

**ACADEMIC STAFF PROMOTIONS 2025**  
**Completing an application: Guidance for applicants**

**Contents**

<b>1. Introduction</b>	<b>2</b>
<b>2. Timetable</b>	<b>3</b>
<b>3. Eligibility for academic promotion</b>	<b>3</b>
<b>4. Principles of academic promotion process</b>	<b>4</b>
<b>5. Pre-application consultation</b>	<b>8</b>
<b>6. Completing the application form</b>	<b>8</b>
<b>Part 1: Promotion Routes and Categories</b>	<b>9</b>
<b>Part 2: Personal Details and Background</b>	<b>14</b>
<b>Part 3: Institute Director Confirmation</b>	<b>14</b>
<b>Part 4: Main application</b>	<b>15</b>
<b>Part 5: Grants, publications, and research degree supervision</b>	<b>19</b>
<b>Part 6: Personal circumstances</b>	<b>21</b>
<b>7. Submitting the application</b>	<b>23</b>
<b>8. Outcomes</b>	<b>23</b>
<b>9. Process reviews and appeals</b>	<b>24</b>
<b>Appendix 1: Portfolio of Evidence for Education route applications</b>	<b>25</b>
<b>Appendix 2: Portfolio of Evidence for Innovation and Enterprise route applications</b>	<b>30</b>
<b>Appendix 3: Guidance for Academic Promotions Committee on DORA</b>	<b>32</b>
<b>Appendix 4: Guidance for Personal Circumstances Panel Members</b>	<b>33</b>
<b>Appendix 5: Professional Standards Framework</b>	<b>35</b>
<b>Appendix 6: External Assessment of Promotion Applications</b>	<b>36</b>

## 1. Introduction

This Guidance outlines the academic promotions procedure and provides instructions for completing the Academic Promotion Application Form ('application form'). It sets out the relevant criteria, and evidence and assessment requirements for each section of the form.

It is essential that applicants carefully read this Guidance to ensure that they provide all the information required by the Academic Promotions Committee (the "Committee") and in the correct format.

Applicants are advised to carefully note timings of the promotion timetable when planning their submissions. **Please note these are hard deadlines.**

The Committee will assess all applications for promotion and comprises the following individuals:

Executive Dean of the School of Health & Medical Sciences (or their nominated designate)

Director of Institute for Medical and Biomedical Education (tbc)

Professor Elijah Behr, Director of the Cardiovascular and Genetics Research Institute

Professor Franklyn Howe, Director of the Neurosciences and Cell Biology Research Institute

Professor Paul Heath, Director of Infection and Immunity Research Institute

Professor Charlotte Clark, Director of Population Health Research Institute

Dr Sally Mitchell, Head of Centre for Innovation and Development in Education

Professor Daniel Forton, Associate Medical Director, St George's University Hospitals NHS Foundation Trust

Dr Ban Haider, Associate Dean for Culture and Development

### **Administration roles**

Krystal Francis, HR Business Partner

Jackie Ferriter (Secretary), Governance Officer (HR and EDI)

**Please note due to the integration process taking place to combine the new School of Health & Medical Sciences across the Tooting and Clerkenwell campuses, the names/positions of committee members may change but as with previous Academic Promotion rounds, there will be representation for each promotion route.**

## 2. Timetable

The table below sets out the timetable for the Academic Promotions round in 2025:

Date	Event
Friday 4 <sup>th</sup> April 5pm	Deadline for applications to be submitted to Institute Director
Friday 25 April 5pm	Deadline for applications to be submitted to HR
Early May	External assessment meeting
May 2025	External assessments requested
1 June – 31 August	External assessments collated
early September	Committee meeting to review applications
w/c 15 September	Candidates informed of outcome of application ( <i>NB this date may be subject to change if the Committee requires further information</i> )
w/c 24 September	Promotions announced in George's Weekly
1 October	Effective date of promotion

## 3. Eligibility for academic promotion

These procedures apply to academic employees employed by SGUL and staff employed by NHS Trusts who hold honorary titles with the University. Promotion may be sought to Senior Lecturer, Reader, or Professor (and any other academic title as subsequently adopted by the University).

Expectation is that applicants who are unsuccessful in one year should wait two years until they submit a further application for promotion unless there is an exceptional change in professional outcomes and impact (specific advice should be sought from Institute Directors). Accordingly, individuals with cases considered by the Committee in 2024 (last year) will not normally be eligible to re-apply until the 2026 promotions round.

Where members of staff are currently sponsored by the University under the immigration system and are intending to apply for academic promotion, they are encouraged to contact the Human Resources (HR) Department to discuss how promotion application relates to the immigration rules.

Applications for promotion will not be considered in the case of staff that are currently:

- within their probationary period and/or within one year of appointment or previous promotion;
- subject to a formal disciplinary or capability sanction (including sanctions that commence after the application has been submitted);
- subject to a formal investigation under the St George's, University of London Disciplinary Procedure or NHS equivalent; and/or;
- subject to an investigation or fitness to practice procedure by an external regulator or professional body.

## **4. Principles of academic promotion process**

### **General**

- It is expected that applicants will have had significant discussions and sought advice from others before applying e.g., Line manager and Institute Director.
- Application content such as route applied for, and evidence provided are the responsibility of the applicant. An applicant will not be considered by another route even if the committee deems this more appropriate for a future application.
- Applicants should create a narrative that focuses on the development and impact of their professional identity since their most recent promotion or appointment.
- Applicants are expected to apply for promotion to the next academic level, i.e., from Lecturer to Senior Lecturer to Reader to Professor. Exceptions are likely to be rare. Any application for a 'double-jump' (e.g., promotion from Lecturer to Reader, or from Senior Lecturer to Professor) should be demonstrably exceptional. Institute Directors will be asked whether they support the double jump. Where candidates apply for a double-jump but are unsuccessful, the Committee will not consider whether a single-jump should be considered as an alternative. The application will be deemed unsuccessful.
- Occasionally, the Committee may, at its discretion, suggest a higher promotion to that for which the applicant has applied. No final decision on a promotion in this instance will be taken without consultation with the applicant. The award of the higher promotion will be contingent on the receipt of satisfactory external assessors' reports confirming support of the promotion at a higher level.

### **Decision-making process**

- The promotion process is based upon the Committee's assessment of the application form and external assessor reports against the published criteria in this document and associated Appendices.
- Additionally, the Committee will apply academic judgement to consider each application.
- All applications for promotion to Senior Lecturer, Reader, and Professor will be assessed by external assessors. The applicant will provide two potential assessors, and Institute Director will provide another two potential assessors.

- The committee also hold the right to contact other assessors if thought necessary. Appendix 6 outlines the questions asked of external assessors.
- External Assessors should not include those who are personally connected, have recently collaborated (within the last 3 years or less) or are currently collaborating with you. Institute Directors will make the final decision on which External Assessors are contacted.
- It is recognised that the promotion process involves complex discussions. As such Committee meetings are not recorded nor formally minuted. Instead, anonymised minutes outlining discussions are prepared.
- External assessor reports are confidential and will not be shared with applicants.
- Feedback from Committee discussions to successful and unsuccessful applicants is provided by the Chair of the Committee and is drawn from anonymised minutes of the Committee meetings and external assessor reports.

## Application

- The Committee is looking for evidence of **exceptional performance, contribution, and impact** in at least one domain from:
  - Research
  - Education
  - Education & Research
  - Practice
  - Innovation and Enterprise

All applicants are expected to demonstrate contribution in the domain of:

- Academic leadership and administration
- Applicants should highlight the primary promotion route (Research, Education, Research & Education, Practice, or Innovation and Enterprise) in which their application is made.
- It is likely that alongside their primary promotion route applicants will contribute to other domains. As such, it is likely that applicants will complete multiple domain sections, e.g. A Research route application may also include evidence on education domain. However, it is recognised that not all applicants will have job roles which facilitate contributions across multiple domains, and therefore no applicant will be disadvantaged by the number of domains in which they provide information. The key point is that an applicant must demonstrate exceptional performance, contribution, and impact in at least their primary promotion route.
- The Committee will consider the applicant's overall contribution to advancement and application of knowledge in their discipline or profession and their contribution the general life, community, and values (Collaboration, Ambition, Respect and Equity) of St George's, University of London.

