# Guidance for completing the Academic Promotion Application Form

**General Notes:**

* All pages must be consecutively numbered.
* Details in the application form should be kept as concise as possible.
* Applicants are encouraged to evidence **contribution, attainment and impact** within the current role (including new achievement/contribution since the previous promotion or since being recruited to the University).
* Reference may be made to reviews of an applicant’s own publications if the review appeared in publications of acknowledged scholarly standing. Review by applicants of the work of others may be listed in the application form if these are judged to be of major significance. It will be for the Promotion Committee to decide on their relevance in consideration of a case for promotion.
* When describing teaching activity and successes please include details of both undergraduate and postgraduate teaching and supervision.
* The University values the diversity of its people and is committed to promoting equal opportunities and eliminating discrimination. The University also encourages open and inclusive conversations between staff and managers to ensure all staff are supported to reach their full potential.
* The documents referenced in this guidance can all be found on the [Academic Promotion web pages](https://www.nottingham.ac.uk/hr/guidesandsupport/promotionandregrading/promotion/index.aspx).

## **Section A: Personal details**

Applicant to fill in (and tick where applicable) all relevant boxes in section A.

## **Section B: Context of the application**

**B1. Mitigating circumstances**

If there are mitigating circumstances that have impacted on you meeting the criteria, please complete the table below. Please ensure you have read the guidance below on how to complete this section and that mitigation has been discussed and agreed with your line manager/Head of School/Department. **This process must be followed in order for mitigation to be considered by the relevant Promotion Committee.**

All information disclosed in your application is confidential. However, where information is particularly sensitive/personal and you do not want this information to be shared with the Promotion Committee, a discussion between yourself and your line manager/Head of School/Department may determine the appropriate mitigation. In this case, you may then leave the description column in the mitigation table on the application form blank. **Important note: It is a requirement to complete all other columns in the mitigation table on the application form for any mitigation to be considered by the relevant Promotion Committee.**

Requested adjustments should apply to **quantity** rather than **quality** of outputs and applicants should have evidence against all criteria at previous levels in their career so that an upward trajectory can be demonstrated.

Previously agreed adjustments for a disability or long-term health condition should generally enable staff to meet the Academic Promotion Criteria and therefore would not typically warrant mitigation. However, exceptions may apply if the implementation of these adjustments was delayed due to circumstances beyond the applicant’s control or if additional adjustments were later identified as necessary.

Mitigation will **usually** be limited to **one criterion** of the Academic Promotion Criteria - Specific Expectations and should be discussed by both the applicant and appropriate line manager/Head of School/Department. If mitigation is being requested beyond **more than one criterion** or additional support is required to determine appropriate mitigation, then the relevant HR Business Partner should be contacted by the applicant (copying in the line manager/Head of School/Department) for assistance before submission of the application.

Examples of mitigation could include, but are not limited to, (1) extending the window of grant capture or outputs to take into account periods of parental leave and return to work (2) extending the window of grant capture or outputs to take into account periods of home schooling/caring responsibilities during the pandemic (3) reduction in quantity of grant capture or outputs as a reasonable adjustment for a disability (4) proportional reduction in outputs across the criteria to take into account part time working (5) proportional reduction in outputs across the criteria to take into account a formal leadership position within the University (defined as a formal leadership appointment/s that have a minimum 0.4FTE workload allocation i.e. Head of School, APVC, Faculty Director etc). In these examples the term outputs refers to both research and teaching outputs.

Please copy and paste the relevant criteria you require mitigation for from the Academic Promotion Criteria document.

Example provided below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria under which adjustment is being requested** | **Brief description of mitigation** | **Impact of mitigation**  | **Adjustment being requested against criteria** | **Confirmation of discussion with Line Manager/****Head of School/Department (name)** |
| Published research which demonstrates an upward trajectory in terms of research quality at an internationally excellent standard. A scholarly output which includes a significant contribution to a minimum of 4 high quality outputs in the most recent 6-year period which are internationally excellent in terms of originality, significance, and rigour as relevant to the discipline.  | One year absence from work on parental leave. | Does not meet criterion in the timescale required due to one year absence from work. | Increase timescale for criterion to be met by an additional year plus return to work period – i.e. at least 4 outputs in the most recent 7.5 year period. | Agreed by Professor Maria Garcia (Head of School) |

**B2. Previous unsuccessful applications**

This section applies only to applicants who have previously applied for promotion to this level and were unsuccessful. It provides the Academic Promotion Committee with sight of which criteria were not met at the time of their last application and a clear explanation of how these criteria have now been met.

