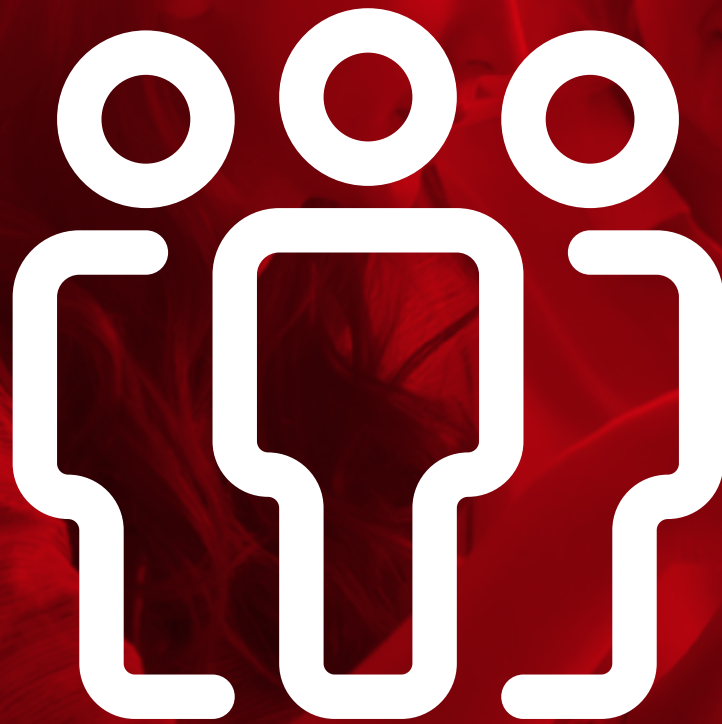


# ACADEMIC PROGRESSION

## GUIDANCE



QUEEN'S  
UNIVERSITY  
BELFAST

PDR

# ACADEMIC PROGRESSION

## CONTENTS

<b>1.</b>	Academic Progression .....	02
<b>2.</b>	Covid-19 Impact .....	03
<b>3.</b>	Academic Profiles .....	03
<b>4.</b>	Academic Progression Process .....	04
<b>i.</b>	<b>Stage One –</b> PDR Conversations .....	04
<b>ii.</b>	<b>Stage Two –</b> Academic Progression launch .....	05
<b>iii.</b>	<b>Stage Three –</b> Academic Progression submission .....	05
<b>iv.</b>	<b>Stage Four –</b> Academic Progression Decision Making .....	09
<b>5.</b>	Appeals .....	11
<b>6.</b>	Diversity and Inclusion .....	11
<b>7.</b>	Academic Progression Timeline .....	12

# 1.

## ACADEMIC PROGRESSION

Personal Development Review (PDR) is the University's process for all permanent and fixed-term staff, to review contribution, support career paths and develop staff. The PDR process will inform Academic Progression through the ongoing conversations that take place between Reviewer and Reviewee throughout the year.

Reward and advancement for academic staff at Queen's is achieved via the Academic Progression process, which provides a route for academics to achieve their career aspirations.

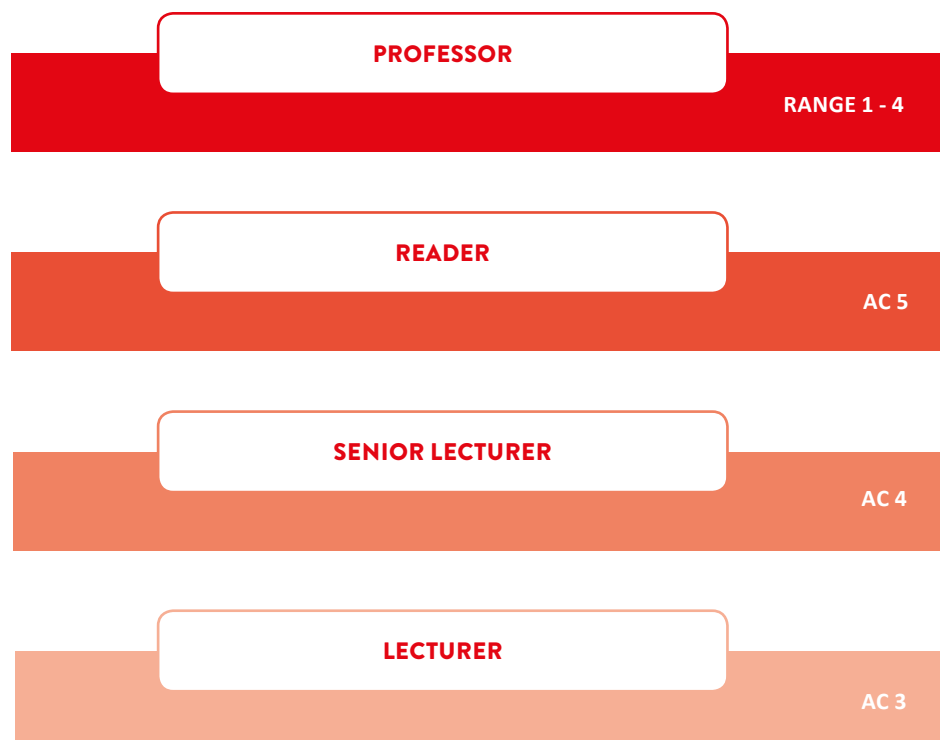
These guidelines explain the Academic Progression process and criteria for progression applicable to Academic staff at Queen's. Progression starts after an academic is confirmed in post and continues through the career pathway as set out below.

