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**Academic Promotion in the Faculty of Biology, Medicine and Health Sciences: supplementary guidance**

**Introduction**

Promotion is an essential part of the University’s mission, both for the future benefit of the organisation but also for career progression for individuals. The Faculty of Biology, Medicine and Health Sciences (FBMH) is unique in that there are a cadre of clinical academics who work part time for the University and part time in the NHS.

It is the particular situation of clinical academics in FBMH which has prompted a consideration of how clinical work undertaken in the NHS ,can be recognised and reflected in the promotions process, both for substantive and for honorary members of staff. The advice here gives further and better particulars about the role of clinical activity in the promotions process and should be useful for both individuals applying for promotion and members of the relevant committees. For convenience, the output of the FBMH Teaching and Learning Promotions group (Supplementary Guidance for Staff, updated in July 2011) is also included. The criteria for research did not, it was felt, need any further clarification.

The paper does not replace and should be read in conjunction with, existing University documentation, in particular University Guidance Notes: Criteria for Academic Promotions, University of Manchester Academic Promotions Policy, University of Manchester Academic Role Profiles and the Faculty of Biology, Medicine and Health Sciences Academic Promotions Procedure.

As part of the process of developing this additional guidance, there has been heavy reliance on the excellent publication from Harvard Medical and Dental School (Criteria for Appointment and Promotion, 2008).

**Clinical Leadership**

Contributions relating to clinical leadership will normally be assessed under the Academic Enterprise and Knowledge Transfer and/or Service and Leadership sections of the promotions criteria, although this does not preclude consideration of the contributions under the other two areas for promotion where this is more appropriate. Evidence of a high clinical workload will not of itself be sufficient grounds for promotion.

The way in which the assessment of Academic Enterprise and Knowledge Transfer and Service and Leadership (and indeed the other two areas for promotion) can contribute to an application is exactly the same as set out in the preamble for each level of promotion in the University Guidance Notes: Criteria for Academic Promotions.

For applicants who fulfil a part academic/part clinical role and who are therefore not engaged full time in University defined academic activities (as set out in the University Guidance Notes: Criteria for Academic Promotions), substantial academic contribution in the area of clinical leadership including clinical service development, (as set out in the indicative criteria overleaf) will be considered in conjunction with contribution and achievement in the other areas for promotion against which the case will be assessed. The expectation is that such activities may mean that the quantity of contribution in the other areas for promotion may be less than that of a full-time academic member of staff - however the quality of contribution must be at the same level.

The criteria will be used to assess promotions from both substantive members of staff and honorary appointees.

**Metrics**

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| **Category of promotion and summary of impact of clinical leadership** | **Indicative criteria** |
| **Promotion to Chair**  The applicant must have a sustained international reputation as a leader and innovator in a clinical field. The candidate’s expertise must be demonstrated through high impact scholarship. The applicant must have a significant influence on practice in the clinical field internationally, as a result of his/her teaching, scholarship and innovation. | (**In addition to criteria for Reader below**)   * Having a critical role in defining a new field * Developing innovative treatments, procedures, or technologies demonstrated to be superior to previous approaches * Developing treatment protocols or practice guidelines that influence the standard of care * Visiting professorships and invitations to speak nationally, and in many cases internationally, on issues related to area of clinical leadership * Leadership roles in international, professional organisations related to area of clinical expertise including leadership of international, courses or programmes * Service as a consultant on issues related to area of clinical leadership * Service on national, and in many cases, international, committees developing guidelines and policies for management or evaluating programmes in area of clinical leadership * Editor of a journal in the area of clinical leadership * Peer-reviewed funding to support innovations that influence clinical practice internationally * International, awards for contributions and/or innovation in the area of clinical leadership * First and senior author publications that demonstrate clinical leadership and service development that are widely recognised as influencing the field internationally * Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted internationally |
| **Promotion to Reader**  The applicant must have a strong regional, and most often national, reputation as an independent expert who has influenced the clinical field. He/she may have demonstrated innovation in approaches to diagnosis, treatment or prevention of disease, the development/application of technology for clinical care and/or the development of novel models of care delivery that influence care at a regional, and often national, level. | **(in addition to criteria for SL/SRF below)**   * Development of a clinical care model, practice guidelines and/or an innovative application of an existing technology * Invitations to speak regionally, and most often nationally, on issues related to area of clinical leadership * Leadership roles in regional, and most often national, professional organisations related to clinical expertise , including leadership in regional and/or national courses or programmes * Service on regional, and most often national, committees developing guidelines and policies for management in area of clinical leadership * Service on regional, and most often national, committees evaluating programmes in area of clinical leadership * Membership on editorial boards in area of clinical leadership * Peer-reviewed funding to support innovations that influence clinical practice regionally, and most often nationally * Regional and/or national awards for contributions and/or innovation in the area of clinical leadership * First and senior author publications that demonstrate clinical leadership and service development that are recognised as authoritative and are widely cited * Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally |
| **Promotion to Senior Lecturer (Teaching & Research/Teaching Focused) and Senior Research Fellow**  The applicant must have evidence of a strong local reputation as an expert in a clinical field with a leadership role and/or a key role in activities that influence practice, such as approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or development or local adoption of innovative methods of care delivery. | * Assisting with the creation of a novel interdisciplinary clinical service * Key role in development and local implementation of practice guidelines for care or to prevent medical errors * Utilizing and disseminating the use of a new therapeutic and diagnostic procedures * Invitations to speak locally, and in many cases regionally, on issues related to area of clinical leadership * Role in local professional organisations related to clinical leadership, including participation as a speaker on courses and programme development * Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical leadership * Service as peer reviewer for clinical journals * Peer-reviewed funding to support innovations that influence clinical practice locally * Local awards for contributions and/or innovation in the area of clinical leadership |

