Dear Colleague

As we move into the Academic Promotions period, I am writing to update you on the Academic Promotions Scheme and the interpretation of Academic Standards.  You will be aware that we are continuing to review Academic Profiles and Standards and we aim to complete this process in the current academic year.

Whilst this review process is ongoing, and as we prepare for the launch of the 2019 Promotions Round, I would like to reassure staff that Academic Standards will continue to be applied holistically at Queen's, with performance in considering promotion assessed in terms of overall quality.  Academic Standards do not represent minimum thresholds.  Likewise, Academic Profiles will also be applied in a holistic manner which is sensitive to your discipline. Further information on the principles underpinning Academic Standards can be accessed here:

<http://www.qub.ac.uk/sites/StaffGateway/StaffInitiatives/StaffSurvey/InstitutionalActions/AcademicStandards/>

I also want to draw your attention to revisions to the eligibility criteria for promotion, following consultation with employees and the UCU.  An unsuccessful application will not preclude you from submitting a further application for promotion the following year.  A similar change applies to our colleagues who have passed probation.  Whilst three years is a reasonable timeframe to demonstrate readiness for promotion for our early career colleagues, readiness for promotion will not be fixed – it will vary on a case by case basis.  What does remain however, is the importance of the Head of School’s report, which will set out your progress and achievements required to demonstrate that you are ready for promotion.

During many of my visits to Schools,  and in meetings with colleagues since I took up post at Queen’s, many staff have raised opportunities for progression and promotion through the teaching and learning route as an area of concern.  I recognise that the University benefits greatly from staff engaged primarily in education, and their contribution is critical in delivering an excellent student experience.   Accordingly, I would wish to encourage Lecturers (Education) and Senior Lecturers (Education) to consider applying for promotion.

After listening to colleagues, two areas of particular concern in terms of metrics for promotion for this category of staff are *Outputs* and *Income*. Thus, for example, whilst staff on an Education contract may not routinely attract major research income, nor be PIs on peer-reviewed funded projects, this may be offset by activities that indirectly attract income to the university, such as through the development of new courses that attract students, both local and international. Similarly, evidence of outputs that may be considered include (but are not limited to) activities that influence policy/guidance on learning and teaching and contributions to knowledge creation.

Further detail on promotions will be issued when the scheme is launched next week. If you are considering promotion opportunities, I would strongly encourage you to engage with your Head of School prior to making an application in order to ascertain readiness for promotion.

Best wishes

Ian

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