Academic progression is dependent on contribution to the School/Faculty plans and the University's 2030 Strategy, and decisions on progression are based on merit and criteria, as set out in the Academic Profiles, with due regard to the University's Diversity and Inclusion policies.

The University recognises two main progression routes, which are of equal importance:

- Research and Education
- Education

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. Reader is not a required step to progress to Professor, such progression frequently occurs directly from Senior Lecturer.



# 2.

## COVID-19 IMPACT

The University recognises the impact that the Covid pandemic has had on staff completing their roles as they would have under normal circumstances. However, all Academic Progression applications will continue to be reviewed holistically, taking these special circumstances into consideration and recognising that where contribution in one domain has been impacted, outstanding contribution in another domain will be taken into account. For example, where the opportunity to contribute to normal activities has been impacted, staff may have taken on additional activities/duties, and clear examples of this should be given in the Cover Letter. However, it is anticipated that the impact of Covid-19 will represent a small period of time in the overall period reviewed since last progression, or appointment (whichever is most recent).

It is important to remember that the Committee will be reviewing contribution and trajectory since last progression, or date of appointment (whichever is most recent), but the full Academic CV will be available for additional context.

Where individual circumstances have impacted contribution, staff will be given an opportunity to communicate these to the relevant committee during the application stage, via QOL.

# 3.

## ACADEMIC PROFILES

The Academic Profiles set out the key areas of academic scholarly activity at Queen's and they reflect the three domains of Research/Scholarship, Teaching and Learning and Citizenship.

For the purposes of progression, staff are expected to meet the Profile for their current grade and demonstrate readiness to progress to the next grade. It is not expected that staff will be performing across all areas for the higher grade, however, they should demonstrate evidence of a clear and continuing trajectory against the core criteria identified in the Academic Profile for which they are applying.

Applications are evaluated holistically, with overall contributions across the three domains being taken into account. Compensation across and within domains will continue to be applied, for example, **outstanding** contribution in one domain can compensate for lower levels of contribution in another domain.

There is flexibility to allow for roles with differing degrees of emphasis on research & scholarship, teaching & learning, and citizenship. Applicants will not necessarily need to show an equally high level of achievement in each of the areas of activity, however, compensatory achievement in some other area of activity is required.



# 4.

## ACADEMIC PROGRESSION PROCESS

Academic Progression is linked clearly with PDR, with academic Reviewees using the ongoing PDR conversations to discuss their readiness for progression, and engaging with the PDR process at an early stage. The PDR Reviewer will be required to discuss these aspirations with the Head of School if the Reviewee wishes to progress. Both the Reviewee and Reviewer will be required to identify areas within the relevant profile where they require further development, in order to support their application for progression, and consider effective ways to address these developmental needs. The Reviewee is expected to take ownership for their own development and career path.

The School based Academic Profiles have been developed in consultation with staff to ensure that Priorities and Development Goals are aligned with the areas of academic activity detailed within the Academic Profiles: Research/ Scholarship, Teaching and Learning and Citizenship.

### STAGE ONE – PDR CONVERSATIONS

In order to initiate the PDR process, Heads of School are responsible for assigning a suitable Reviewer to each member of staff and inform staff of this.

As outlined in the PDR Guidance: [go.qub.ac.uk/PDRinfo](http://go.qub.ac.uk/PDRinfo) PDR provides the framework for regular, ongoing conversations between the Reviewee and Reviewer. You, as a Reviewee, should reflect on these discussions and are encouraged to only apply to the Academic Progression process when you are ready, reflecting on the ongoing development conversations with your Reviewer.

It is also recommended that you discuss your plans for applying for Academic Progression with your PDR Reviewer and Head of School.