- Information in the application should be as succinct as possible and applicants should focus on conveying the significance and quality of their work. Applicants should include some information on the impact that their work has had upon their

discipline such as: the research literature, pedagogy, practice and/or students' learning and experience.

- It is important to summarise the normal range of duties associated with the current position held (appointment job description) and the extent of formal time commitments to research and/or scholarship, education (including supervision of postgraduate and research students), academic leadership and administration, and innovations and enterprise. This information provides context for assessing the quality of contribution.
- It is recognised that all applicants are likely to undertake educational activities. Therefore, applicants will be required to show evidence of educational practice that aligns to the sector-recognised [UK Professional Standards Framework \(UKPSF\)](#) or the more recent [2023 Professional Standards Framework](#) for teaching and supporting learning in Higher Education. Such alignment can be formally recognised in the form of an Advance HE accredited postgraduate qualification in higher education teaching and learning, with professional recognition in one of the categories of [Advance HE/Higher Education Academy fellowship, or through some other form of educational qualification or recognition](#). Please see Appendix 5 for details of expectations according to the primary domain in which the application is made and the promotion title sought.
- Formal higher education teaching and learning recognition and/or a teaching qualification is desirable but not an absolute requirement. However, where appropriate recognition or a qualification is not held, it is likely that a condition of the promotion being awarded will be that the applicant apply for the stated category of Advance HE/Higher Education Academy fellowship, usually within one year. Appendix 5 includes a link to the St George's, University of London SHINE scheme for attaining Advance HE professional recognition.
- NHS staff applying for promotion must demonstrate their contribution to the University's work and/or the life of its staff, students, and Institutes and/or describe their affiliation to the University and its Institutes. Exceptional performance, contribution, and impact to the University is expected and the standards applied will be equivalent to substantive academic roles.

## Submission

- It is important for applicants to discuss their promotion with their line manager before seeking the support of their Institute Director. Applicants are expected to submit their application to their Institute Director for review, guidance, and advice (**see section 2 Timetable, for hard deadlines**).
- Although the Committee will accept independent applications (self-nomination) where an Institute Director decides that an application does not meet threshold for consideration by the Committee, applicants should still have discussed their intention to apply and shared their submission with their Institute Director. Applicants should indicate on the application form if they do not have the support of their Institute Director and are therefore self-nominating.
- **See section 2 Timetable for hard deadline** for final applications to be sent to HR. **Late applications will not be accepted.**

## 5. Pre-application consultation

All applicants must submit their application to their Institute Director and should follow the consultation guidance below. For NHS staff this means the St George's, University of London Institute Director and not their NHS Line Manager or Director.

Applicants' discussions should cover promotion category sought, application route, and the content/structure of their application. The Institute Director will review the application and provide feedback on its content and the next steps for an applicant. That feedback from the Institute Director will be shared in sufficient time to enable the candidate to submit the application by the final deadline.

Please note that applicants should not send draft versions of their application to HR, only the final submission.

## 6. Completing the application form

Failure to observe the requirements below will render the application form invalid and the application for promotion will not be considered.

### *Ensuring a valid application*

In all cases applicants must:

- complete the application form using Arial Font size 12<sup>1</sup>;
- use A4 black and white pages;
- observe maximum page limits, where specified (see Part 3 below);
- not alter wording on the application form;
- not alter set margins, fonts or font size defaults;
- not delete any non-applicable sections;
- adhere to the published deadline for applications.
- Not include supplementary matter other than:
  - in the case of Education route applications, where a portfolio of evidence is required (a portfolio is not required for joint research and education applications).
  - in the case of Innovation & Enterprise route applications, where a portfolio of evidence and cover letter are required.
  - the form requesting Equality, Diversity, and Inclusion information (requested for NHS applicants only where this information may not already be held by St George's, University of London).

---

<sup>1</sup> Please contact HR if you need to use a different font, for example due to a visual impairment or dyslexia.



- Although no supplementary material should be appended to the application, all applicants will be invited to notify the Committee of any relevant updates, changes, or information that they wish to be considered a month before the final committee meeting to consider submissions. That request will come via email from the HR department.

## **Part 1: Promotion Routes and Categories**

### *Routes of promotion and criteria*

Academic staff roles vary, encompassing education and scholarship, research, practice, innovation and enterprise, and academic leadership and administration. To ensure that the emphasis of the application is clear, applicants are required to indicate on the application form using the tick boxes their application route.

#### **Education route**

The primary focus of the application is on substantive, demonstrable contribution to high quality education and the wider student experience. This may include through evaluation, scholarship, innovation, and enhancement in areas such as teaching and supervision; the design and development of learning activities or curriculum; assessment and feedback; inclusivity, employability, internationalisation, and enquiry-based education; personal tutoring, mentoring, advising or pastoral support; leadership of units, modules, courses, assessment, year, professional experiences or other educational initiatives. The Education-led route also seeks to recognise the contribution individuals make as academic citizens, for example through participation in internal and external education-focused committees and working groups, support of academic and student experience procedures or initiatives, external examining, or external reviewing. It is recognised that the reach of an Education-focussed academic may not always be geographical (i.e. national or international) and may instead be in relation to previously underdeveloped areas within the institution, for example ensuring the educational success of disadvantaged students.

Education-led applicants should be able to evidence the alignment of their contribution to education in relation to the [UK Professional Standards Framework \(UKPSF\)](#) or the more recent [2023 Professional Standards Framework](#), including by gaining recognition for their practice through Fellowship of Advance HE at a category commensurate with their role and experience.

The applicant's claim should highlight how they have influenced and added value to the education of students within the institution and/or at sector level, for example through student-centred and inclusive approaches, the development of discipline-based pedagogies, or the application of innovative technologies. The Education portfolio is used to support the applicant's claim with a range of evidence that shows effectiveness and impact.

Those seeking promotion via the Education route who also carry out research do not need to apply via the joint promotion route unless research is a prominent and successful component of the promotion application.

## **Research route**

The primary focus of the application is on knowledge enhancement, research quality, outputs, impact, and grant income. In addition, demonstration of public engagement in science will also be expected. It is expected that applicants submitting under this category will hold a portfolio of active grants appropriate for their career stage. Researchers who have been awarded personal fellowships of over 3 years' duration from Research Councils, The Wellcome Trust (Investigator/Senior Investigator awards), NIHR and other charities are encouraged to discuss application for promotion with their Research Institute Directors.

St George's, University of London has signed the San Francisco Declaration of Research Assessment (DORA) which promotes the principle that research, and scholarship cannot be described by any one measure such as journal impact factor or H index. Accordingly, St George's, University of London is committed to looking beyond metrics and to making assessments that review a range of scholarly activities, including number of citations, grant awards, publications, peer esteem factors such as membership of grant awarding panels, editorial boards for journals, and other research outputs; whilst striving for excellence. Guidance on highlighting individual contributions to research as alternatives to traditional metrics can be found [here](#).

Contribution to education and academic leadership and administration will also be expected, although the amount of activity will be contextualised within the overall research remit. Candidates may not succeed in their application for promotion if they fail to demonstrate appropriate involvement in, and quality of, their educational activities, aligned to the UK Professional Standards Framework (UKPSF or PSF 2023). In terms of formal professional recognition for education activity, Fellowship of Advance HE/Higher Education Academy (FHEA), or a PGCert in HE is expected, though exceptionally Associate Fellowship will be considered appropriate.

Applications based on evidence of a sustained high-quality input of a technical, biomedical, statistical, computing, or mathematical nature that have had a demonstrable and significant impact on the research excellence and/or the outputs of a Research Institute, Research Section or research group are also expected to be submitted under the Research route.

