

Promotions workshop for those considering promotion to professor

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Recording of this presentation at <http://podcast.open.ac.uk/pod/4574>

Powerpoint updated Dec 2020 following final approvals of process

Plan

What are we aiming to do? How do we plan to do it?

This workshop aims to

- explain the promotions process and criteria, including changes to take effect for Summer 2021;
- dispel some myths;
- give you opportunity to ask any questions;
- give you the opportunity to think about your own promotion case.

Plan

- summary of promotion criteria and process;
- suggestions for building a promotion case;
- myth-busting and questions;
- time to think, plan and discuss your case with me.

REVIEW OF CRITERIA & PROCESSES



FOUR PROMOTION PROFILES



Research and Teaching



Teaching



Research



Knowledge Exchange



Combination (making use of
alternative criteria)

Professor Band 1: Research & Teaching profile

Key criteria: research and teaching

- a) A very strong research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is internationally excellent in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs⁷ (identified by the candidate), at least three in the most recent 6-year period.
- b) Contributions demonstrating considerable importance and benefits for the University in:
 - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
 - ii) Innovation or excellent practice that demonstrates an impact on student success;
 - iii) Significant initiatives that address pedagogical challenges in distance learning;
 - iv) Quality enhancement.
- c) Individual or significant input to team contributions that have considerably enhanced the financial sustainability of research or teaching e.g. by attracting significant research or teaching income from outside the University or by contributing significantly to student recruitment or retention.
- d) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of scholarship or research on teaching and learning, and impact beyond academia.

⁷ Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) may be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

Key criteria: academic leadership

Leadership with influence beyond the candidate's immediate working environment, in any context, meeting the following criteria and with outcomes in line with University or Unit objectives:

- a) Significant and effective leadership with demonstrable results that have enabled others to succeed with achieving key objectives.
- b) Successful driving of significant initiatives or changes.
- c) Excellent contributions of analytical and strategic thinking that have solved problems.
- d) Excellent mentoring, management or development of others, demonstrating support of others' career development.
- e) Active membership and significant, valued contributions to groups or committees at Faculty/University level or equivalent in external bodies.

Alternative criteria

- a) Esteem indicators.
- b) Demonstration of criteria from the Teaching, Research or Knowledge Exchange PB1 profiles, not used elsewhere.
- c) Significant external roles, influence or income, not covered elsewhere.

Professor Band 1: Teaching Profile

Key criteria: teaching

- a) Contributions demonstrating considerable importance and benefits for the University in:
 - i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches;
 - ii) Innovation or excellent practice that demonstrates an impact on student success;
 - iii) Significant initiatives that address pedagogical challenges in distance learning;
 - iv) Quality enhancement.
- b) Individual or significant input to team contributions that have considerably enhanced the financial sustainability of teaching e.g. significant impact on student recruitment or retention or significant teaching-related income from outside the University.
- c) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity.
- d) Invited presentations/lectures/seminars to disseminate insightful pedagogical approaches and/or address pedagogical challenges.
- e) Senior Fellow of the Higher Education Academy or equivalent.
- f) Evidence of scholarly and/or research activity with considerable influence on teaching beyond the candidate's immediate working environment, with some national or international influence, confirmed by referees. Influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four outcomes⁸ (identified by the candidate), at least three in the most recent 6-year period.

Professor Band 1: Research Profile

Key criteria: research

- a) An excellent research profile, as evidenced by high quality scholarly outputs with significant authorship contributions, representing work that is recognised as internationally excellent, with at least some world-leading, in terms of originality, significance and rigour, as confirmed by referees. Total outputs will be considered, with particular regard to trajectory as exemplified in at least four outputs⁹ (identified by the candidate), at least three in the most recent 6-year period.
- b) Research income from outside the University, attributable to the candidate, normally within the top third of the UK sector figure for the subject area in the most recent 6-year period¹⁰.
- c) At least two UKRI, EU and/or other grants won in competition with peer review, of which one must have the candidate as Principal Investigator or equivalent.
- d) A good record of effective supervision of research degree students¹¹.
- e) Evidence of considerable reach and significance in knowledge exchange and/or engagement activity e.g. public engagement, impact of pedagogic or subject-based research on teaching and learning, and impact beyond academia.
- f) Evidence of external research profile, including at least one of: service on a national/international editorial board or conference committee, national/international research committee; prestigious national/international prize(s) or award(s).

