

Academic Progression Committee Guidance

1. Purpose

Personal Development Review (PDR) is the University's process for all permanent and fixed-term staff, to review individual contribution, discuss career aspirations and develop our staff. The PDR process will inform readiness for Academic Progression through the ongoing conversations that take place between Reviewer and Reviewee throughout the year. The Academic Progression Committees will review, as appropriate, applications for progression to Senior Lecturer, Reader and Professor (Ranges 1 – 4 and professorial incremental progression). The Academic Progression Committees will assess all applications against the relevant Academic Profile.

2. Academic Progression Criteria

For the purposes of progression, staff are expected to meet the Academic Profile for their current grade and demonstrate readiness to progress to the next grade.

It is therefore not expected that staff will be performing across all areas for the higher grade, they should however demonstrate evidence of a clear and continuing trajectory against the core criteria identified in the Academic Profile for which they are applying.

3. Covid-19 considerations

The Covid-19 outbreak has had a significant impact on the contributions that all members of staff have been able to make during the period of the pandemic with a disproportionate impact on some staff, for example those with caring responsibilities. Applications for progression therefore now include the opportunity for an applicant to provide comment on how the Covid pandemic has affected their ability to demonstrate a trajectory towards the Academic Profile they are applying for. This information, and other mitigating circumstances, will be collated via QOL during the application process.

Committees should consider the statements made by applicants on a case-by-case basis. Where an applicant indicates an impact of Covid on their performance, committees should evaluate that impact in determining the outcome taking into account the overall period under review and any particular, disproportionate impact during the Covid period.

4. Unconscious Bias

Unconscious bias refers to a bias that individuals are unaware of and which happens outside of their control. It is a bias that happens automatically and is triggered by the brain making quick judgments and assessments of people and situations, influenced by backgrounds, cultural environments and personal experiences.

Committees must ensure that all decisions are evidence-based; stating that an applicant is 'not ready' is not sufficient. Committees should focus on reasons why the applicant is not ready and where these reasons originate.

5. Assessing Applications

Applications will consist of a Cover Letter (restricted to two pages, with two appendices of one page each for those on the Research and Education pathway, and four appendices of one page each for those on the Education pathway) and an Academic CV. For those applying to Professorial Range 1, external references will also be submitted.

Applications should be assessed on contribution and trajectory since last progression, or date of appointment (whichever is most recent), with the full Academic CV providing additional context as required.

The types of evidence listed in the Profiles are exemplars of activities in which applicants may be involved. They are not a checklist nor are they exhaustive; applicants may present other types of evidence to show how they meet the criteria.

It is important to note that when assessing grant applications the process for international grants can be slower than those local level, in particular this may affect staff from the BAME community.

It is essential that applicants provide information in relation to teaching evaluations to demonstrate the quality of their teaching. Instead of the exclusive use of a fixed threshold value of TEQ (previously 4.0), cognisance should be given to the disciplinary/module norm TEQ as well as considering other measures to appropriately measure teaching performance. As TEQ scores can sometimes be viewed as unreliable due to underlying bias, they are only one factor in determining teaching performance. Other supporting evidence can include reports of external examiners, peer assessment and module review as appropriate. Information on the development of new modules, innovations in teaching, recruitment to modules, pass rates, retention, etc., should also be considered.

6. Key Roles

Committee Chair Role

The Committee Chair will ensure an agenda is shared with the Committee prior to the meeting, and at the beginning of the meeting, will establish the ground rules for the meeting, reminding the Committee to consider equality and diversity (see Mitigating Circumstances) and unconscious bias issues. The Committee Chair will facilitate discussion, and ensure that everyone has an opportunity to voice their opinion. The Committee Chair will help the Committee to work towards a consensus, to provide relevant contextual information where necessary, ensuring decisions are reached. The Committee Chair will be responsible for ensuring the rationale for decisions taken by the Committee is clearly documented.

Committee Members Role

Committee members are responsible for completing the [Unconscious Bias training](#) prior to the review meeting.

Committee members are personally responsible for disclosing potential conflicts of interest to the Committee Chair and HR Business Partner. For particular applications, they may need to leave the room as the other Committee members discuss and decide the outcome.

At the meeting, committee members will discuss each application, applying the criteria as per the relevant Academic Profile, reaching a consensus on each application.

7. The Committee Meeting

7.1. In advance of the meeting:

- each Committee member should familiarise themselves with the relevant Academic Profiles, and review each application against the relevant Profile for which the applicant is applying. Applications will be available to access on QOL;
- Committee members are required to complete the University's Unconscious Bias training;
- the Committee Chair will ensure an agenda is shared with the Committee prior to the meeting.