## **Education and Research route**

Applicants will be expected to give an indication of the proportional balance between research and education time. It is important that applicants demonstrate excellence and exceptional contribution in both domains using the same guidelines as above. Evidence of contribution to academic leadership and administration will also be expected. In general, this category is less common in promotions than Research or Education route applications but may be suitable, for example, for individuals who hold joint membership of IMBAE and a Research Institute and/or those who have made high-quality contributions to both research and education in their roles with demonstrable and exceptional outputs, influence, and impact in each domain. A Postgraduate Certificate in Higher Education and/or professional recognition as an Advance HE/Higher Education Academy Fellow (FHEA) is normally a minimum expectation. An applicant applying for an Education and Research route Reader or Professor category should normally hold or be working towards a Senior Fellowship (SFHEA). See section 4 above.

### **Practice route**

This route is generally intended for those with a profile that impacts externally in practice who have heightened recognition, standing and influence within their area of expertise and influence outside the University, and for the benefit of St George's and higher education. It is essential that applicants in this category demonstrate excellence in practice, linked to one or more of the four pillars of practice: clinical practice, leadership and management, education, and research. This route may also be appropriate for non-clinicians such as those with significant impact in professional practice such as Equality, Diversity, and Inclusion. Professional recognition as an Associate Fellow of Advance HE/Higher Education Academy (AFHEA) is normally a minimum expectation, increasing to Fellowship (FHEA) and Senior Fellowship (SFHEA) for education-focused applicants applying for Reader or Professor. Further information on fellowship is available [here](#). In all cases, applicants must demonstrate how their contribution serves the University and its strategic priorities.

Applications for the title of Professor of Practice are considered under this category.

### **Innovation and Enterprise route**

The primary focus of these applications is evidence focusing on the type and quality of activity and its impact for research and/or education. Detailed evidence of the level of achievement and impact is essential. Innovation and Enterprise route applicants need to demonstrate their exceptional contributions to innovation and enterprise.

Potential candidates in this category are strongly recommended to seek advice early from their line manager, their Research Institute Director, and the Deputy Vice-Chancellor (Research and Enterprise) about whether this is the most appropriate route for their application. Professional recognition as an Associate Fellow of Advance HE/Higher Education Academy (AFHEA) is normally a minimum expectation, increasing to Fellowship (FHEA) and Senior Fellowship (SFHEA) for education-focused applicants applying for Reader or Professor. See section 4 above.

### *Categories of promotion and criteria*

The criteria for promotion of academic staff of St George's, University of London are published on the University website and reviewed regularly. These focus on exceptional professional identity with high academic achievement, national and international recognition as a leader in a discipline/speciality, and indicators of esteem and outputs, such as grants, studentships, fellowships, awards, and publications.

Applicants must specify the promotion title sought (i.e., Senior Lecturer, Reader, or Professor) using the tick boxes. The Committee will assess applicants' achievements in relation to the level of promotion sought by the applicant.

### **Senior Lecturer**

Applicants are expected to demonstrate:

- A developing professional identity based upon a national reputation which recognises their significant individual contribution to their area(s) of expertise.

- Developing peer esteem in their area(s) of expertise, for instance: participation in editorial work, external examining, educational innovation and scholarship, the enhancement and evaluation of high-quality educational practice, including mentoring and influence, contributions to advisory groups, guideline working groups, or invitations to national and international meetings and conferences.
- Evidence of a high level of attainment in their area(s) of expertise and academic leadership and administration. The Committee may give greater weight to one of these areas based on requirements of the applicant's role and contribution to life and work of their Institute and the University.
- Active commitment to inclusivity.
- Active commitment to the values and recognition of the [UK Professional Standards Framework \(UKPSF\)](#).

### **Reader**

In addition to criteria for Senior Lecturers, applicants are expected to demonstrate:

- A sustained national and developing international reputation and be recognised as having made significant and impactful contributions to their area(s) of expertise, or a sustained and significant impact on the development and evaluation of high-quality education.
- Evidence of sustained peer esteem by, for instance: invitations to work for grant awarding bodies or contribute to journals, advisory groups, committee work, contributions to learned societies and to give plenary lectures at national and international conferences.
- Research route: There should be significant evidence of high-quality work that has achieved national and international recognition with a clear expectation and proposal for continued research achievement and further development of international recognition. There should be sustained success in obtaining external grant funding supporting research salaries/stipends, post-graduate training etc. In addition, there is an expectation of a portfolio of publications in well-recognised journals as lead/senior author.
- Education route: The claim should be supported by evidence that the applicant has made a sustained and significant contribution to the enhancement, innovation, and evaluation of education, particularly in strategic priority areas, at course, centre or institutional level. This may be in relation to, for example, curriculum and pedagogical development, the quality assurance, enhancement or accreditation of courses, educational strategy, initiatives, policy, guidance, or related development of colleagues. There should be evidence of either a sustained track-record of educational leadership, influence, and peer esteem with likely impact beyond the institution; and/or a sustained record of disciplinary, professional, national, or international educational scholarship or research.

Further information regarding the indicators of the activities and criteria for promotion to Reader for Education-led applications may be found at Appendix 1: Portfolio of Evidence for Education applications.

- Practice route: There should be evidence of high-quality impact resulting from engagement with practice, with an international element. This might include collaboration across organisational boundaries and enhanced cross sector infrastructure and/or collaborative working to benefit practice and/or the University. In keeping with the way the Health service characterises 'practice', a case may be built around the four pillars of practice used in advanced practice; clinical practice, leadership and management, education, and research; [Advanced practice | NHS Employers](#). A case may also involve direct educational impact which benefits practice, the University, and/or across the organisational boundaries, though this is not prescribed. Impact externally might include pedagogy, curriculum development, assessment, student welfare, experience and learning, gains in equality, diversity, and inclusion. The impact is likely to be informed by scholarship, be well-evaluated, and attract national and international recognition.
- Innovation and Enterprise route: There should be significant evidence that these routes have taken up a significant amount of time and are the major focus of the application. Similar to the criteria highlighted above for Research and Education the type of activities and their contribution to the University must be described in sufficient detail to enable the Committee to assess the level of achievement.

### **Professor**

St George's, University of London does not award the title of "Honorary Professor", only Professor<sup>2</sup>. In addition to the criteria required for a Reader, applicants are required to demonstrate:

- A sustained international reputation *and* recognition of significant and impactful contributions to their field; or a sustained, significant, and impactful influence on the strategic direction, innovation, reform, and enhancement of Education institutionally, or at sector level within the discipline or profession.
- Evidence of significant peer esteem by, for instance: editing a respected journal, chairing working groups and national committees, public appointments to relevant advisory bodies, contributing to the development of national or international guidance in a specific area and invitations to give plenary and keynote addresses at national and international conferences.
- Research route: There should be significant evidence of an international reputation of outstanding research achievement as shown by a track record of academic publications and other appropriate indicators of standing and leadership, including a sustained portfolio of substantial external grant awards, and mentorship of excellent emerging researchers.

---

<sup>2</sup> Including the title Professor of Practice.

- Education route: There should be significant evidence of sustained influence and impact on the strategic direction, innovation, reform and enhancement of education within the centre, institution, or at sector level within the discipline or profession, as well as demonstrable achievement in, championing and developing education or student experience strategies, policy or change initiatives. Additionally there should be a significant contribution to the mentoring, influencing, development and progression of colleagues within or beyond the institution, in the delivery of high-quality education, particularly in strategic priority areas; and a demonstrable contribution to the reputation of institution-, discipline- or sector-level educational excellence, through either collaboration, influence or leadership, and/or through impactful, high profile educational scholarship and research.

Further information regarding the indicators of the activities and criteria for promotion to Professor for Education-led applications may be found at Appendix 1: Portfolio of Evidence for Education applications.

