

Introduction

This policy sets out Queen Mary University of London's approach to conferring honorary and visiting titles. Both groups of titles are important means by which the university establishes relationships with people who are distinguishing themselves either in their own academic institutions or else in fields of activity where QMUL would benefit from association. In this way QMUL enriches the breadth of its community and the breadth of people making contributions to its endeavours.

Honorary and visiting titles apply to different circumstances, the latter reflecting a person of equivalent standing in another academic institution, whereas the former reflects someone bringing skills and experience that may have been developed in a different environment. However, it is not the case that one type of title is more prestigious than the other. They deliberately share the names of academic titles (Professor, Reader etc.) and both should be accorded the regard that belongs with that academic title.

The value of these titles is, in part, derived from the care with which applications are scrutinised. This care should reflect, appropriately, a comparable rigour to that which is applied in the cases of internal appointments. During 2016 QMUL piloted an Academic Contributions matrix internally, which provides a fuller set of illustrations of the wide scope of the academic roles that existed hitherto.

This matrix is referenced in the processes described in this document. It deliberately describes a wide range of activities that constitute the full field of academic endeavor and these provide an appropriate framework against which to assess candidates for honorary and visiting titles. Nevertheless it may sometimes also be appropriate to recognise that achievements which may make an individual an entirely appropriate candidate for such a title may well lie outside of the normal range of academic activities.

See Appendix 1 for a series of illustrative matrices (one each for Senior Lecturer, Reader, Professor) offering a non-exhaustive series of descriptions of the kinds of achievements you might expect against specific areas of contribution.

Honorary status

QMUL may confer an honorary status and title on persons in appropriate fields who are not members of staff and who are outside the university system and who will contribute in a significant way to the teaching, research, scholarship, engagement with society, management, collegiality and/or professional practice of QMUL (maximum of 3 years with possible renewal).

Visiting status

QMUL may confer a visiting status and title on persons of appropriate academic standing who are not members of staff and who will contribute in a significant way to the teaching, research, scholarship, engagement with society, management, collegiality and/or professional practice of QMUL (maximum of 3 years with possible renewable).

Visiting titles are only available for individuals already holding the full equivalent status at another academic institution and are made in recognition of this. An individual will be granted a title reflecting his/her current status in their employing institution e.g. Visiting Professor or Visiting Research Assistant.

Procedure for Honorary or Visiting title applications

Applications should be made by a member of QMUL staff ('the Proposer'), who will sponsor the application and be the point of contact for any queries, and not by the individual for whom the title is requested, nor in SMD by an NHS Trust. The Proposer is responsible for ensuring the application form is fully completed with an up to date CV attached and signed by all the relevant

signatories. References are not required but may be sought if deemed useful. A copy of a passport and visa (if relevant) must be attached to the application. Once the form has been signed by the Faculty VP/SMD Dean, it should be **emailed** to HR for processing. Please note HR will not accept paper copies.

Please note that there is, for SMD, an additional level of approval for honorary and visiting positions is required through a sign off by the School Executive Group (SEG).

Honorary titles

Honorary Professor / Honorary Clinical Professor

Individuals will be expected to be of very high standing in their discipline or field. Clinical individuals will normally be Consultants or General Practitioners and will be in good standing with their substantive employer and with the GMC/GDC.

Against the Academic Contributions matrix, the normal expectation is that an Honorary (Clinical) Professor would demonstrate significant commitment and achievement in at least **three** of the areas of contribution. In terms of the types of activity they would evidence, these should lean towards leadership activities.

Conferment of this title is aligned to the criteria for conferment of Professor at QMUL but recognises that applicants may have a substantial focus of activity outside QMUL.

Honorary Reader / Honorary Clinical Reader

Individuals will be expected to be of very high standing in their discipline or field. Clinical individuals will normally be Consultants or General Practitioners and will be in good standing with their substantive employer and with the GMC/GDC.

Against the Academic Contributions matrix, the normal expectation is that an Honorary (Clinical) Reader would demonstrate significant commitment and achievement in at least **three** of the areas of contribution. In terms of the types of activity they would evidence, these should lean towards development and leadership activities.

Conferment of this title is aligned to the criteria for conferment of Reader at QMUL but recognises that applicants may have a substantial focus of activity outside QMUL.

Honorary Senior Lecturer

Individuals will be expected to have an active involvement in the teaching, research, scholarship, engagement with society, management, collegiality and/or professional practice of QMUL at a level commensurate with that of a substantive Senior Lecturer (i.e. a substantial research record and/or innovation in teaching).

Against the Academic Contributions matrix, the normal expectation is that an Honorary Senior Lecturer would demonstrate significant commitment and achievement in at least **three** of the areas of contribution.