⁹ Or fewer outputs when limited time has been available for scholarly/research activity. A single, substantial work (such as a major monograph) may be accepted for two of these outputs, but please explain why you consider double-weighting appropriate. Outputs may be pedagogic or subject-based.

¹⁰ Guidance will be issued on this benchmark. In-kind contributions may also be included, provided clear evidence of value to the University is included.

¹¹ Including to completion of research degree.

Professor Band 1: Knowledge Exchange Profile

Key criteria: knowledge exchange

- a) Knowledge exchange and engagement with considerable impacts in terms of reach and significance normally in at least three of the following categories:
 - i) Development and delivery of formal or informal learning for business or the community, such as CPD and non-credit bearing continuing education;
 - ii) Contributions from knowledge exchange and engagement to the University's formal teaching and learning activities;
 - iii) Collaborative, commissioned, and/or contract research funded by private, public or third sector organisations;
 - iv) Consultancy agreements or contracts;
 - v) Economic, social or cultural development activities or projects;
 - vi) Community engagement.
- b) Success as an individual or as a team leader in obtaining significant external funding that supports the University's knowledge exchange mission. **Due regard will be taken to subject environments.**
- c) Forms of substantive professional practice or intellectual property, in any medium, in one or both of the following areas and confirmed by referees as having international, or extensive national, recognition:
 - i) Scholarly outputs, including novel applications or inventions which are appropriately shared and protected;
 - ii) Influence on public understandings, values, and attitudes, e.g. on policy, practice or product/service development.

Outputs and influence across a candidate's whole career will be considered, with particular regard to trajectory as exemplified in at least four items⁶ (identified by the candidate), **at least three in the most recent 6-year period.**
- d) Evidence of external profile, including at least one of: service on a **national/international advisory board**; national/international conference committee or editorial board; prestigious national/international prize(s) or award(s).

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Illustrative Examples for Professor Band 1: Teaching profile

Please note that the examples given are included for illustrative purposes only. They are neither exhaustive nor should be interpreted as requiring promotion; **the promotion case should focus on the quality, effectiveness and impact of activities and roles, at a level appropriate to the promotion being sought, rather than just stating the activities and roles.**

Many of the examples given could be used as evidence against different criteria; evidence given against a particular criterion should not be evidence used elsewhere, but different aspects of a particular role or contribution may be highlighted as demonstrating different criteria.



New

	Illustrative examples	Commentary (where appropriate)
Key criteria: teaching		
Contributions demonstrating considerable importance and benefits for the University in: (i) The development, delivery or improvement of modules or qualifications, showing how these enhance our knowledge of effective teaching and learning approaches. (ii) Innovation or excellent practice demonstrating impact on student success. (iii) significant initiatives that address pedagogical challenges in distance learning. (iv) Quality enhancement.	Conceptualisation and development of innovative qualification with excellent student satisfaction, sustained growth and viability; creation of learning material at module or qualification level with increased retention; development of teaching strategy across modules; introduction of new approach to assessment across the Faculty or University; introduction and development of pedagogic innovations (i.e. computer-marked assessment, diagnostic quizzes, feedback mechanisms); pedagogic innovation at the strategic level at School or Faculty (i.e. new stage gate process; teaching plans for Associate Lecturers, feedback mechanisms from students; developments in online pedagogy); leading role on a university project, group or committee to improve the quality of learning opportunities for students (e.g. Qualifications and Assessment Committee, Teaching Committee, Board of Studies etc.); leading role in Quality Monitoring and Enhancement (QME) processes; leading role in benchmarking, accreditation, and/or quality assurance activities (e.g. TEF); leading role in the staff development of academic colleagues including ALs which feed through to School and Faculty strategy; leading on initiatives to support particular groups of students, e.g. BAME, Students in Secure Environments (SiSE), etc.	Note that at this level, many cases use major and highly significant work in demonstration of this criterion, thus there is overlapping of (i)-(iv). It is the responsibility of the candidate to demonstrate how each aspect has been demonstrated, using <u>a number of</u> different examples overall.

CHAIR PROMOTION PROCESS

- Faculty Chairs Promotions Groups look at cases and advise on next steps.
- It's a university committee, the Chairs Sub-committee (CSC) of the Academic Staff Promotions Committee, that decides on chair cases.
- CSC considers cases three times per year. Note that the new criteria take effect from summer 2021.