- Practice route: There should be evidence of sustained international impact resulting from engagement with practice. This might include collaboration across organisational boundaries and enhanced cross sector infrastructure and/or collaborative working to benefit practice and/or the University. In keeping with the way the Health service characterises 'practice', a case may be built around the four pillars of practice used in advanced practice; clinical practice, leadership and management, education, and research; [Advanced practice | NHS Employers](#). A case may also involve direct educational impact which benefits practice, the University, and/or across the organisational boundaries, though this is not prescribed. Impact externally might include pedagogy, curriculum development, assessment, student welfare, experience and learning, gains in equality, diversity, and inclusion. The impact is likely to be informed by scholarship, be well-evaluated, and attract national and international recognition.
- Innovation and Enterprise route: There should be significant evidence that these routes are the major focus of the application and similar criteria highlighted above for Research and Education should be used to enable the Committee to assess achievement at a level of international excellence.

The last section of Part 1 asks applicants to state whether, or not, their application has support from their Institute Director.

## **Part 2: Personal Details and Background**

Applicants must complete all sections of Part 2 of the application form. This informs the Committee of the applicant's history with St George's, University of London, and educational background.

## **Part 3: Institute Director Confirmation**

Applicants must seek confirmation from their Institute Director that the application meets the minimum requirements for an academic promotion application. This confirmation does not mean that the application will be successful. Further information is provided in section 5 of this Guidance, Pre-application consultation.

## **Part 4: Main application**

### *Page limits*

This section must not exceed 5 sides of A4 in total. The only exception is for NHS employees, who should include their integrated Job Plans in Section F: Practice, as detailed below. For these applicants only, Part 4 of the application form is limited to a maximum of 6 sides of A4. Clinical Academics who are employed by St George's, University of London must adhere to the 5 sides of A4 limit.

Page limits for the portfolio of evidence and cover letter required in Education route and Innovation and Enterprise route applications are detailed in Appendixes 1 and 2.

### *Guidance*

The following provides more detailed guidance on the information required for each of the different elements assessed in the application form.

### **Education (Section D)**

For this section, applicants should:

- Ensure that the main emphasis of this part of the submission is on the quality and positive impact of their educational contribution, through teaching, pedagogical design (including in online environments), assessment, curriculum development, pastoral support, and/or enhancing the student experience. It is recognised that education contribution changes as a function of different stages of an academic career and that it may also be made through leadership, management, and mentoring roles and through participation in scholarship activities that generate insight and evidence. However, in all cases applicants should also submit a summary of their teaching, examining and other student-facing activities in the context of expectations within the Institute and field as well as their contribution to academic leadership and administration over the period covered by the promotion application.
- Highlight their discipline identity through distinctive ways in which they have developed high quality and inclusive education, identifying challenges to student learning, and taking a scholarship-based approach to enhancement and innovation.
- Show the reach and impact of their work within their subject area, the University and in wider contexts, explaining how they evaluate their practice and use evidence of different kinds to inform future development. Evidence of impact should be provided to support the claim, including data on student experience (such as Student Online Teaching Survey (SOLTS)) and student performance.
- State the formal teaching qualifications and/or professional recognition they have acquired and/or are working towards.
- Demonstrate continuing engagement in professional development within education, showing where it has added value and indicating areas where they are seeking to develop further.

- Through the above, indicate how their education practice is aligned to the values and recognition of the Professional Standards Framework ([UKPSF](#) and PSF 2023).

Contribution to education should be documented through the compilation of a Portfolio of Evidence. See Appendix 1.

Applicants should be selective in providing evidence, ensuring that it is reliable and open to scrutiny and shows sustained activity and impact. They should present the evidence in a clear and analysed form that shows how it supports the claim being made. The nature of the appropriate evidence can vary from case to case and applicants can consult with the Head of Centre for Innovation & Development in Education regarding compilation of their Portfolio of Evidence. See Appendix 1 for examples of the areas of work which can be presented as evidence in respect of education.

### ***Research (Section E)***

Applicants should outline their identity (i.e., reputation and unique contribution) in the research discipline they work in and provide their ORCID number on the application form. Where research is carried out in collaboration with others, it is essential for applicants to explain what their distinctive contribution has been, and in all cases to outline what outcomes have resulted and what impact their work has had on the advancement of their subject. Applicants should briefly outline future research and funding plans to give the Committee an indication of the intended direction and trajectory.

Appropriate indicators will vary between disciplines, but might include: quantity and sources of research funding (including as PI, co-PI or collaborator); extent of collaboration with the private, public or third sectors; extent of multi- and inter-disciplinary collaborations internally or externally (where appropriate); consultancy; research impact; invitations to chair or give keynote lectures at international conferences; membership of national and international bodies, research councils, or learned societies and editorships of journals, series or serials.

Applicants should include their 'h' index at the beginning of Section E, taken from the Web of Science, which will be interpreted in the context of the applicant's discipline. In addition, specific information used to measure the quality of research output (e.g., citations) may be provided to assist the Committee's deliberations where available and relevant. However, as a signatory to DORA, St George's, University of London will consider all information in the context of the whole application and will look at a range of activities when determining research excellence and will not rely solely on metrics, individual or collective.

Applicants should consider the following points when describing their research:

- Committee members and external assessors can judge only what is provided to them by the applicant. Hence, clarity of expression in describing research is paramount. Whilst detail relevant to the research subject is essential, some form of narrative understandable by an intelligent non-expert is vital.



- All applicants are asked to provide information about: the research itself, both disciplinary and examples of multi- and inter-disciplinary research, where appropriate; the grants they hold and have obtained (including information about what proportion of the grant is received by St George's, University of London); their collaborations and role within those collaborations; research staff working under their direction; research students they currently supervise and have supervised; publications and other scholarly output. However, it is not necessary to provide the detailed information relating to grants, publications, and postgraduate supervision in the main part of the application form (Part 3) as this should be provided in Part 4 of the application form (see below for further guidance on the specific information required).
- Clearly link information together. When reading the different types of information on research contained in any application, the Committee must be able to link the following to each other:
  - input (grants);
  - the research topics completed, in progress or planned;
  - the people doing the work, and
  - the output (papers, publications, presentations etc).
- Applicants may find it convenient therefore to describe their research in discrete topic/project areas that include not only the narrative of the research itself, but the linked information about grants, staff, students, collaborators, publications etc.

### ***Practice (Section F)***

For Academics employed by the university and staff employed within NHS Trusts (seeking honorary titles), applicants should describe their impact in practice which is likely to include innovative practice benefitting either practice, Higher education, or both, and a heightened expertise, recognition, standing and influence as a result of their work with and/or in practice. Where applicants work to a job plan this must be included in this section as agreed at the last Job Plan review meeting/appraisal, and quantify any academic Programmed Activities undertaken. The Committee will assess applicants' excellence and contribution in both practice *and* expertise, recognition, standing and influence.

The evidence and achievements that applicants wish to submit will vary depending on the applicant's engagement with practice or Institute role, but applicants as appropriate may include:

- Contributions that benefit St George's, University of London's students.
- Scholarly activities that enhance professional training and practice e.g., contributions to guidelines, the development of resources, including textbooks, authoring, or co-authoring reviews, writing national examination or assessment content, engagement with Professional bodies, Government, or Government

Arm's length bodies, or any other infrastructure supporting University business and impact with external partners.

- Leadership within a field or speciality, relating to higher education and/or the breadth of activities at St George's, University of London that is nationally and/or internationally recognised.
- Innovations that have informed education, research, practice, enterprise and/or knowledge exchange beyond the University.
- Recognition, standing and influence within the field and the ways in which that informs an applicant's contribution to St George's, University of London.

### ***Innovation and Enterprise (Section G)***

The Committee will consider any achievements within innovation and enterprise, and these should be appropriately documented. Innovation and enterprise are the creation of new and valued benefits beyond the University (e.g., cultural, social, economic or health). They may take the form of engaging external audiences with research either at the University or at external events. Academic-enabled innovation and enterprise takes curiosity-driven research, the purpose of which is to generate new insights and understanding and translates them for application and benefit. While there will be instances where the innovation is delivered by an academic, it is more usual for the academic to contribute new or existing knowledge to an innovation led from outside the University. As such, the promotion criteria recognise an individual academic's enabling role, ensuring the best academic research is used in service of society. In this respect, evidence of engagement with a wider public may be considered. It is therefore critical to demonstrate how world-class academic insight and understanding contributed to innovations; participation in contract research, trials, etc. by themselves is not sufficient.