Honorary Clinical Senior Lecturer

Specifically for individuals with contracts of Consultant status or Principals/Lead GP Tutors in general practices with a formal teaching contract with QMUL who are substantively involved in teaching. This title is intended to reflect the contribution that they make to the teaching of students of the School or its research, over and above that normally expected of a Consultant in a teaching hospital or a Principal/Lead GP Tutor in a general practice (for hospital Consultants, this would be

expected to be a typical minimum contribution of one weekly session/programmed activity to the School's work).

Honorary Lecturer

Most appropriate for individuals who are interested in pursuing a career in academia or medicine or dentistry, who demonstrate ability and who are, or would be involved in, teaching, research, scholarship, engagement with society, management, collegiality and/or professional practice for QMUL; this might be an appropriate title for individuals on training fellowships undertaking research for a PhD. Regard will be paid to the quality of the research being undertaken/promise being shown. It may also be appropriate for individuals actively involved in teaching, research, scholarship, engagement with society, management, collegiality and/or professional practice to a level normally expected of staff in a teaching hospital or in teaching general practice.

Honorary Clinical Lecturer

Specifically for individuals in teaching hospitals and teaching general practices involved in the teaching of medical and dental students (under the guidance of a Consultant/Principal/Lead GP tutor or Honorary Senior Lecturer/Honorary Clinical Senior Lecturer status) who are making a substantial contribution to the School's teaching, research, scholarship, engagement with society, management, collegiality and/or professional practice. This might be an appropriate title for Special Registrars. This title would not usually be applicable to those of Consultant level.

Visiting titles

Visiting titles are only available for individuals already holding the full equivalent status at another academic institution and are made in recognition of this.

Maximum duration of titles

All titles: maximum of 3 years (with possibility of renewal). In the case of visiting contracts for locums, the duration should not extend beyond their clinical contract.

At least 3 months prior to expiry, renewal of title requests should be made by completing and submitting the Extension Application Form. Alternatively, it may be appropriate at the end of the term, or sooner if appropriate, to apply for a higher title commensurate with levels and type of contribution

Withdrawal

Honorary and visiting status will be withdrawn:

- ❖ on expiry of the period for which the title was granted
- ❖ if any specific requirement on the basis of which the title was awarded ceases to be met, or if the primary employment linked to the status is suspended, withdrawn or no longer in operation

Additionally, the Principal, following consultation with QMUL's Senior Executive, retains the right to withdraw an honorary or visiting status at any time.

Conditions and duties

- ❖ Any individual who carries out work for QMUL in the UK must undergo a Right to Work Check. The Home Office does not place any distinction on paid or unpaid work. For example, if a visitor is carrying out unpaid research for QMUL then for immigration purposes it is still classed as work and we must conduct a Right to Work Check to ensure legal compliance as soon as they arrive at QMUL. Please see our [Right to Work Guidance Notes](#) for more information. For any individuals who are non-EEA nationals then a visa may be necessary depending on the nationality of the individual. It is a Home Office requirement that QMUL

check visas for these individuals, failure to carry out any of these checks could result in our sponsor license being downgraded or removed completely. **Please contact the HR department if your applicant is a non-EEA national.**

- ❖ Individuals who are awarded honorary or visiting status do not thereby become employees of QMUL or subject to QMUL Ordinances, nor are regarded as being a member of the academic staff of QMUL. Individuals will however be subject to any relevant QMUL policies and procedures to the extent that these apply to their roles.
- ❖ Individuals who are awarded honorary or visiting status will be attached to a particular School or Institute. It is the responsibility of the host School or Institute to be assured that an individual with honorary or visiting status has sufficient English language capabilities to enable them to work in accordance with QMUL and local health and safety regulations.
- ❖ Duties consistent with the application will be agreed between the Head of School/Institute Director and the honorary or visiting individual.
- ❖ In exceptional circumstances honorary or visiting individuals may receive an honorarium, the amount of which shall be determined by the faculty Vice-Principal. Individuals may be eligible for reimbursement of travelling expenses incurred on QMUL business, payable by the School or Institute (and must be agreed in advance).

Benefits and expectations

An individual with honorary or visiting status:

- ❖ is covered by QMUL's insurance arrangements where work is undertaken on behalf of QMUL;
- ❖ has access to QMUL premises and facilities (as agreed in each case), usually including IT and library services;
- ❖ has QMUL's permission to use QMUL-headed paper, business cards, etc, provided that the full description of the honorary/visiting title is used (e.g. Honorary Senior Lecturer in the School of Mathematical Sciences). The individual's name alone preceded by the academic or research title should not be used. Individuals whose academic contribution to QMUL is restricted to work within the NHS are not permitted to use QMUL stationery.