Reviewers and Reviewees are required to complete a PDR Form on an annual basis to capture Priorities, Development Goals and a summary of ongoing conversations. This form remains confidential between Reviewer and Reviewee and will at no point be shared with Academic Progression Committees. It is the Head of School and Reviewer's responsibility to discuss feedback for those Reviewees who have applied for Academic Progression and to discuss this feedback during the Committee meetings.

### STAGE TWO – ACADEMIC PROGRESSION LAUNCH

Each year, People and Culture will inform all academic staff that the Academic Progression process has launched and confirm specific dates. Following the launch, Academic Progression information sessions will be offered in each Faculty to assist with the application process. Academic staff wishing to apply for Academic Progression should attend these sessions.

### STAGE THREE – ACADEMIC PROGRESSION SUBMISSION

Eligible staff must be recorded on Queen's Online (QOL) as of 1st October 2019. From 2019 onwards, if you were on probation and subsequently returned to the University, you must be recorded on QOL as of 1st October 2019 (if this is not recorded you will not be eligible to apply for Academic Progression).

### COVER LETTER

The Cover Letter is restricted to 2 A4 pages (font 11), and may be supplemented with additional appendices, which are capped at: a maximum of 2 pages of appendices for those on the Research and Education pathway; or, a maximum of 4 pages of appendices for those on the Education only pathway. The Cover Letter and appendices should provide a clear summary of your contribution in your current grade/range and readiness to progress to the next grade/range. It is important to clearly demonstrate your contribution in the three key areas of academic activity: Research/Scholarship, Teaching and Learning and Citizenship.

This should demonstrate:

- sustained work from your last promotion/progression, or date of appointment (whichever is most recent);
- achievement of the criteria in the your current Academic Profile and the impact this has delivered; and
- evidence of a clear and continuing trajectory against the core criteria identified in the Academic Profile for which you are applying.

The types of evidence listed in the Profiles are exemplars of activities in which you may be involved, they are not a checklist, nor are they exhaustive. In order to increase the likelihood of a successful application outcome, you are permitted to present other types of evidence that you deem to be relevant and appropriate for the grade / range being applied for.

It is essential that you provide information in relation to your teaching evaluations as an appendix to your Cover Letter, in order to demonstrate the quality of your teaching. You should reference the module, the year it was taught, the number of students, the number of lectures taught, the number of tutorials held and the teaching score for the lectures and/or tutorial should all be referenced. This information may be displayed in a table format. Other supporting evidence can include reports of external examiners, peer assessment and module review as appropriate. You may also wish to include information on the development of new modules, innovations in your teaching, recruitment to your modules, pass rates, retention, etc.

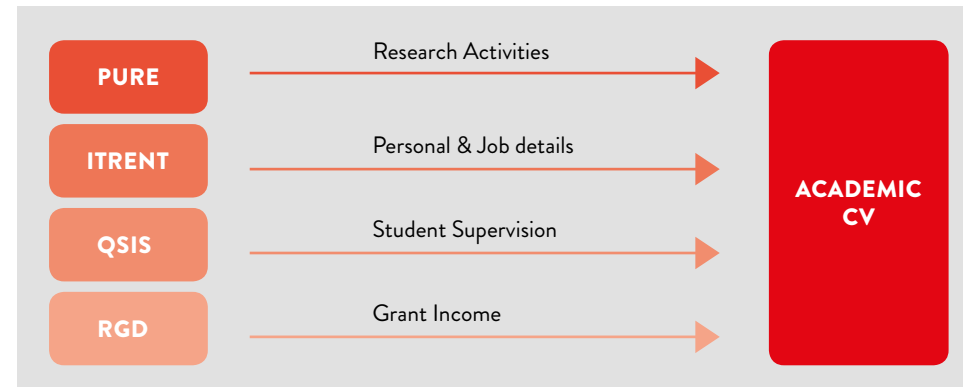
It is your responsibility to obtain your Teaching Evaluation Questionnaire (TEQ) scores from your School in order for your application to be considered. If these are not available, a reason should be provided in the Cover Letter.



## ACADEMIC CV

The Academic CV is in addition to the Cover Letter, and will provide quantitative evidence of your contribution and outputs from date of appointment. The Academic CV is a live document, sourcing information from core systems and updating either in real-time or overnight depending on which system has been updated. You should be cognisant of this when submitting your application.