Please note that the feedback requested refers to the feedback provided by the final deciding Academic Promotion Committee. For levels 4 and 5 this is the Faculty Promotion Committee and for levels 6 and 7 this is the University Promotion Committee. It does not refer to the feedback provided by the Pre-Committee before an application is submitted for a final decision.

## **Section C: Contribution, attainment and impact**

In compiling a case for promotion and completing section C, the applicant should refer to the appropriate Academic Promotion Criteria at the relevant level.

A supplementary non-exhaustive set of indicative examples of evidence to support an application can be found on the criteria documents. These are for guidance: **there is no expectation that all, or any specific number of these examples will be required to be evidenced. The examples provided are not exhaustive and are for illustration purposes only, and other examples to demonstrate you have met the criteria can be used.**

There may be headings where there is no relevant entry to be made because of the focus of the role of the individual applicant. If this is the case, please indicate ‘Not applicable’.

**C1.** Please provide a **summary** of your high level of **contribution, attainment and impact** against the Academic Promotion Criteria in the table in this section. This should be **no more than 600 words in total**.

**C2-C4.** Please complete these sections as indicated on the application form.

In sections D-F please focus on providing evidence of operating at the level of promotion applied for rather than listing all achievements in your career. **Evidence of the impact of your work should be articulated clearly throughout.**

## **Section D: Core expectations: University and academic service, good citizenship, and the University values**

## **D1. University Citizenship:**

|  |
| --- |
| Briefly describe any significant administrative/leadership/management duties you currently fulfil, or have recently fulfilled, in your School/Department, or contribution to initiatives in support of our Civic, ESE and/or R&KE strategic ambitions, with evidence of impact. List the University, Faculty or School/Department Committees you are currently, or have recently been a member of. Please include a brief explanation of the role you play/have played on these committees. |

## **D2. Academic Citizenship:**

|  |
| --- |
| List responsibilities and contributions you have made within the academic community (e.g., discipline or area of specialism), internally or externally to the university. Please include a brief explanation of the role you play/have played and impact achieved.Describe any academic and professional activities undertaken outside of the University (e.g. national committees/professional societies), indicating the reach and impact of these activities. |

## **D3. External Engagement**

|  |
| --- |
| Describe any external engagement activity which promotes the reputation of the university locally and globally, in support of our Knowledge Exchange, Global Engagement and Civic strategic ambitions. Describe any activities in support of the Global Engagement Strategy, which may include (but are not restricted to) engagement with the overseas campuses by, for example, international assignments, developing and/or delivering teaching modules, and supporting from the UK and to evidence any broader global engagement activities. Describe the details of any civic engagement including any outreach or community activities you have participated in.Describe details of any external partnerships you have be involved in, built or developed (e.g. knowledge exchange, public engagement, informing policy) including your role and your key achievements.Please note commercialisation and/or societal impact of research activity should be covered in F5.  |

**D4: Enabling the development of others**

|  |
| --- |
| Describe the responsibilities and impact you have had in developing others and supporting a culture of development the performance of others, and the impact this has had on colleagues.  |

**D4. Activities in support of advancing our Equality, Diversity and Inclusion work:**

|  |
| --- |
| Describe how you have supported the advancement of equality, diversity and inclusion within your practice, and/or driven cultural change to enhance the inclusivity of the organisation for staff and students and explain the impact of this work.This could be evidence of the approach you have taken to increasing the inclusivity of your practice or contribution to EDI specific activity (e.g., implementing Athena Swan/Race Equality Charter actions, contributing to EDI practices and strategy).  |

## **D6. Continuous professional development:**

|  |
| --- |
| Describe any significant Continuous Professional Development (CPD) activities you have undertaken over the last three years., and the impact this has had on your own practice, and where applicable, the practice of others.  |

## **Section E: Teaching and curriculum leadership**

Please refer to the Guidelines for Evidence of Teaching and Curriculum Leadership document to assist in completing this section along with the Academic Promotion Criteria for the appropriate career pathway.