Adapted from Harvard Medical School and Harvard School of Dental Medicine Criteria for Appointment and Promotion 2008.

**Teaching and Learning**

The challenge to individuals who wish to put themselves forward for promotion on teaching grounds is to be able to differentiate their excellent teaching skills and output from those that are merely considered good, or those that are highly rated solely because of a person’s popularity. The process for doing this needs to be clear and transparent, and it is therefore important that individuals address the criteria set out in the formal guidance notes referred to above and that Schools assess all cases against the same criteria. Further advice and guidance is set out in the table below to assist both applicants and promotions committees.

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| **Sources of Evidence** In addition to the examples set out in the University guidance notes, the sources of evidence opposite should be considered and referenced (though not necessarily submitted) when making an application: | * Summaries of student feedback and formal assessments by the students of their teachers; * Evidence of Peer Review, to include observations of the teacher and review of samples of written documentation, e.g. teachers’ written feedback to students, viva by peer review, peer review lead; * Review and assessment of video evidence; * External assessment; * External Examiner reports; * Assessment from support staff and managers, such as output from 360 degree appraisals; * Development of Teaching Portfolios such as the extended New Academics Programme, variety of teaching approaches, appraisals; * Assessments of recent graduates and exit assessments; * Professional Bodies and Societies; * Evaluation of graduates that has been collected as part of feedback from employers; * Patients’ evaluation of the teacher. * Contribution and development of online teaching activities; * PG Certificate/Diploma/Masters following the New Academics Programme i.e. University framework implemented at Faculty-level; * Widening Participation contribution to the student experience; * Teaching Loads Database i.e. TOPCAT; * Engagement with and contribution to staff mentoring; * University/Faculty/School teaching awards; |
| **Behaviours Associated with Excellence in Teaching at all Levels** As part of addressing the criteria set out in the University’s *‘Guidance Notes: Criteria for Academic Promotions’* document, a demonstration of the following behaviours may also help to evidence teaching excellence. | ***Within the University***  Personal organisation   * Be well prepared; * Be well organised; * Know your subject; * Be available to help anyone at the end of the class; * Work to the appropriate level for the students; * Use appropriate technical terminology that students can * understand; * Make appropriate use of learning technologies.   Student Feedback   * Give detailed written feedback on assessed work; * Provide timely feedback, adhering to the University feedback Policy where necessary; * Demonstrate a reflective approach to feedback; * Change your practice when required; * Supervise undergraduate and postgraduate projects and research effectively.   Interpersonal Sensitivity   * Demonstrate enthusiasm for the subject; * Influence and inspire students; * Engage with students; * Motivate students to want to learn; * Inspire students to be life-long learners; * Recognise and adapt to the diverse student body; * Be approachable, sympathetic and caring for students and others; * Have an open door policy.   Continuous Improvement   * Sustain Continuing Professional Development; * Sustain self-development, showing continuous development; * Maintain teaching excellence; * Contribute to improving (if poor) or sustaining (if good) the National Student Survey results; * Demonstrate a proactive contribution to the School, Faculty and University; * Achieve University teaching awards.   ***Outside the University***  Impact   * Influence teaching and learning in the wider national community; * Establish links with the community, professional bodies, Royal Colleges; * Serve as an External Examiner; * Participate as a Quality auditor/assessor; * Have honorary contracts with other institutions and be a regular teacher at another institution. * National Teaching Fellowship; * Invitation to speak/present overseas; * Interaction with media; * Periodic reviews external to the University i.e. involvement in the periodic review process in programmes in other HE Institutions.   Reputation   * Have a recognised commitment to scholarship, subject knowledge, learning and teaching; * Participate in professional activities; * Have a national or international reputation in your field of study; * Be a Fellow or Senior Fellow of the Higher Education Academy; * Have a National Teaching Fellowship; * Have had other external recognition of your teaching. |
| **Behaviours Associated with Research** | * Incorporate research, scholarship and/or professional practice into teaching and learning activities; * Conduct appropriate research and projects relating to teaching and learning; * Present at conferences and workshops; * Referee for journals. |
| **Behaviours Associated With Effective Service and Leadership** | * Have good organisational and administrative skills; * Influence and inspire colleagues as a role model; * Have a positive impact on other teachers, support staff and administrative colleagues; * Be able to recognise, share and promote good practice |