

## **FBMH Academic Promotion FAQs:**

1. Will there be exemplars to share that are mapped to the new criteria? (they have been really useful in the past).  
[As the criteria is new / revised there are no exemplars – however there is plenty of information in the candidate guidance notes and criteria within the link: Academic and Research staff promotion procedures | Directorate of People and Organisational Development | StaffNet | The University of Manchester It is also encouraged for you to look at successful applications from colleagues in your discipline and area too.](#)
2. Is the individual statements part of the 20 page limit for the CV?  
[No, the individual statement is a separate document to include](#)
3. Please can you give some further guidance about the Individual Statement: I'm struggling to see how it can both be the 'headline points' supporting your case for promotion, but not repeat anything in your CV?  
[It is the place you summarise the strongest arguments in that area and signpost the readers to relevant evidence in the CV.](#)
4. Senior colleague statement: does it need to be someone in our faculty or can be others that the candidate works with before and knows the candidate.  
[The Senior Colleague Statement is usually done by your Head of Division within your own faculty. However, if the Head of Division is unable to provide this statement and/or there is someone else better placed to provide the assessment this should be approved by your Head of Division in advance.](#)
5. Is there a standard template for us to put our CVs on?  
[FBMH CV Guidance \(The University of Manchester\)](#)
6. Is the promotions CV format the same as the Manchester format CV? (working on NAP at the moment and pic on slide looked different - is it, or has it just been recently updated?)  
[In essence yes, slight tweaks with the review and release of the new promotion criteria in October 2024. For promotion and NAP use the guidance on the FBMH promotion webpages.](#)
7. When you're listing evidence, can you order according to relevance, or does it need to be strictly chronological?

CV guidance states: Throughout, please ensure that you provide relevant details in proper chronological order, with more recent first

8. Mitigating circumstances can/should be confidential though? Presumably, mitigating circumstances are also separate from your Individual/Personal statement?

Mitigating circumstances are treated confidentially. Please refer to the candidate guidance for details.

9. Is there a word limit for the letter detailing mitigating circumstances?

No.

10. Why would someone go for promotion within the same salary band? for example Senior Lecturer to Reader? Is it just a kudos / status thing?

The level of Reader recognises the achievements of those who perform well at Senior Lecturer level, and who in addition, show exceptional performance with respect to some of the criteria for Senior Lectureship, but do not have sustained evidence for the level of professor. Readership level also moves through the contribution zone up to top of scale within the grade 8 in recognition of this.

11. How far back do we need to list publications - since last promotion; last 5 years?

Applicants need to use their judgement here and may want to include all, just the last 5 years or pull out the most impactful. You can have papers from many years ago that are still relevant and have a lasting impact now. See what evidence you have to guide your choice here. However, be conscious of the evidence you put forward, as this same evidence may have been considered as part of your last application for promotion and factored into you being promoted.

12. What are the criteria for 3 star or 4 star publication?

**Four star:** Quality that is world-leading in originality, significance and rigour

**Three star:** Quality that is internationally excellent in originality, significance and rigour but falls short of the highest standards of excellence.

13. What is an indicator of quality? It can be very subjective?

Linked to the REF criteria quality is assessed in terms of originality of the research, the significance or reach of the research and rigour of the methods used.

Citation rates are pertinent indicators for journal articles and some other types of output in many disciplines. Staff should aim to produce outputs that are in the top quartile for citations in their field and aspire to the top decile or higher. Other

indicators of academic esteem include prestigious plenary and other invitations, positive book reviews, prizes awarded in recognition of research achievement, and membership of esteemed bodies.

14. Is Altmetric score an indicator of quality?

Output quality assessment can be informed by research publication metrics provided they are used in a way that is consistent with the University's position statement on the [responsible use of research metrics](#). With regard to Altmetrics, these may be helpful for you to see the impact of your work beyond academic outputs and audiences. Give narrative of this rather than an unexplained score.

15. For T&S colleagues, is impact and recognition internationally still required for Reader and Professor applications as it is on the research side?

No, people on all 3 pathways can be promoted through extensive and sustained local and national impact rather than international. This is likely to be context and discipline specific. However, many disciplines are internationally relevant so many examples of successful reader and professor applications do have international impact and profile.

16. How is it best to evidence assessment when the programme I lead is very prescribed by the accrediting body and they tell us how we must assess?

Suggest identifying what is in the scope of the programme/ teams (such as the regulator directs what must be assessed but not always how/ when for example) and how you have worked with this requirement to build the assessments to ensure they are reliable, valid, authentic etc, how you have prepared students to sit them, what resources have been developed, how the assessments link with the teaching and/ or practice requirements to ensure a holistic overview of the learning process. Work you have done with placements etc to ensure students are prepared, how you have influenced colleagues practice etc.

17. Do we interweave SR activities across all 4 (5) areas of activity - many of us have very strong SR strands which involve community engagement and research?

Yes please, evidence your SR activities where the best fit (e.g. in Scholarship, Service & Leadership, or Knowledge Exchange/External Engagement). There are lots of examples provided in guidance documents. Remember to include evidence of the reach, value and impact of your work, where possible.

18. To what extent do we need to avoid double counting evidence? I find this tricky with scholarship being so closely linked to our teaching practice. For example, if

you want to talk about scholarly-informed innovation in your assessment practice, can this go under T&L (assessment) and scholarship criteria?

Try to avoid double counting and repetition in your application. Spread your evidence across relevant criteria.

19. I have changed assessment and teaching aiming to close the attainment gap, but I am not sure how I can find out the impact of this other than student testimonials. How do I get the data for specific student groups?

You can look at the outcomes of the assessment and compare it to the characteristics we obtain on student recruitment just requires time and talking to your school admin hubs. Also, liaise with Andrew Mawdsley to explore the data dashboards and accessing information per programme and by student group.

20. When is the deadline for submission of promotion applications?

Please refer to your school for this information, however typically early December each year.

21. If the role is teaching only, do we need to include the research section as well in the CV

No, you don't have to but don't shy away from including anything if you have it - seen as added value.

22. If we're relatively new to UoM, but have been at a level for a number of years, do we just have to omit all our accomplishments from the previous institute?

No, you don't but articulate what has gone before in terms of benefits to The University of Manchester for research promotion.

23. Are there any suggestions around highlighting things like submitted (or even unsuccessful) grant applications? (As well as the wins!)

Whilst the focus should be on successful grant applications, it can be useful to provide details of where significant grant applications have been worked up but not been successful/funded. A narrative should be provided to illustrate the role in grant work-up, feedback or future plans for resubmission.

24. My external engagement role interlinks with social responsibility as well, any advice on this? would it be looked at as duplication?

It comes down to how you present it - you might just want to look at the overall balance of information in each section. The sections can interlink, but not simply replicating the same information. Also, SR/EDI activities/impact is incorporated

within all criteria - so add where most appropriate - if external facing then yes likely best to highlight this work in your EE section.

25. Can we meet with advisors from any division, or do they have to be from our own?

Yes, you can but bear in mind we want to ensure that all advisors are used and spread the support load. You can ask advice advisors that are not just in your division but can help you from an academic 'track' perspective for example a School Promotions Advisor who is on 'T&S' would be beneficial if you are on a T&S contract.

26. For T&S promotion - how much can be weighed on experience from a different institution? For instance if a colleague was an experienced SL some where else but accepted a L position with UoM (at a lower grade)? Does all experience have to have been gleaned with impact on Manchester to be considered for promotion? Can you give some examples of evidence-based Scholarship, for T&R and T&S staff?

<https://www.staffnet.manchester.ac.uk/umitl/resources/scholarship-toolkit/>