

Teaching promotions

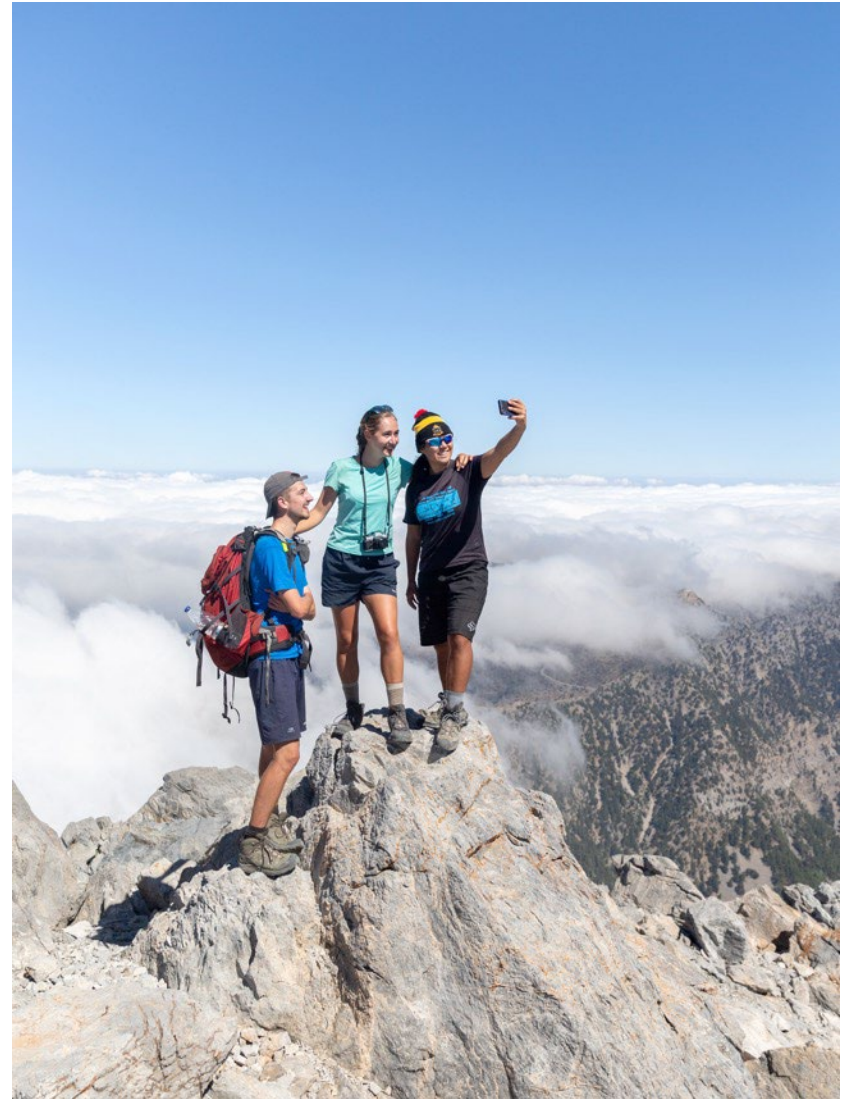
Staff briefing

28 November 2023



Overarching aims

- To recognise the important contributions made by Teaching staff to the College's mission
- To ensure that our overall package for reward and recognition is attractive and competitive
- To consider the contributions of Learning staff in a future phase