7.2. The Committee Chair will establish the ground rules for the meeting, and remind the Committee to consider equality and diversity (see Mitigating Circumstances) aims. The Committee will agree at the outset the types of evidence required in relation to the aspects of each Profile.

7.3. The Committee Chair making a recommendation will be asked to attend the Committee where the final decision is being made, to discuss the recommendation rationale.¹

7.4. The Committee Chair will facilitate discussion, and ensure that everyone has an opportunity to voice their opinion. The representative from another School within the Faculty will play an important role in ensuring the Profile criteria is applied consistency across the Faculty.

7.5. Committee members will discuss each application and the Committee Chair will help the Committee to work towards a consensus, to provide relevant contextual information where necessary, ensuring decisions are reached.

7.6. Where the Committee determines that an applicant best meets a different grade profile it reserves the right to recommend/offer progression to a grade different from that for which application was originally made.

7.7. At the end of the meeting the Committee Chair will be responsible for calibrating the decisions, ensuring a consistent approach has been applied throughout. They will also ensure the rationale for decisions taken by the Committee is clearly documented.

7.8. Following the meeting the Committee Chair will ensure QOL is updated accordingly, confirming:

- successful/unsuccessful applicants
- recommendations for progression to Reader (School Committee)
- recommendations for progression to Professor (Faculty Committee)

7.9. The Committee Chair will ensure the minutes are approved and finalised within 5 working days of the committee meeting.

Applicants will receive formal written feedback, or confirmation of progression, from the Committee Chair. People and Culture will produce template letters for the Committee Chair. For those that were unsuccessful in their application their outcome letter should include any specific development actions, reflecting the discussion and minutes from the Committee meeting.

¹ The Chair of the School Academic Progression Committee will be asked to discuss the rationale for the recommendation for progression to Reader.

The Chair of the Faculty Academic Progression Committee will be invited to attend the Central Academic Progression Committee to discuss the rationale for the recommendation for Professorial progression.

8. Queens Online (QOL)

If you do not have access to QOL or require assistance in accessing the documents, please speak to your School/Faculty Administrator in the first instance. Please see Appendix 2 for instructions on accessing the Academic Progression app on QOL.

9. Mitigating Circumstances

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.

The Committees should consider the application, focusing on the quality of outcomes, having regard to the individual circumstances and nature and duration of absence (if applicable), evidencing how they have been taken into account against the criteria.

10. Further Guidance

Full guidance on the progression process can be found at: [Academic Progression](#)

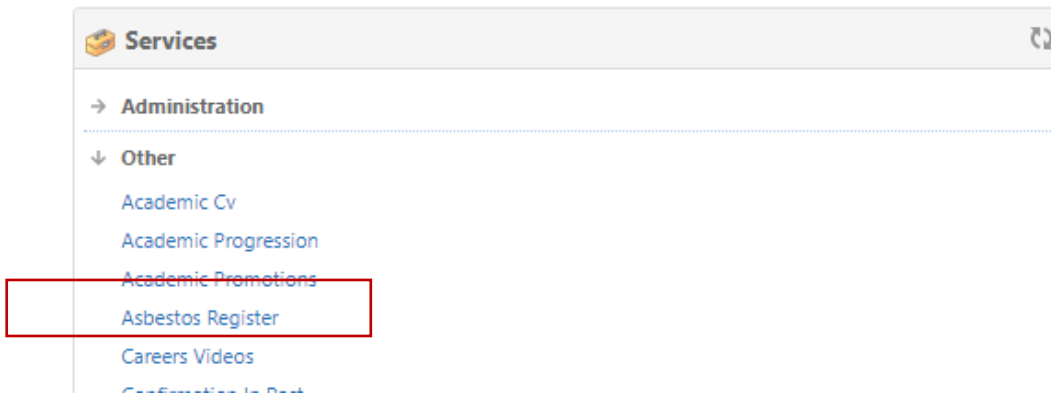
Any question should be directed to either the Committee Chair or your HR Business Partner, in the first instance.

