the panel was appropriately representative and inclusive?