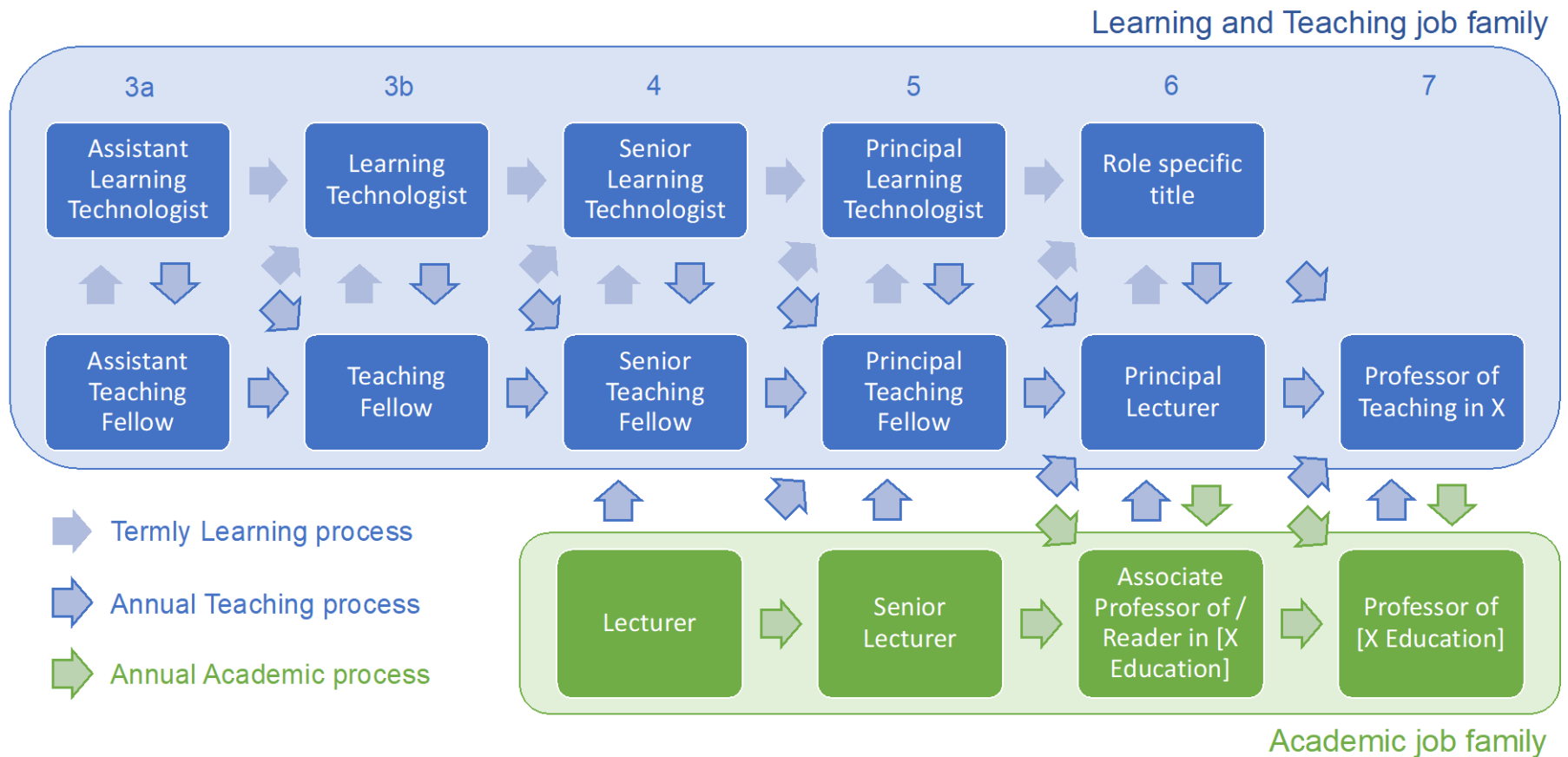


Recent changes for Teaching family

- Introduction of Level 7 role
- Move to 29-point salary scale (as used for Academic & Research job families)
- Introduction of titles:
 - L6: Principal Lecturer
 - L7: Professor of Teaching in X
- Introduction of 10 development days
- **Annual promotion process aligned with Academic family**