Academic Progression Committee Decision Making Responsibility

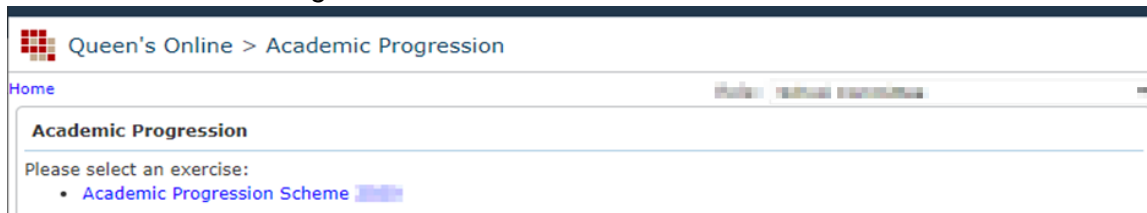
Level	Recommendation	Decision	Committee Membership	Documents to Review	Appeal
Senior Lecturer	-	School Academic Progression Committee	<ul style="list-style-type: none"> Head of School (Chair) Director of Education Director of Research Swan representative Faculty PVC appointed senior colleague from another School within the same Faculty Discipline / subject lead (relevant Discipline only) HR Business Partner in attendance to provide advice and guidance.	<ul style="list-style-type: none"> the applicant's Academic CV the applicant's Cover Letter 	Central Academic Progression Appeal Panel (Appeal letter to Interim HR Director)
Reader	School Committee	Faculty Academic Progression Committee	<ul style="list-style-type: none"> Faculty Pro-Vice-Chancellor (Chair) Faculty Deans of Research and Education Faculty Heads of School HR Business Partner in attendance to provide advice and guidance.	<ul style="list-style-type: none"> the applicant's Academic CV the applicant's Cover Letter the School Academic Progression Committee recommendation 	
Professor	Faculty Committee	Central Academic Progression Committee	<ul style="list-style-type: none"> Vice-Chancellor (Chair) Registrar and Chief Operating Officer PVC Research, Enterprise and Postgraduate Affairs PVC Education and Students Lay member of Senate P&C representative Representation from Faculty Academic Progression Committee Chair.	<ul style="list-style-type: none"> the applicant's Academic CV the applicant's Cover Letter the Faculty Academic Progression Committee recommendation 	
Senior Lecturer, Reader and Professor Appeals	-	Central Academic Progression Appeal Panel	<ul style="list-style-type: none"> Pro-Vice-Chancellor for Internationalisation and Engagement (Chair) P&C representative Director of QGI Member of the Professoriate iRise/BAME representative Lay member of Senate Representation from School/Faculty Academic Progression Committee Chair.	<ul style="list-style-type: none"> the applicant's Academic CV the applicant's Cover Letter the School/ Faculty Academic Progression Committee recommendation/ decision rationale (as appropriate) the Central Academic Progression Committee decision rationale appeal documentation 	-

Viewing Academic Progression applications on Queen's Online

1. Log into QOL (<http://www.qub.ac.uk/qol/>) and on the left hand side go to Services > Other. Select *Academic Progression*.

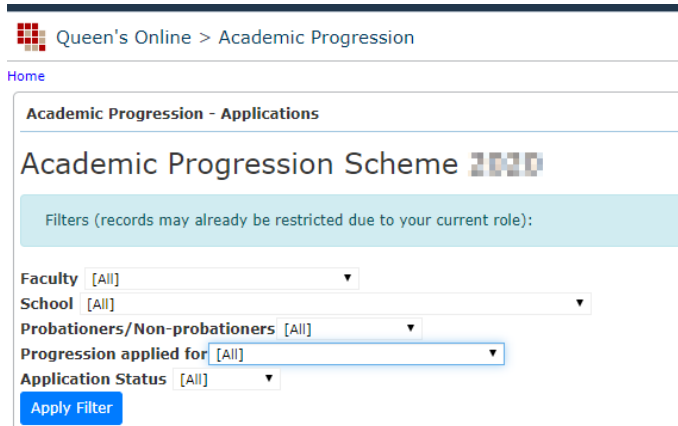


2. Click the *Academic Progression* link for the current exercise.






3. All applications for the relevant Committee will be available for review. For example, the School of Psychology will only have access to applications from within their School to Senior Lecturer and Reader.

4. The applications can be filtered using filters at the top of the screen.



5. To review the documents click on the Download button.

- Download button: 

Applications:																				
	Name	Title	School	Department	Grade	Job Title	Probation End Date	Progression	PDR Reviewer	Cover Letter	Academic CV	PDR Summary Report	Peer Observer Report	Student Supervision Course	PhD	PGCHET	Eligible for CIP?	Reason if not eligible for CIP	Committee Decision Options	
1			Information Services	Administration Su...		Analyst Programmer	N/A	Senior Lecturer						N/A	N/A	N/A	N/A			