Staff who are not involved in significant innovation or impact of this nature will not be disadvantaged by being unable to supply evidence in this area.

### ***Academic leadership, citizenship, and administration (Section H)***

This is understood in its broadest sense as the applicant's contribution to the academic leadership and administration of the Institute, University and beyond, and/or innovation and the advancement of the applicant's discipline within the academic disciplines. It is important that the evidence provided demonstrates how the activities listed have enhanced the reputation, standing and impact of St George's, University of London.

The Committee will attach as much importance to the quality as the quantity of applicants' contributions to academic leadership and administration. Membership of committees is less important than the effectiveness and impact of the contribution made. Academic leadership and administration can embrace all aspects of service to the Institute, University and the profession as a whole, from contributing to the development of team coherence and success, project management and professional activities, pastoral work (including personal tutoring and mentoring), contributions to enhance the student experience, staff development (including mentoring), work for learned societies, schools liaison, admissions, etc, service on funding councils,

government bodies, regulators and quality assurance organisations, innovation, outreach work or the organisation of conferences. The onus is on applicants to highlight all relevant information to strengthen their application and to make clear what they see as their distinctive contribution to their area of influence, the life of the University, the Institute in which they work and to demonstrate the effectiveness of their contributions. The impact of work undertaken should be clearly articulated.

Where applicants have taken on a demanding internal executive role, such as Associate Dean or Head of a Section within an Institute, it should be clearly stated in this section of the application form, along with the start and end dates (where applicable) of the role. The Committee will expect the same quality of academic productivity but will consider time devoted to other activities when assessing the quantity of output.

Applicants should consider how they meet St George's, University of London's leadership attributes. Applicants will also be expected to demonstrate how they show commitment to St George's, University of London's values and behaviours, including diversity and inclusion, as articulated in the [St George's, University of London Strategic Vision](#).

### ***Further information (Section I)***

Applicants should use this section to identify/provide information to support their application that has not been presented elsewhere in the application. Applicants are expected to have an up-to-date Personal Development Review (PDR)/appraisal record and are reminded that their PDR/appraisal will contain evidence of progress and achievement. If applicants wish to use their review, they should produce an agreed summary, in conjunction with their reviewer, of recent PDR/appraisals focusing on those aspects which provide evidence about suitability for promotion.

In this section applicants may also wish to mention:

- how their clinical work, and/or work in practice, (if applicable) interrelates with their other responsibilities, for instance indicating the effect of their research or innovation in education on clinical practice (and vice versa). It would be helpful to the Committee if applicants could indicate the proportion of time spent on education, research, academic leadership and administration, and practice and innovation and enterprise.
- the main strength(s) of the application, as well as the most important features of their application in relation to the criteria for the promotion category sought.

### **Part 5: Grants, publications, and research degree supervision**

This part of the application form is to be used to list details relating to applicants' grants, publications, and research degree supervision experience. It must not be used to provide additional evidence or narrative that could not be contained within the page limits specified for Part 3 of the application form.

#### ***Grants (Section J)***

It is essential that applicants provide all the information required in the tabulated list.

Applicants should ensure that their role in relation to each grant listed is clear including the percent attribution for all grants awarded from 2020 onwards and be aware that the accuracy of such information will be checked by the Committee.

Where grants are held in collaboration with colleagues at other institutions, the applicant should state the amount of funding and proportion of the total grant that comes directly to St George's, University of London.

It is also essential for the applicant to document their individual role in obtaining grants, especially where those grants are held jointly. Names of all grant holders, the principal area of investigation and appropriate dates should be provided.

### *Publications (Section K)*

Applicants are required to provide a full list of publications. It is not necessary to provide a list of published abstracts. The Committee is interested not only in the publication, but in the applicant's contribution to the publication, the academic advance, indicators of its acceptance and its impact on the field. Quoting citation scores may be helpful but as previously noted, metrics are not considered alone. The number of citations per publication should be provided, where available. Applications should, where possible, hyperlink publications to web pages where they may be viewed (no negative inference will be taken by the Committee where online access to publications is not possible).

When referring to publications Committee members expect to know the full authorship of all outputs. The lead author, where appropriate, should be identified in every case, and joint first and last authorships. Only those publications that have already been published or are publicly available at the time of submitting the application should be included. The Committee may consider work that is in press at the closing date for applications only if it meets all the following criteria:

- it is a journal publication (publications due in the form of books, conference contributions will not be considered);
- the journal acceptance letter can be provided on request; and
- the manuscript in its final form is available for review on request and has been submitted to the University CRIS system.

Listings of publications should be arranged chronologically (with the most recent at the top) and with details of the number of pages in the following categories:

- Books: title, number of pages, publisher, date published, ISBN number.
- Chapters in books (including other short works such as contributions to collections of essays published in book form): authors, title of chapter, page numbers of chapter, title of book, name(s) of editor(s), publisher, date of publication, ISBN number.
- Articles in journals: authors, title of article, page numbers of article, name of journal, volume number, date of publication.

- Conference contributions: name of conference/published proceedings, number of pages, date published (or in the case of non-text-based material, date of conference and medium of output).
- All other outputs: authors, title or brief description and date and place at which output was made publicly available.

When providing the detail of their publications (title, number of pages, publisher etc) applicants may use their preferred referencing convention. ISBN and ISSN should be included, where available.

*Research degree supervision (Section L)*

Applicants should provide all the information required in the tabulated list of research degree students supervised and completion rates.

**Part 6: Personal circumstances**

The University is committed to operating an academic promotions procedure that is consistent, fair, open, and transparent and will ensure that promotions are awarded in accordance with defined criteria and without regard to any matter other than meeting those criteria and the coherence of the submission. This includes staff whose work may have been constrained by circumstances such as:

- part-time working;
- maternity/adoption/parental/shared parental leave;
- disability;
- ill health or injury;
- career breaks;
- secondments;
- mental health conditions;
- constraints relating to pregnancy, maternity, paternity, adoption, shared parental, or childcare or other caring responsibilities that fall outside of statutory provisions;
- other caring responsibilities e.g. caring for an elderly or disabled family member;
- gender reassignment;
- other circumstances relating to protected characteristics or to activities protected by employment legislation.

Applicants are invited to declare any personal circumstances that they wish to be taken into account. Consideration will be given to the extent to which personal circumstances have limited the extent of an applicant's contribution and work. The standard and quality of an applicant's work will be considered in the same way as any other

applicant, however impact of personal circumstances will be considered on an individual basis and reasonable adjustments in quantity of work will be considered in relation to this by the personal circumstances panel (see below).

Where applicants have not disclosed personal circumstances, yet the Committee has knowledge of such circumstances, it will be assumed that the applicant does not wish those circumstances to be considered.

#### *Personal circumstances panel*

The impact of personal circumstances will be evaluated, in anonymised form, by a Personal Circumstances Panel which meets in advance of the Committee. The Panel comprises the Director of HR&OD and one other member of the Committee (the panel is deliberately small to preserve confidentiality).

The panel reviews an applicant's personal circumstances using the framework described in the Guidance for Personal Circumstances Panel Members, available as Appendix 3. If the Panel recommends that personal circumstances be taken into account, the Committee will be advised accordingly.

The Personal Circumstances Panel's decisions will be returned to HR. HR will note which applicants have been awarded a reduction in the time available over the reference period to work productively. The Committee will be informed of the outcome only (expressed as a reduction of time available in months) and will apply any reduction accordingly, when assessing applicants' quantitative output.

#### *Making personal circumstances disclosures*

Applicants can choose either to list their personal circumstances on Part 5 of the Academic Promotion Application Form or submit Part 5 separately to HR. Where personal circumstances are listed on Part 5 of the Academic Promotion Application Form, these will be shared with the Committee.