**Please focus on providing evidence of operating at the level of promotion applied for rather than listing all achievements in your career.**

## **E1. Contribution to teaching quality and innovation:**

|  |
| --- |
| Please refer to the Guidelines for Evidence of Teaching and Curriculum Leadership document to assist in completing this section along with the Academic Promotion Criteria for the appropriate pathway. |

## **E2. Contribution to advancement of curriculum innovation and leadership:**

|  |
| --- |
| Please refer to the Guidelines for Evidence of Teaching and Curriculum Leadership document to assist in completing this section along with the Academic Promotion Criteria for the appropriate pathway. |

## **E3. Outputs related to teaching/ scholarship or alternative indicators of esteem in teaching and learning:**

|  |
| --- |
| Please only include information relevant to teaching and learning in this section. Other publications and esteem indicators should be included in the relevant box in section F (Research and Knowledge Exchange).Please provide a list of relevant outputs in the Harvard format, under topic headings if desired, in chronological order, giving title and full publication details. Distinguish between articles, reviews, books (or contribution to books), refereed conference proceedings etc; give the length of contributions to books and of articles. If any review of your work has appeared, please add the date and its location. Applicants must make it clear as to the status of outputs at the point at which promotion documentation is submitted to HR. Outputs not yet published and available for peer review will normally be excluded.Esteem indicators may include other forms of recognition such as prizes, invitations to address conferences or learned societies, membership of any national or international committees, consultations, editorial or refereeing responsibilities.Please provide evidence of indicators of esteem in teaching and learning appropriate to the level of promotion applied for (i.e. internally for levels 4 and 5 progressing to external at levels 6 and 7). |

E4: Financial Contribution and Reputation Building

|  |
| --- |
| Promotion to level 6 or 7 only. Please include information about any internal or external funding obtained, with details of your role in achieving this funding. Include evidence of your contribution to driving growth and optimisation of educational programmes, including your role within this activity and the impact this has had. Provide any evidence of work you have done to raise your/the institution profile and the impact this has had.  |

## **Section F: Research and knowledge exchange**

**This should include evidence of the following and should focus on providing evidence of**

**operating at the level of promotion applied for rather than listing all achievements in**

**your career.**

**F1: Research outputs**

|  |
| --- |
| Please provide details of your top five published research outputs over the last 6 years (a monograph with demonstrable impact may substitute for two publications) and include weblinks where possible to these documents. Whilst the promotions panel will only consider an applicant's top 4 research outputs, applicants are requested to provide an additional output in case any queries arise regarding the star rating of any of the research outputs submitted.Please include brief statements on the significance of each publication (note: journal impact factors are not required)1. Teaching and learning/pedagogy related publications should be listed under section E3 rather than here.Please provide a list of relevant publications in the Harvard format, under topic headings if desired, in chronological order, giving title and full publication details. Distinguish between articles, reviews, books (or contribution to books), refereed conference proceedings etc; give the length of contributions to books and of articles. If any review of your work has appeared, please add the date and its location. Applicants must make it clear as to the status of publications at the point at which promotion documentation is submitted to HR. Publications not yet published and available for peer review will normally be excluded. |

## **F2 / F3 Research Grant Leadership / Research Income**

|  |
| --- |
| Please list research grants or contracts, title of the project, start and end day, value of the award, details of the personal contribution to the award (this should go beyond solely listing if PI or CoI), Research Information System (RIS) number and whether the funding was external or internal. |

## **F4. PGR Supervision: Please list students supervised and indicate completion rates:**

|  |
| --- |
| Please list postgraduate students supervised (current and total and whether principal or second supervisor) including current and previous students. Please tabulate year of initial registration, indicating year of submission and year of successful completion.Provide a summary of your contribution to supervisory good practice. This could include evidence of collaborative outputs with PGR students, evidence of facilitating exposure to research communities and professional development opportunities. Please see the list of indicative examples for further guidance.  |