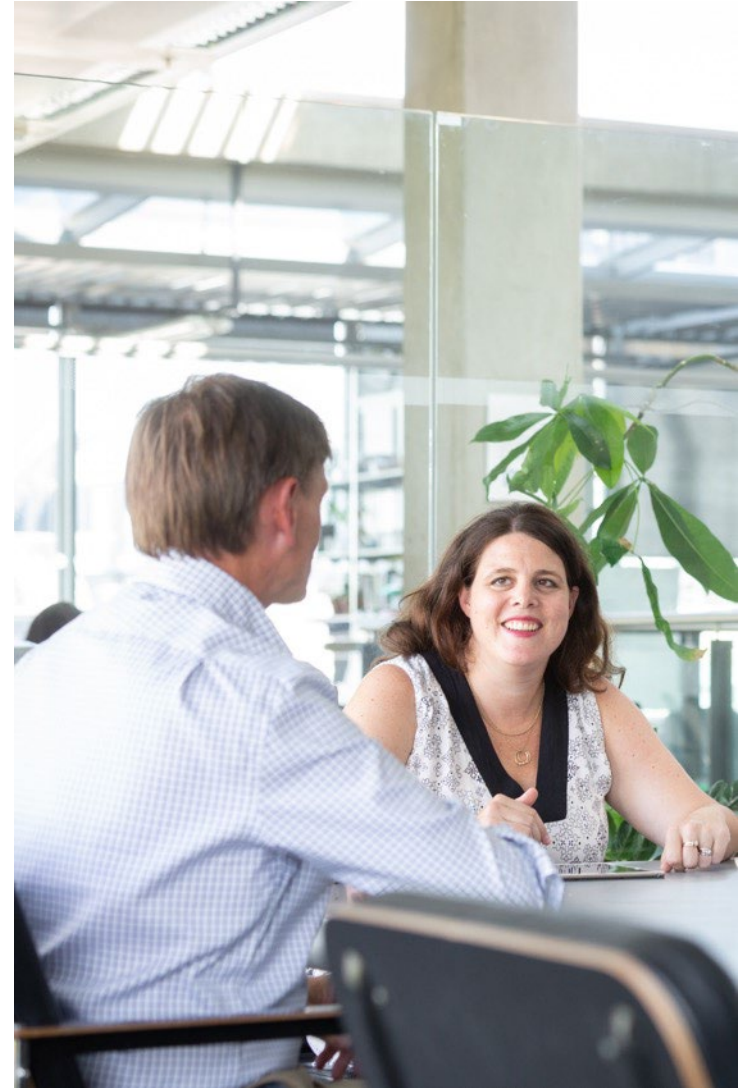


Promotions processes



Academic pathway

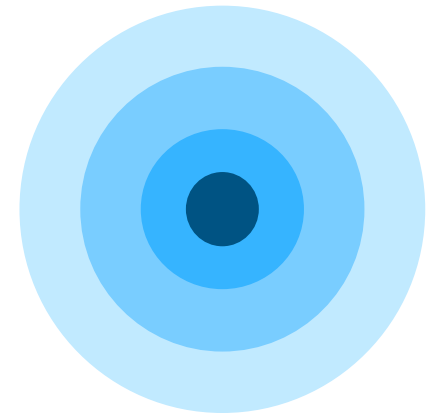
- aka the “educational research” pathway
- Leading to the following titles within the Academic family:
 - Reader in / Associate Professor of Education
 - Professor of Education
- Managed via the Academic promotion process
- Must meet the same criteria as for Reader / Professor
 - Particularly for research (emerging / established international reputation)



Educational research

*Types of pedagogic research and publication –
concentric circles of influence*

- Research about one's own practice, for other practitioners
- Research about one's own practice, for a broader audience of practitioners
- Applying findings from practice to education more broadly
- Being recognised authority in the field as a result of experience



Educational research

Types of literature

- **Practice** – reporting aspects of pedagogic practice. Written by practitioners, for practitioners; case-study type approach; local context.
- **Research** – reporting pedagogic research studies, presenting empirical data. Related to practice of authors or others, but focus is presenting data and conclusions; used as evidence.
- **Theoretical** – range of evidence to present, clarify or critique pedagogic theory or theoretical frameworks. Written by academic theorists.
- **Policy** – presenting vision of ‘best practice’, using evidence. Written by government, professional bodies, senior practitioners etc.

Educational research

- The quality of outputs in educational research is expected to be of the highest quality, in line with expectations from other disciplinary areas represented within the College.
- It will take time to develop expertise to this level.
- In this context, it is important to recognise that for publications in education and social science there may be other markers of quality, and different approaches to establishing a 'profile' and evidencing 'impact', which may not be typical in other disciplinary areas.

Further guidance available in Appendix 5 of the Academic Promotions process.

Teaching pathway

- Formerly known as the “practitioner” pathway
- Criteria in new role profiles:
 - Contribution to the College’s educational mission
 - Innovation and evaluation
 - Leadership and management
 - Profession and practice
- Growing sphere of influence with seniority



Application overview

- Departments submit on behalf of **all** candidates:
 - Application form
 - Departmental form
 - Departmental citation
 - Attributable MEQ reports or (optionally) other feedback

- Deadline: **12 noon, 2 February 2024**



Department process

- Annual review all Teaching staff to identify potential candidates
- Panel decides whether or not to support applications
 - Head of Department
 - 5+ others including a professor and a senior member with educational responsibilities
- For unsupported applications:
 - Department must submit the reasons (as well as the usual citation)
 - Applicants can still make a personal application

Application form

- Divided into sections by **activity**:
 - Preamble and referee(s)
 - A: Education (current and past contributions)
 - B: Management, development and delivery of education
 - C: Research (including educational innovation, evaluation and critical enquiry including evaluation and review of your own teaching practice)
 - D: Leadership and management
 - E: Working together (College values)
 - Personal circumstances and COVID-19 impact
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Practical tips for completing the application form

- Be as **concise** as possible:
 - very long applications tend to dilute the most significant contributions
 - it is expected that all candidates will leave some parts **blank** e.g.
 - contributions to industry, the NHS and/or clinical practice
 - research grants and staff supervised
 - according to job description
 - while application length may correlate with seniority, focus should be on progress since appointment / last promotion
- Do **not duplicate** information – cross-reference if essential

References

- Referees should be:
 - Academic or Teaching staff of appropriate seniority
 - External to the College
 - Independent of the candidates (in the last five years)
- Candidate nominates one (supported) or two (unsupported)
- Department nominates:

Level	3b	4	5	6	7
Number	0	1	2	3	5

Interviews

- For levels 6 and 7, and level 5 where the panel or the candidate requests it
- Panel consists of:
 - Vice-Provost (Education & Student Experience) – Chair
 - College Consul
 - Vice-Dean for Education (for applicants in faculties) or a suitable senior member (for applicants outside faculties)
 - other senior members to ensure expertise
- Head of Department attends as an observer (unsupported applicants may request an alternative)

Unsuccessful applications

- Appeals considered on grounds that procedures were not followed
 - Feedback will be provided by Faculty or Education Office (usually in person)
 - Applicants may not resubmit in the following round
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Timeline

Department submits applications to HR	12 noon on 2 February 2024
FoE and ICBS interviews	Normally in March
FoNS and EO interviews	Normally in April
FoM interviews	Normally in May
Promotions committee meets	By July
Promotions announced and take effect	1 September 2024

Further information

- Information available from the Teaching Promotions website
- Recording of / slides from this briefing will be made available
- Questions will be summarised in a FAQ document

Any questions?