Only those personal circumstances occurring within six years prior to the closing date for the academic promotion applications are admissible for consideration, or since the candidate's last promotion if longer. For the 2025 promotions round, the reference period will be March 2018 to March 2024.

Applicants must provide details of their personal circumstances in the format requested, including:

- Giving specific start and end dates of the personal circumstances, including the day. If the personal circumstances are continuing, applicants must write 'Present' in the end date column.
- Describing the impact of the personal circumstances on their ability to work productively and the associated effect on quantitative output e.g. specifying the amount of time lost or the disruption caused to specific projects in terms of delay.
- Part-time working will only be considered if applicants choose to include it as a circumstance they wish to be taken into account. Where applicants do wish

part-time working to be considered, they should state the duration of part-time working and the FTE during the period(s) listed.

- Applicants must state whether the personal circumstances resulted in an absence from work; a disruption in the time available to work productively whilst still working (e.g., intermittent absences, such as for medical tests); or part-time working. Absences listed due to ill health or injury must have been reported to the University contemporaneously.
- Additional material, such as letters from medical professionals or psychologists, death certificates etc. are not required, although the Panel may request further information.

For an informal confidential discussion on personal circumstances, candidates can contact Krystal Francis ([kfrancis@sgul.ac.uk](mailto:kfrancis@sgul.ac.uk)) and James Bowden ([jbowden@sgul.ac.uk](mailto:jbowden@sgul.ac.uk)).

## **7. Submitting the application**

Applicants must submit - by **5pm on Friday 25 April 2025** - PDF versions of their final submission to the following:

- Email to HR at [academicpromotions@sgul.ac.uk](mailto:academicpromotions@sgul.ac.uk).
- Email to the Institute Director.
- Equality & Diversity Information Form (for NHS staff only).

Please note that no one, including Institute Directors, can submit an application to HR on the applicant's behalf; applicants are responsible for their own submissions. Applicants are not to submit draft applications to HR, only the final submission.

Applicants must email the Equality & Diversity Reporting Form, if applicable, to HR at [academicpromotions@sgul.ac.uk](mailto:academicpromotions@sgul.ac.uk) separately, i.e. these are not to be submitted to the Institute Director with the other application documents. Applicants may also email the Personal Circumstances section of the form to HR separately if they wish to.

Applicants who are employed by an NHS Trust are to note that applications are to be submitted to the St George's, University of London Institute Director, not the NHS Trust department/division head.

## **8. Outcomes**

Applicants are normally advised of the outcome of their application by end of September.

Unsuccessful applicants will be contacted by their Institute Director, or their nominee, once, the outcome of the application is known for feedback and advice on future reapplications.

Successful applicants too will be offered the opportunity for feedback, if they would like it, to help in their career development, but unsuccessful applicants will take priority in arranging feedback discussions.

Successful applicants are not permitted to use their new title until the effective date of implementation, which, for the current round, will be 1 October 2025. This includes refraining from using the new title in email signatures, on business cards, in the media etc.

Letters outlining new titles and salaries, as applicable, will be issued to successful applicants. However, in many cases, promotion will not result in an increase in salary, for example for academics on clinical pay scales set by the NHS, honorary appointments, or promotion from Senior Lecturer to Reader (which are both SGUL grade 8). Where a pay increase is payable, the new salary will be the minimum salary of the higher pay grade (unless the individual is already paid above the minimum of the higher grade, for example is currently paid within the discretionary range of their existing grade, in which case they will remain on their existing salary). For individuals who TUPE transferred from the Faculty of Health, Social Care and Education, promotion will result in a move to CSG pay grades and terms and conditions.

## **9. Process reviews and appeals**

An applicant who remains dissatisfied with the result of an application for promotion will be able to request a process review if they can demonstrate that there has been a failure to adhere to the procedure.

To request a process review, the applicant should write to the Director of HR **within ten working days** of receipt of the decision letter. The request should state the reasons for the process review and the perceived failure to adhere to the procedure. The Director of HR, or their nominee, will review the reasons for the process review and conduct a primary assessment as to whether there is cause to investigate formally.



## Appendix 1: Portfolio of Evidence for Education route applications

Applicants for promotion via the Education-led route must support their case through the submission of an Education Portfolio. It is not sufficient to evidence the volume of teaching hours or professional activities as the basis for an application. Education-led applicants need to demonstrate through specific examples:

- the reach or scale of their influence on the educational experience
- the value or benefit for students or staff that their contribution has made
- and, the impact or difference that was a result of their contribution.

The table below provides an indicative but not exhaustive list of possible examples of professional activity and forms of evidence that may be included in the Education Portfolio when making an application. The Education Portfolio should provide evidence of education-led activity commensurate with the category of promotion applied for and relevant to an applicant's specific career trajectory, opportunities, and context.

The portfolio of evidence should normally be no more than 8 pages of A4. Generally, the evidence included in the portfolio should have been gathered since the candidate's appointment or previous promotion. The examples of evidence given below are not exhaustive, nor is it expected that candidates will cover all examples given.

**Table 1: Typical examples of evidence that may be included in an Education Portfolio**

The examples here are indicative of the ways you may be able to demonstrate the criteria as stated for each category of promotion. It is not intended to be restrictive of the ways in which you can evidence your influence and effect on high quality learning. An individual does not have to evidence all examples in making an application, but your evidence should provide a sufficient case to meet the criteria for the relevant category of promotion across your professional activities, evidence of effectiveness in relation to student learning and evidence of peer esteem and influence.

	<b>Typical professional activities undertaken</b>	<b>Possible evidence of effectiveness in relation to student learning and outcomes (with reference also to reach and value)</b>	<b>Possible evidence of peer esteem and influence</b>
<b>Senior Lecturer</b>	<ul style="list-style-type: none"> <li>• The range, volume and content of teaching and support of high-quality student learning undertaken including teaching hours, nature of teaching, student numbers, assessment and</li> </ul>	<ul style="list-style-type: none"> <li>• SOLT, NSS, PTES, PRES evaluation data</li> <li>• Student engagement data such as enrolment, attendance, or participation data</li> </ul>	<ul style="list-style-type: none"> <li>• Fellow or Senior Fellow of Advance HE</li> <li>• Engagement with Peer Observation and Review of Teaching (PORT)</li> </ul>

	<p>inclusive of undergraduate and postgraduate project, dissertation or thesis supervision, personal tutoring and student advising Evidence-</p> <ul style="list-style-type: none"> <li>• informed design of learning resources</li> <li>• Implementation of successful reforms, innovations, interventions or initiatives to enhance teaching and support of student learning</li> <li>• Module, course, year, placement and/or assessment leadership roles or comparable</li> <li>• Personal Tutoring, project supervision, student advising</li> <li>• Leading or contributing to Student-Staff Partnership Grants or other internally- or externally-funded education projects</li> <li>• Membership of university monitoring committees, task-finish, advisory or working groups</li> <li>• Chairing of Boards of Examiners</li> <li>• Acting as Investigating Officer, member of Academic Misconduct Panel, member of Scrutiny or Periodic Review panel, assessment lead, placement lead</li> <li>• Mentoring, peer coaching or delivery of education-related professional</li> </ul>	<ul style="list-style-type: none"> <li>• Other forms of solicited and unsolicited student feedback</li> <li>• Progression, retention, achievement rates or other student performance data for all students</li> <li>• Student prizes</li> <li>• External examiner or accrediting body reports</li> <li>• Careers Registration Data, Graduate Outcomes Survey, student self-reported learning gains, graduate recruiter and alumni /employer feedback for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional or external education awards/prizes</li> <li>• Feedback or testimonials from internal and external colleagues</li> <li>• Appointment as external examiner for other institutions</li> <li>• Appointment as validation panel or periodic review member for other institutions</li> <li>• Invited lecturer for other institutions</li> </ul>
--	---	--	---