QMUL in granting honorary or visiting status:

- ❖ does not create or imply the creation of a contract of employment between QMUL and the individual or imply the likelihood of future employment on an equivalent substantive or any other grade. Nor is any contract of employment implied in cases where an honorarium is awarded;
- ❖ does not create or imply the creation of any contracts in relation to the results of any unpaid contributions to the work of QMUL;
- ❖ expects the individual's contribution (in relation to which title is granted) to be of the level expected of a QMUL employee on an equivalent grade – such contributions may be subject to internal or external audits;
- ❖ expects where specified, the performance of duties on a sessional/programmed activities basis – this will be particularly relevant to NHS Consultants and General Practitioners;
- ❖ expects individuals to behave in accordance with relevant QMUL codes or procedures governing the conduct of staff.

Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

Senior Lecturer

Areas of contribution	Student experience and education	Scholarship	Research	Engagement with society/impact	Management and collegiality	Professional practice
Leadership		Demonstrated evidence of an external reputation through invitations to deliver teaching or external examining.	Successful postgraduate research supervision.	Encouraged student entrepreneurship and citizenship through extracurricular enterprise, volunteering and interning activities. Liaised with public sector organisations, businesses, NGOs or charities on behalf of the School/Institute/University. Supported peers and junior staff in developing activities targeted at those outside academia.	Supervised/supported/coached more junior staff. Contributed to the management of programmes, acting as module co-ordinator, including for complex team-taught modules, and being year tutor. Contributed to school/institute management through e.g. budget management, quality assurance and enhancement, or recruitment and admissions responsibilities.	Contributed to clinical practice or other forms of professional practice, such as law and engineering, supporting the development of others.
Development	Involved in the design, implementation and quality-control of modules and programmes. Supported the building of international links. Contributed to the development of teaching and learning policies at	Achieved or working towards (or equivalent of) Senior Fellow (D3). Engaged with learned societies or	Invited to referee or review publications or external professional practice. Collaborated in significant research projects.	Develops links with industry or community partners, e.g. via PhD student projects, consultancy or engaged research. Supported external users of research, including documentation, dissemination and promotion of research		Involved in the design of clinical or other forms of professional practice to improve translation from the academic environment to application, e.g. bench to bedside.

Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

	<p>discipline and school/institute levels.</p> <p>Success in introducing innovative teaching styles to improve learning outcomes.</p> <p>Developed student support initiatives at subject or school/institute levels.</p> <p>Contributed to student employability and promotes excellence in the delivery of QMUL's Graduate Attributes.</p>	<p>professional bodies in e.g. curriculum development and the enhancement of teaching and learning.</p>		<p>findings.</p> <p>Shown significant involvement in knowledge creation and transfer in conjunction with partner organisations in industry, commerce, government or NGOs. This could be in the form of contract research, consultancy and/or collaboration.</p> <p>Contributed to the successful commercialisation of patents, inventions and other exploitable intellectual property.</p>		<p>Achieved or working towards (or the equivalent of) chartered status of the relevant professional body.</p>
Delivery	<p>Significant high quality teaching experience, at undergraduate and/or postgraduate levels (including clinical teaching and training).</p> <p>Success in gaining funding for enhancements of teaching and learning.</p>	<p>Author peer-reviewed publications, provided editorial work for journals, or developed educational resources on the scholarship of education.</p> <p>Contributed to conferences.</p>	<p>Demonstrated evidence of sustained output of high quality research publications or other recognised forms of output, judged to be at national level in terms of its originality, significance and rigour and with evidence of an emerging international reputation.</p> <p>Secured external funding.</p>	<p>Won paid consultancy work from external organisations or planning a CPD programme to meet sponsor needs.</p> <p>Contributed to the delivery of widening participation or school/institutes' outreach.</p> <p>Increased public understanding of the discipline by e.g. using print, broadcast and other media to reach non-specialist audiences.</p>	<p>Acted as Examinations Officer.</p>	<p>Active at national level in support of professional practice.</p>

Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

Reader

Areas of contribution	Student experience and education	Scholarship	Research	Engagement with society/impact	Management and collegiality	Professional practice
Leadership	<p>High impact from management of teaching programmes.</p> <p>Influenced the national debate on teaching and learning.</p>	<p>Fostered and promoted the development of teaching skills.</p> <p>Organised national and international conferences and/or invited to contribute to national and international conferences.</p>	<p>Led research teams and a member of significant external research group(s).</p> <p>Demonstrated strategic level involvement with the growth of research activity at school/institute level.</p>	<p>Took a lead role in championing staff and student entrepreneurship or mentoring other staff to become involved in engagement projects.</p> <p>Appointed to a governing body of a regional or national industry, professional, public or charitable organisation.</p> <p>Acted as a consultant or expert adviser to e.g. government bodies.</p> <p>Demonstrated evidence of an external reputation for engagement with national and local bodies.</p>	<p>Supervised/ supported/ coached/ mentored more junior staff.</p> <p>Managed a substantial team.</p> <p>Provided the effective management of all aspects of programmes.</p> <p>Contributed significantly to school/institute management through e.g. planning and resource management, policy development, process improvements.</p>	<p>Took a leading role, promoting and disseminating innovation and improvements, in clinical practice or other forms of professional practice, managing the development of others.</p> <p>Managed a professional-practice team, demonstrating strategic level involvement.</p> <p>Influenced the national debate on workforce and/or professional development in the relevant field.</p>
Development	<p>Supported programme and module innovation, applying the latest research and scholarship (both subject-specific and in pedagogy), ideally</p>	<p>Achieved or working towards (or the equivalent of) Principal Fellow (D4).</p> <p>Received prizes or</p>	<p>Sustained and successful research supervision</p>	<p>Delegated liaison with external bodies on behalf of QMUL to foster collaborations e.g. with schools or international links.</p>	<p>Member of QMUL-wide committee with a change-making agenda, contributing to policy and practice development.</p>	<p>Member of national education/training committee of professional body.</p>

Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

	including own contribution.	awards in recognition of teaching excellence e.g. QMUL Drapers' Teaching Fellowship or National Teaching Fellowship. Demonstrated significant engagement with learning societies, contributing to their effectiveness through, for example, chairing groups and events.		Development of significant and sustained links with industry or community partners, e.g. through significant consultancy around improvements in performance of business or industry or significant levels of collaborative research with external groups. Identified new markets for CPD programmes and identifies opportunities for consultancy contracts and created a framework to ensure projects run to plan.		Managed, or advised at a national level on, the design of clinical or other forms of professional practice to improve translation of knowledge gained from research activity into application, e.g. clinical practice, resulting in improved patient care, outcomes or population health, or the equivalent in other professional areas. Achieved or working towards (or the equivalent of) fellowship status of the relevant professional body.
Delivery	A proven record of a very high standard of teaching performance (as judged by standard evaluation measures of student satisfaction and achievement), including clinical teaching and training. Performed external examining duties at other universities. Received peer-reviewed funding for projects to develop and enhance	Demonstrated a track record of creating high quality educational resources, publications and/or books for wide dissemination. Provided service within the wider subject community e.g. through external examining, committee membership of learned bodies.	Demonstrated evidence of a sustained output of high quality research publications or other recognised forms of output, judged to be at international level. Referee for external research applications and publications. Shown a sustained record of attracting external funding.	Communicated research results to public bodies, leading to changes in practice/policy and works with them to improve research topics and practices through e.g. working with patient groups to refine research methods. Transferred research results to commercial, professional or other practical use, exploiting these through patent, licence, spin-out		Demonstrated outstanding professional practice competence. Enhanced the reputation of the professional organisation via professional practice.

Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

	teaching and learning and successful completion of such projects.			<p>company formation, engagement with technology transfer.</p> <p>Contributed to public understanding of discipline at a national level through e.g. giving public lectures, participating in radio or TV programmes, or publishing in newspapers or other media.</p>		
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Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

Professor

Areas of contribution	Student experience and education	Scholarship	Research	Engagement with society/impact	Management and collegiality	Professional practice
Leadership	<p>Provided sustained leadership of new and significant international educational links or improvements to international student education.</p> <p>Influenced teaching in discipline nationally / internationally with a track record of talks at conferences and HEIs in relation to teaching and the scholarship of teaching.</p> <p>Sustained and successful research supervision.</p> <p>Led and shaped beneficial student support initiatives at subject / school/institute / university levels.</p>	<p>Authored and published major subject-specific or general pedagogical educational resources, which are recognised as leaders in the field and enhance teaching quality and learning outcomes.</p> <p>Influenced the Higher Education agenda, contributing to the discipline at a national and international level through e.g. a track record of invited, keynote and other talks at conferences and subject specific meetings, and organising international conferences.</p> <p>Initiated, or was a significant member of, national / international academic/ professional committees or networks, with responsibility for shaping the intellectual</p>	<p>Successfully led world class research and research groups.</p> <p>Provided external research leadership, e.g. consortium leadership, national committee membership, major journal editor/member of editorial board.</p>	<p>Initiated and managed the delivery of active, significant and externally recognised contributions to QMUL outreach initiatives into schools and the broader community.</p> <p>Provided advice to boards of major public bodies on long term strategy on a national issue.</p> <p>Consulted on policy matters at national/ international level.</p> <p>Creation of nationally leading research initiatives with non-academic partners.</p> <p>Led significant business partnerships with major industrial or community partners.</p>	<p>Mentor and manage staff development and support across the School/Institute or Faculty.</p> <p>Led in developing external and university academic standards, potentially working with regulatory bodies.</p> <p>Contributed in a substantial manner to the vision and leadership of School/Institute, Faculty or University.</p> <p>Undertook leadership in admissions and recruitment activities.</p>	<p>Leader of national education/training committee of professional body. Lead co-ordinator in professional accreditation.</p> <p>Led internationally on the promotion and dissemination of innovation and improvements in clinical practice or other forms of professional practice.</p> <p>Provided strategic leadership of a professional-practice team.</p> <p>Directed the national debate, or contributes to the international debate, on workforce and/or professional development in the relevant field (e.g. via Royal Colleges, General Medical Council).</p>

Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

		infrastructure and philosophy of the discipline.		Led in development and sustained delivery of CPD courses, attracting new clients or repeat business. Provides advice to boards of commercial organisations on the future development of a particular product.		
Development	<p>Initiated innovative and successful programme development including assessment processes and methodologies, commissioning individual module development and managing the coherence of the overall programme.</p> <p>Provided major contribution to educational policy development and pedagogic practice within the university, significantly enhancing student experience.</p> <p>Won significant peer-reviewed funding for projects to develop and enhance teaching.</p>	Actively committed to and championed all dimensions of the UK Professional Standards Framework through work with students and staff.	<p>Contributed to research quality review in QMUL or another university.</p> <p>Member of editorial boards of significant journals or academic presses, or equivalent roles for other research outputs.</p>	<p>Applies knowledge to improve the performance of public sector organisations by informing public policy or by engaging with relevant industry sectors to stimulate innovation and is able to feed this back into research where relevant.</p> <p>Contributed to engagement and/or enterprise governance in QMUL or a recognised external body through committees, peer review or publication.</p> <p>Exploited academic outputs, bringing recognition or income to QMUL e.g. successful spin out company.</p>	<p>Managed a rigorous and robust strategic financial planning process and establishes mechanisms for deploying resources in line with strategic priorities.</p> <p>Contributed to the strategic planning process and effective smooth running of QMUL.</p> <p>Developed improved outputs or systems in School, Faculty or University.</p> <p>Encouraged sustained and successful engagement in continual professional development related to academic, institution and /or other</p>	<p>Authored and published major professional texts or other materials.</p> <p>Contributed positively to the productivity and efficiency of the healthcare, or relevant professional, economy.</p> <p>Directed or provided strategic advice at a national level on the design of clinical or other forms of professional practice to improve translation of knowledge gained from research activity into application, e.g. clinical practice, resulting in improved patient care, outcomes or population health, or the equivalent in other professional areas.</p> <p>Achieved fellowship (or the</p>

Honorary & Visiting Titles

Appendix 1 – Illustrations of Contributions

					professional practices.	equivalent of) status of the relevant professional body.
Delivery	<p>A proven and sustained record of a very high standard of teaching performance (as judged by standard evaluation measures of student satisfaction and achievement).</p> <p>Performed external examining duties at other universities across a sustained breadth of areas.</p> <p>Contributed to student employability in a significant, sustained and externally recognised way. Promoted excellence in the delivery of QMUL's Graduate Attributes.</p>	<p>Demonstrated a track record of sustained service within the wider subject community e.g. through external examining, committee membership of learned bodies.</p>	<p>Demonstrated a deep and expert knowledge of the discipline, recognised by peers both internally and externally.</p> <p>Demonstrated evidence of sustained output of high quality, peer-reviewed research publications or other equally recognised forms of research output, and evidence that they have made a significant contribution to the discipline and earned an international reputation.</p> <p>Is successful over a sustained period in attracting significant external funding for research projects.</p>	<p>Shown a significant, sustained and externally recognised contribution to student entrepreneurship and enterprise activities through links with external networks and relevant public/private organisations.</p> <p>Offered a significant record of transfer of intellectual property into the wider economy including awards for innovation.</p> <p>Shown a significant record of responding to the needs and opinions of external groups with regard to research topics, processes or engagement methods.</p>		<p>Demonstrated an externally-recognised track record of sustained outstanding professional practice competence.</p> <p>Offered a significant record of enhancement of the reputation of the professional organisation via professional practice.</p>