SUPPORTING DOCUMENTATION



Summary form (including names of referees)



Candidate statement

2,000 words for promotion to Professor



CV in the recommended OU format



Accompanying statement

1,500 words for promotion to Professor



Individual circumstances form if applicable

PREPARING A CASE



**ALLOW PLENTY OF
TIME**



PREPARING A CASE TAKES TIME

Ensure that your CV is up-to-date and in the correct format

Allow time to brainstorm against the criteria and to talk to your line manager/colleagues

Ask to see a successful case – and speak to a recent successful candidate, if possible

Allow lots of time for drafting and re-drafting your case in the light of feedback

CANDIDATE'S STATEMENT

An introductory sentence or two that situates you in your field and introduces your case can be helpful (what is your 'academic signature'?)

Avoid acronyms and 'insider' language: take your reader with you

For the sake of external referees, minimize OU-speak

Address all the criteria individually and specifically

Use the language of the criteria, where appropriate

To save words: cut to the chase and cross-reference your CV

FRAMING A CASE

- Don't simply rehearse your CV: provide a narrative to illustrate outcomes, impact, and leadership
- Frame any claims about team achievements carefully: what was *your* role?
- Say what you did and what its impact was. Don't be over-modest: what would a fan of yours say about you? Equally, try not to over-claim for implementing wider initiatives.
- Contextualise and quantify your claims where possible. How many/how much/how big? Why is this an especially amazing achievement?

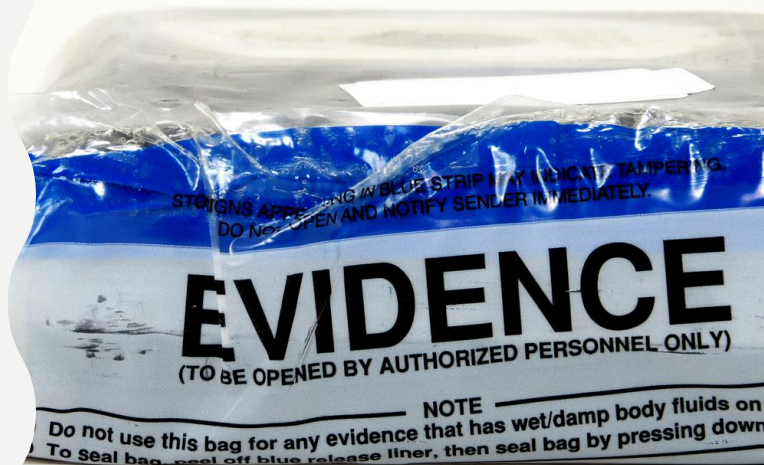


EVIDENCE

Evidence to back up the case might include:

- IET surveys or SEaM data
- External Examiner/Assessor reports
- Data on recruitment, retention and progression
- Citations, downloads and website hits
- Grant or other income
- Feedback on research bids
- Sales or readership figures
- Use of your work or expertise in the public domain
- Evidence of work being used by other units, faculties or universities

The case should not normally include quotations or testimony



IN SUMMARY

The candidate's statement should:

- Address the criteria clearly and explicitly
- Aim to show not tell
- Narrate rather than list: avoid simply repeating the CV (which the promotion committee will have)
- Explain the significance of activities in terms of outcome and impact (e.g. holding a position does not in itself constitute evidence of leadership or impact)
- Try to show career trajectory (without giving a whole-career chronology)

CV

CVs should adhere to the OU template

This will ensure that you provide the necessary information and will help the promotion committees to locate relevant items easily

The CV may include brief explanation of a role but should not include claims or any advocacy

Use numbering in your CV effectively so you can refer to section and sub-section numbers in your case

Give sufficient detail about module team presentation and production duties (what did you do? What did you write?) and about publications

ACCOMPANYING STATEMENT

Think about your statement in relation to the accompanying statement and liaise with the person preparing this (usually your line manager).

An important new role of the accompanying statement is to explain the context in which you work, explaining for example where time for research/scholarly activity has been limited. Where you have based your case on alternative criteria it is the role of the accompanying statement to explain equivalence.

The accompanying statement should also explain the impact of your work, so additional data and quotations can fit well here, in moderation.