As it is no longer possible to add textual commentary to the Academic CV, any additional information should be included in the Cover Letter: [go.qub.ac.uk/Academic-Progression](https://go.qub.ac.uk/Academic-Progression)



**Please note**, it is your responsibility to make sure the information on your Academic CV is correct and up to date on an ongoing basis. Research outputs, activities, prizes and media contributions can be added through Pure, though you will need to contact the following departments for changes to the other systems:

- iTrent – People and Culture
- Qsis – School Office
- RGD – School Office

### iTrent

- Personal Information
- Career History
- Academic qualifications
- Professional memberships / affiliations

### Pure

- Research outputs
- Research Activities
- Prizes
- Media Press

### Qsis

- Postgraduate research student supervision

### Research Grants Database (RGD)

- Research applications
- Previous posts

### QOL

You will need to save your Cover Letter, Appendices and Academic CV as pdf and upload to QOL before the end of the application stage. More guidance on how to do this can be found at: [go.qub.ac.uk/Academic-Progression](https://go.qub.ac.uk/Academic-Progression)

During this stage, you will be asked to list any mitigating circumstances, Covid-19 related or otherwise, noting how they have impacted on your contribution.



## ACADEMIC PROGRESSION TO A NEW GRADE / PROFESSORIAL RANGE

It is expected that it should take at least two years, from last promotion/progression or date of appointment (whichever is most recent), for staff to be able to demonstrate significant contribution to warrant progression to a new grade or range.

## ACADEMIC PROGRESSION TO PROFESSOR (RANGE 1)

The Faculty and Central Committees will review your contribution during your career to date, however it will still be important for you to evidence your sustained and growing contribution from your last promotion/progression, or date of appointment (whichever is most recent).

## STAGE FOUR – DECISION MAKING

Academic Progression will empower local decision making. Academic Progression is a peer-assessment process and responsibility for decision making lies with representative Committees (See Academic Progression Policy for further information).

LEVEL	RECOMMENDATION	DECISION	APPEAL
Senior Lecturer	-	School Academic Progression Committee	Central Academic Progression Appeal Panel
Reader	School Academic Progression Committee	Faculty Academic Progression Committee	Central Academic Progression Appeal Panel
Professor	Faculty Academic Progression Committee	Central Academic Progression Committee	Central Academic Progression Appeal Panel

The University will ratify or reject, as appropriate, the recommendation from the previous committee.

# 5.

## APPEAL

Applicants have the right to appeal the outcome to the Central Appeal Panel.

Where an employee wishes to appeal the outcome of an Academic Progression Committee, believing that a procedural defect exists or can offer some other substantive reason, they should set out in writing the grounds of their appeal.

The appeal letter should be no longer than 2 pages and should highlight the areas in the original submission that the appellant feels were not given due consideration. Information not provided in the original submission will not be considered and it is the responsibility, therefore, of every member of staff to ensure that their original submission is complete.

The original submission does not need to be resubmitted as the Appeal Panel will have access to this via QOL.

The decision of the Central Academic Progression Appeal Panel shall be final and will be communicated in writing to the member of staff within ten working days.

# 6.

## DIVERSITY & INCLUSION

The University values and promotes equality and diversity and will seek to ensure that it treats all individuals fairly and with dignity and respect. It is opposed to all forms of unlawful and unfair discrimination. Queen's University seeks to provide equality to all, irrespective of gender, including gender re-assignment; marital or civil partnership status; having or not having dependants; religious belief or political opinion; race (including colour, nationality, ethnic or national origins, including Irish Travellers); disability; sexual orientation and age. Please click here: [go.qub.ac.uk/Dandipolicy](http://go.qub.ac.uk/Dandipolicy) to view a copy of the Diversity and Inclusion Policy.

The University recognises that there may be individual circumstances which have impacted on an individual's contribution as judged against the progression criteria. The Committees will give due consideration to any individual circumstances when making their evaluation of an individual progression application.

Whilst all staff are required to meet the criteria in the Academic Profiles, a reduction in the quantity will be considered in light of individual circumstances assessed on an appropriate basis having regard to the quality of outcomes and the nature and duration of the absence.



# 7.

## ACADEMIC PROGRESSION TIMELINE

31 JAN - 11 MAR	Academic Progression Application Stage (via QOL)
APR - MAY	School Academic Progression Committee meet and decide on: progression to Senior Lecturer; recommendation to Reader
MAY - JUN	Faculty Academic Progression Committee meet and decide on: progression to Reader; recommendations on Professor submissions
JUN - JUL	Central Academic Progression Committee meet and decide on: progression to Professor, Ranges 1 - 4; incremental progression for Ranges 1 - 4
AUG - SEP	Central Academic Progression Appeal Panel meet and decide on: progression appeals for Senior Lecturer, Reader, Professor
1 AUG	Academic Progression decisions take effect





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