	<p>development training/guidance for teaching colleagues</p> <ul style="list-style-type: none"> <li>• External examining, membership of institutional, external or professional body/learned society bodies in advisory or consultancy roles relevant to education</li> <li>• Dissemination of education initiatives, scholarship or research at institutional or sector-level education-focused conferences, events or via publication</li> </ul>		
<b>Reader</b>	<ul style="list-style-type: none"> <li>• Participation in quality assurance and enhancement of education, institutionally and/or externally including appointment as subject expert for external validation or periodic review, education consultant or advisor</li> <li>• Significant engagement in education initiatives, interventions or reforms through task-finish, working, steering groups</li> <li>• Leadership of, or significant contribution to, institutionally and externally-funded educational projects</li> <li>• Coordination of the development of MOOCS or other external-facing provision</li> <li>• Dissemination of evidence-informed</li> </ul>	<p><i>As listed for Senior Lecturer and:</i></p> <ul style="list-style-type: none"> <li>• Comparative data at cohort or institution level to evidence effectiveness of practice</li> <li>• Student feedback and outcomes attributable to initiatives, interventions, reforms, or enhancement activities</li> </ul>	<p><i>As listed for Senior Lecturer and:</i></p> <ul style="list-style-type: none"> <li>• Invitation to national and/or international conference presentations, keynotes and invitations to speak or run workshops</li> <li>• Invitations to peer review for education-related journals, grants, prizes and related feedback</li> <li>• Invitation to contribute to national or international QA activities (e.g. validations and advisory roles)</li> <li>• Engagement data related to outputs such as MOOC student analytics, attendance, textbook copies</li> </ul>

	<p>enhancement of practice through institutional or sector-level conferences/events or workshops, textbooks, guidance, blogs, podcasts or other publications and outputs</p> <ul style="list-style-type: none"> <li>• Contribution to peer-reviewed publications on education topics</li> <li>• Textbook</li> <li>• Journal peer or grant reviewing in education-focused contexts</li> </ul>		<p>sold/downloads (reach) and evidence of resulting change to practice and awards (impact)</p> <ul style="list-style-type: none"> <li>• Appointments to educational roles/committees on external bodies and associations</li> </ul>
<b>Professor</b>	<ul style="list-style-type: none"> <li>• Substantial engagement in the development of strategy, policy, procedure, or enhancement of practice at department/centre, institutional or at sector-level</li> <li>• Demonstrable contribution to the enhancement of education at discipline and sector-level through a disciplinary or professional body or learned society</li> <li>• Significant engagement in, and influence of, educational communities of practice, institutionally and at sector-level</li> <li>• Successful mentorship and leadership of the development and progression strategies for education colleagues and/or particularly those from underrepresented groups</li> </ul>	<p><i>As listed for Reader and:</i></p> <ul style="list-style-type: none"> <li>• Institutional or sector-level data on student outcomes attributable to areas of leadership activity</li> </ul>	<p><i>As listed for Reader and:</i></p> <ul style="list-style-type: none"> <li>• Evidence of performance and progression of mentored education colleagues</li> <li>• Evidence of successful uptake of interventions, initiatives or reforms at institution, sector, or international level</li> <li>• Evidence of significant influence on the work of peers, institutions, professional bodies or sector-level networks or policies</li> <li>• Citations of outputs</li> <li>• Editorial or organisation roles for education-related journals, grants, prizes, and related feedback</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership of funded projects for educational scholarship, research, or development of practice</li> <li>• Record of sector-level outputs including publications, presentations or workshops related to teaching</li> <li>• Editorship and membership of journal boards or referee for journals in the area of teaching</li> </ul>		<ul style="list-style-type: none"> <li>• National and / or international education leadership roles for external organisations/committees with examples of impact</li> <li>• External funding awards for educational activities</li> <li>• Educational collaborations with external partners (national and international)</li> <li>• Organisation and Chairing roles for national and/or international conferences</li> <li>• Invitations to contribute to International educational activities including events, projects, grants</li> </ul>
--	---	--	---

## **Appendix 2: Portfolio of Evidence for Innovation and Enterprise route applications**

For Innovation and Enterprise route applications a cover letter and portfolio of evidence is required in addition to the application form. The cover letter should be no more than a page of A4 highlighting key themes, contribution, achievements, and progress and how these demonstrate readiness for promotion. The portfolio of evidence should normally be no more than 8 pages of A4. Generally, the evidence included in the portfolio should have been gathered since the candidate's appointment or previous promotion. The examples of evidence given below are not exhaustive, nor is it expected that candidates will cover all examples given.

An Innovation and Enterprise portfolio is a collection of evidence proving the candidate's excellence about creating novel and valuable benefit to St George's, University of London and beyond. The evidence candidates submit will depend on their subject area and the nature of the innovation/enterprise. Therefore, there are no prescriptive rules for what should be submitted but the information below aims to provide some ideas on what Committee will be looking for.

### **Examples of evidence for promotion to Senior Lecturer include:**

- Collaborations with others across St George's, University of London, and its partners, other HEIs and with industry, which bring demonstrable benefits to St George's, University of London and beyond.
- Significant contribution to St George's, University of London knowledge exchange initiatives, e.g., engagement in commercialisation or licensing activities, patents, intellectual property, development of apps and new technologies, creation of resources for patient groups, consultancy, and charities etc.
- Evidence of contribution to enhancing impact of own subject/discipline.
- Significant contribution to student entrepreneurship and enterprise activities.

### **Examples of evidence for promotion to Reader, above that expected of a Senior Lecturer include:**

- Significant and externally recognised contribution to St George's, University of London knowledge exchange activities e.g., exploitation of significant research outcomes in the commercial sector.
- Formation of spin-out company or other significantly funded external or collaborative activity.
- A developing track record of generating income for the University from consultancy, business and public sector contracts or professional development activities.
- Involvement at national level in HEI industry link forums and groups.
- Significant and externally recognised contribution to student entrepreneurship and enterprise activities e.g., involvement at national level in HEI student entrepreneurship forums and groups.

- Evidence of contribution to increasing understanding and positive societal impact of own subject/discipline.
- Development of short courses in collaboration with Professional Education Centre and/or e-Learning Unit.
- In all instances of collaboration, evidence of involvement and contribution.
- Contribution to developmental/training activities in connection with enterprise and innovation within the University.

**Examples of evidence for promotion to Professor, above that expected of a Reader include:**

- Leadership of significant industry/business/third sector and/or charitable partnerships with external organisations. Significant involvement at national/international level in HEI.
- Active, significant and externally recognised contributions to St George's, University of London knowledge exchange initiatives e.g., receipt of national/international awards, significant Public Engagement project funding, successful spin out company.
- Exploitation of intellectual property rights, such as through patents and/or licences that result in a contribution to University income and/or a more general benefit to society.
- Active, significant, embedded and externally funded links with major strategic industrial or community partners.
- Development and successful marketing to attract new client groups.
- External engagement, e.g., industry/community link forums, significant/sustained consultancy activity.
- Significant, sustained and externally recognised contribution to St George's, University of London entrepreneurship and enterprise activities eg receipt of national/international awards.
- Foster significant collaborations with local, national or international bodies.
- Evidence of national/international impact within subject/discipline.
- Evidence of driving change within St George's, University of London or subject/discipline.

## Appendix 3: Guidance for Academic Promotions Committee on DORA

### What is DORA and why is it important?

The [San Francisco Declaration on Research Assessment](#) and other similar initiatives ([Leiden manifesto for Research Metrics](#), [Hong Kong Principles for Assessing Researchers](#)) are challenging **how research quality is assessed** and in particular discouraging the emphasis placed upon journal-based metrics such as Journal Impact Factor (JIF).

St George's, University of London signed the DORA agreement in 2019, and our staff and external funders (e.g., REF, Wellcome Trust, UKRI) have expectations that we will uphold these principles.