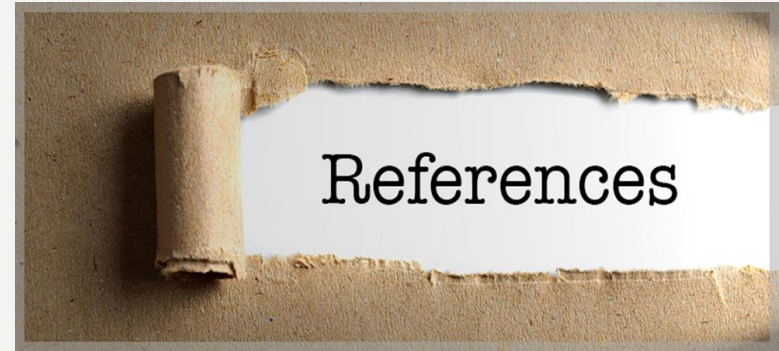
In summary, the accompanying statement should be complementary to the candidate statement, rather than repeating all the same information.



REFERENCES: CHAIR

The candidate will be required to nominate **six** referees:

- Two referees external to the University
- Two internal referees, with one normally being from outside the candidate's own School
- Two referees, either external to the University or external to the candidate's School



CHOOSING REFEREES

- Note that *collectively* your referees should be able to comment on your case against all the criteria you have used, including to comment on the originality, significance and rigour of your research publications.
- Think strategically, e.g. about who can vouch for your claims.
- Prime referees as appropriate (NB external referees may struggle when it comes to teaching and leadership).



INDIVIDUAL CIRCUMSTANCES

USE AN
INDIVIDUAL
CIRCUMSTANCES
FORM, IF
APPROPRIATE

Fractional working

Maternity, paternity, parental or adoption leave

Disability

Ill health or injury

Mental health conditions

Caring responsibilities

Gender reassignment

Other circumstances relating to the protected characteristics listed in the Equality Act 2010

Questions we have been asked

Can I base my case on work done outside the Open University?

Work from outside the OU can be used, for example where you are working with external providers or researchers, but it must be aligned with OU objectives.

Staff who are relatively new to the OU can use evidence from previous employment, provided the trajectory in current role is clear.

Do I have to have worked at the OU/been in my current role for a certain length of time?

Normally two years, but the Accompanying Statement can make a special case

Does all the work need to have been done since my last promotion?

No, provided your trajectory is clear (note different timescales for different profiles)

Do I have to be top of scale?

No

Questions we have been asked

I am a Senior Research Fellow, can I use the Research and Teaching profile?

Yes

What is the weighting of the different criteria?

It isn't really about weighting, but your accompanying statement should explain e.g. where time has been limited for a particular task or you are making use of alternative criteria.

Can I use the same activity against different criteria?

You can't use exactly the same thing twice ("double counting") but different aspects of a role can demonstrate different things. It is up to you to make this clear.

Can I meet the academic leadership criteria without holding a senior role?

Yes, it is about what you did and its impact, not the role you held.

Questions we have been asked

Can I use module team chairing as evidence of meeting the academic leadership criteria?

Just saying you were a MTC (or anything else) won't work, but this is absolutely fine if you can show the impact of what you did in this role.

My Executive Dean/HoS doesn't support my case. Can I ever get promoted?

Find someone with whom to have an honest conversation, and use the personal submission route if necessary.

My boss says "oh that's just the day job"

Promotion should be possible in the day job, provided it is done exceptionally well and you can show career trajectory and the impact of what you have done.

Is there a limit to how many times I can apply for promotion?

No, but if you have been unsuccessful many times, stop and think about what that is telling you. You should get honest feedback.

Questions we have been asked

These changes to the promotions process seem very small. Will it make a difference?

Who knows, but the University is committed to honest review and further change if necessary.

Can I still use the old criteria and process?

Up to the July 2021 CSC meeting, but not thereafter.

Your questions

Next steps

Where is the paperwork?

All the profiles and illustrative examples are now available at on the [People Services intranet](#) along with the Common Standards document and Guidance for Candidates and all forms etc. required in the promotions process.

The old criteria and process documents will remain on the Governance website until the spring.

Starting points?

- Make sure your CV is up to date.
- Look at the profiles and find the one that is the best fit. Do an honest appraisal of your career trajectory against the profile.
- Talk to your line manager and/or get a mentor.