**F5. Maximising Research Impact**

|  |
| --- |
| Please give appropriate details which may include any contribution you have made to the maximisation of commercial activity, resulting in the positive flow of income to the University.Please provide details of any contribution you have made to knowledge exchange activity which has delivered societal impact, resulting in improved outcomes for stakeholders. Broader external partnership activity can be listed under section D3. |

## **F6: Other indicators of esteem including external prizes, invitations to address conferences, consultations etc:**

|  |
| --- |
| This should include other forms of recognition such as prizes, invitations to address conferences or learned societies, membership of any national or international committees, consultations. Please indicate any editorial or refereeing responsibilities.Please provide evidence of indicators of esteem in research appropriate to the level of promotion applied for. |

[[1]](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DGB&rs=en%2DGB&wopisrc=https%3A%2F%2Funiofnottm.sharepoint.com%2Fsites%2FO365-HRSS%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F222fd1b7a3d343aab979fa1db9cb1f0a&wdenableroaming=1&mscc=1&hid=CAD3AFA0-D09F-6000-9918-FD83E7A5107E&wdorigin=OWA-NT.Sharing.DirectLink&wdhostclicktime=1683275871137&jsapi=1&jsapiver=v1&newsession=1&corrid=d262eb7a-e7f7-4ed4-8738-9d9257fd8a6e&usid=d262eb7a-e7f7-4ed4-8738-9d9257fd8a6e&sftc=1&cac=1&mtf=1&sfp=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Normal&ctp=LeastProtected#_ftnref1) *The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of a publication as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.*

### **Section G: External adviser (promotion to level 7 only)**

If you are applying for promotion to level 4-6, please leave this section blank.

All level 7 applicants must personally nominate one external adviser and are asked to complete the details in G1-G4.

The external adviser nominated by the applicant should be contacted informally by the applicant to gain their agreement to act in this capacity prior to the applicant submitting their application for promotion.

* External advisers should, where possible, be from Russell Group universities (or their equivalent abroad) and of major academic standing in the discipline. It is, however, understood that external advisers of high standing from other institutions may be nominated where appropriate, for example to match closely the area of expertise of the applicant.
* External advisers from outside UK Higher Education Institutions should normally only be used where they have a good understanding of the UK Higher Education system. Consideration could be given to U21 Institutions.
* External advisers should normally be of Professorial (Level 7) status. If this is not the case, then justification of this must be supplied by the Faculty Pro-Vice Chancellor to the Promotion Committee. To ensure equivalence, if an external adviser is drawn from systems using the North American system of academic titles, the precise rank, i.e. assistant, associate or full professor, must be stated.
* External advisers will also be asked to declare any interest with regard to the applicant.
* All such references will be sought by the Director of Human Resources or nominee, on behalf of the Committee. Referees will be issued with the Academic Promotion Criteria and are invited to comment upon the extent to which they feel the applicant meets the criteria.

**G5. Please give details of any declared interest:**

|  |
| --- |
| Applicants should declare any personal or professional relationships with their nominated external adviser. All advisers must be able to comment objectively on the application and so within the previous five years must not have had any formal personal relationship with the applicant, such as line management responsibility, have had no input to the application, hold no personal relationship such as relative or close friend/collaborator, a co-author or joint grant holder of the applicant. Where it becomes clear that an adviser is connected to the applicant, the Promotion Committee has the discretion to seek a further independent reference. |

## **Declaration**

Applicant to tick the box to confirm that the information provided in this Academic Promotion Application Form is accurate to their best knowledge.

**Please note:**

This information will be shared with the Head of School/Department and Promotion Committee to assess your application. This information will also be retained and stored confidentially and securely by the faculty for the purposes of recording submitted promotion applications.

The University values the diversity of its people and is committed to promoting equal opportunities and eliminating discrimination. The promotion process will operate fairly and with due regard to the Equality Act 2010 and to the protected characteristics detailed within the Act.

Please ensure that all sections of the form are filled out with all the relevant details you wish to share in support of your promotion application.