### The key DORA principles for research institutions are:

- Be explicit about the criteria used to reach hiring, tenure, and promotion decisions, clearly highlighting, especially for early-stage investigators, that the scientific content of a paper is much more important than publication metrics or the identity of the journal in which it was published.
- For the purposes of research assessment, consider the value and impact of all research outputs (including datasets and software) in addition to research publications, and consider a broad range of impact measures including qualitative indicators of research impact, such as influence on policy and practice.

### St George's, University of London, and promotions

The promotions guidance at St George's, University of London has been written to emphasise DORA. Where metrics are used, the Committee is reminded that JIFs or other journal ranking metrics are journal specific, not paper specific, and should not be used as a surrogate measure of the quality of individual research articles, to assess an individual scientist's contributions, or in promotion decisions. Citation scores for individual papers can be useful, when adjusted for year of publication and subject area (training is available on 'Using publication metrics responsibly'). Increasingly, funders are supporting initiatives such as [CRediT - Contributory Roles Taxonomy](#) to assess individual contribution to papers.

### DORA Working Group at St George's, University of London

St George's, University of London established a DORA working group in March 2020 which reports to Research Committee. The working group is responsible for updating St George's, University of London's website, providing more training and guidance on writing CVs, and developing a system for monitoring and reporting on DORA progress.



## **Appendix 4: Guidance for Personal Circumstances Panel Members**

St George's, University of London aims to provide an inclusive culture where everyone at work and study is enabled to achieve their full potential. We are committed to equality, diversity and inclusion and want to ensure that it sits at the heart of everything that we do.

Through our inclusion work, we want to redress any imbalances that applicants may have faced due to having or caring for someone that has a protected characteristic. Therefore, we invite applicants who have experienced any kind of disadvantage or interruption within their academic career relating to a protected characteristic, to include this in their application should they wish to do so.

### **1. Protected Characteristics**

The Equality Act 2010 outlined 9 protected characteristics that are afforded protection against discrimination. These are:

- Age
- Disability
- Race
- Sex
- Sexual Orientation
- Gender Reassignment
- Religion or Belief
- Marriage and Civil Partnership
- Pregnancy and Maternity

The Public Sector Equality Duty (Section 149) of the Equality Act places a statutory obligation on public sector organisations to:

- Eliminate Discrimination.
- Advance Equality of Opportunity.
- Foster Good Relations between those that have a protected characteristic and those that do not.

By taking this positive action we aim to ensure that underrepresented groups are encouraged to apply and have a fair chance at accessing St George's, University of London's academic promotions process.

### **2. Personal Circumstances**

Taking account of personal circumstances in the academic promotions process has largely been influenced by the good practice in the Research Assessment Exercise (RAE) 2008 and Research Excellence Framework (REF) 2014 and 2021. These arrangements for considering personal circumstances enabled institutions to be more inclusive in their submissions, and staff could trust the process and be provided with a safe environment in which to disclose their circumstances. We aim to provide an

environment in which applicants feel safe in declaring their personal circumstances always ensuring confidentiality.

Applicants are encouraged to indicate any specific personal circumstances that may have affected their output. A range of personal circumstances can be considered, some examples are given below.

The Personal Circumstances Panel should review the personal circumstances declared by an applicant and consider those circumstances that have resulted in a reduced quantity of output for the applicant, however quality must be maintained. The Panel will consider the extent to which they consider the personal circumstances will have reduced quantity of output and feed this into the deliberations of the Academic Promotions Committee so that an applicant is not disadvantaged should their output be less than might otherwise have been expected.

### **3. Examples of Personal Circumstances (the list below is not exhaustive)**

- Periods of part-time working.
- Health and safety restrictions imposed due to pregnancy or breastfeeding which may have prevented undertaking some types of research during the relevant period of assessment.
- Absence due to maternity/paternity/adoption leave.
- Constraints relating to pregnancy, maternity, breastfeeding, paternity, adoption or childcare in addition to the period of maternity, adoption or additional paternity leave taken.
- Absences due to caring for elderly parents/family members or disabled family members.
- Disability, including temporary incapacity that lasts for at least 12 months. This includes employees with cancer, Multiple Sclerosis and HIV from the point of diagnosis.
- Long-term absence due to ill-health or injury.
- Mental health conditions.
- Time spent as a carer or other domestic caring commitments.
- Prolonged absence (typically more than 6 months) which was agreed by the individual with the University, but which does not fall into one of the other categories. This could include secondment to non-academic positions outside the higher education sector or career breaks for purposes unconnected with research, teaching or other academic duties.
- Breaks in employment due to non-consecutive fixed term contracts.
- Time off for gender reassignment

### **4. Personal Circumstances that will not be considered**

- Sabbaticals, funded by the University or an external funder, during which the individual has, or should have, undertaken research.
- Managerial or administrative positions or responsibilities held during the 6-year period.

## Appendix 5: Professional Standards Framework

Teaching and the support of learning in higher education within the UK is underpinned by a [Professional Standards Framework](#) that is managed and led by AdvanceHE. AdvanceHE accredits institutional courses against the UK Professional Standards Framework (UKPSF) and awards [Fellowships](#) in four categories aligned to typical roles and activities in teaching and the support of learning. St George's, University of London is a member of AdvanceHE (formerly the Higher Education Academy); it uses the Fellowship categories to articulate expectations for staff engagement with the UKPSF, though other educational qualifications and recognition are also recognised.

**Table 1: Expectations of educational qualifications and professional recognition for teaching and supporting learning in higher education, aligned to the UKPSF**

	Research-led	Education-led	Education & Research-led	Innovation & Enterprise-led	Practice (and Eminence) - led
Senior Lecturer	FHEA	AdvanceHE accredited PGCert/ FHEA	AdvanceHE accredited PGCert/ FHEA	Minimum AFHEA, except for applications in which	Minimum AFHEA, except for applications in which
Reader	FHEA	SFHEA	SFHEA or working towards SFHEA	Education is a major component in which case	Education is a major component in which case
Professor	FHEA	SFHEA and/or working towards PFHEA	SFHEA	Education-led expectations apply	Education-led expectations apply

AdvanceHE Fellowships as set out in the table can be gained through direct application to AdvanceHE (in which case a fee applies) or through engaging with St George's, University of London's [Advance HE-accredited SHINE scheme](#), run through the Centre for Innovation and Development in Education (CIDE).

CIDE also offers an accredited [PGCert in Healthcare and Biomedical Education](#), successful completion of which bestows Fellowship of Advance HE.

Other recognised educational qualifications and recognition include: National Teaching Fellowship (Advance HE/Higher Education Academy), SEDA (Staff and Educational Development Association) Fellowship, a Masters degree in Education, CMALT (Certified Membership of the Association of Learning Technologists), Fellowship of AMEE (Association of Medical Education in Europe).

## Appendix 6: External Assessment of Promotion Applications

The form below shows the questions that are asked of external assessors when reviewing an application for promotion. Assessors are provided with a copy of the application for review.

<p><b>1. Your relationship with the applicant.</b></p> <p>We understand that many scholarly fields are small, so we do not necessarily expect that assessors will have no connection with the candidate, but it is helpful to understand the context. If you are unsure whether you have a conflict of interest that precludes you from writing an assessment, please contact Krystal Francis directly to discuss.</p>
<p><b>2. Applicant's recognition and impact within their discipline, specialism, or practice (e.g., reputation, peer esteem factors, developing and/or sustained).</b></p> <p>a) National recognition and impact</p> <p>b) International recognition and impact</p> <p>c) For Education route applications only – please comment on significant institutional or discipline impact</p>
<p><b>3. Evidence of career trajectory and a future career plan.</b></p>
<p><b>4. Strengths of the application.</b></p>
<p><b>5. Areas for improvement.</b></p>
<p><b>6. Please comment on how the applicant compares with recent successful applicants for promotion to the equivalent level within your institution. Would this applicant be likely to gain promotion to the same level in your university?</b></p>
<p><b>7. Conclusions and/or any other comments.</b></p>
<p><b>8. Please outline your rating of the application.</b></p> <p>Top 10% of applications Top 25% Top 50% &lt; 50%</p>