

Constructing an application for promotion

Guidance for applicants, advisors and assessors

General – advice to applicants

In this process you are making the case that you have contributed at the required level across the domains of the framework, commensurate with the grade or role which you are aiming to be promoted.

The form is intentionally unstructured to allow a combination of narrative and data. Claims of excellence must be accompanied by substantiating information. However, the process is not a forensic examination of evidence as though in a criminal trial, and you should assume a level of respectful trust among colleagues and a general intention to give credit where it is due.

Assessors in review panels and promotion boards will view applications holistically. They will want to reassure themselves that each criterion has been satisfied, but a borderline judgement in one area may be compensated by exceptional contribution in another.

For any given criterion, applicants should show sustained activity with impact. Simply occupying a committee role for a year, for example, or winning a single funding bid, would not be considered sufficient. You should provide a narrative detailing how you performed your committee role and what difference your contribution made or show multiple examples of resourcing research whether through grant funding, partnerships or other avenues.

In most cases, assessors will wish to see contribution over at least three years so that that can be confident that you will continue at this level in your new position.

In general, cases for more senior positions will need evidence of greater scope, autonomy and impact, and will tend to include more leadership and innovation than following established procedure.

Personal Circumstances

Applicants will include details of any circumstances that may have affected their ability to perform their role. These may include, but are not limited to:

1. Periods of absence (e.g. parental leave, sickness absence)
2. Part-time working
3. Disability
4. Limitations on the types of work the candidate may be able to undertake for other reasons.

In such cases, assessors will adjust their expectations about the *volume* of activity the candidate may be presenting, but the *quality* requirements will be the same.

Data and narrative structure.

In some criteria, you may be reporting quantitative data, but may have to summarise and tabulate information to make use of the space succinctly. It won't be possible or necessary to include original documents and paper trails, but you may wish to quote from other sources such as testimonials and reviews.

Rather than seek to fill each box with numerous examples, try to showcase your highlights, set in the context of your overall portfolio, with compelling narratives about what you did and how it has made a difference. To help assessors understand your case, consider using the CARE framework:

- C** **Context** - *Why were you doing this work?*
- A** **Action** - *What did you do? Why did you choose this?*
- R** **Result** - *What was impact or outcome?*
- E** **Evidence** - *How do you know?*

Candidates will be required to explicitly report how they have consistently demonstrated University values including ethics, inclusion and research integrity.

Some types of activity, for example mentoring and leadership, are listed in more than one domain, and candidates should be clear about the context in each case. The same evidence may not be submitted in more than one domain.

Markers of quality and recognition should be included in the relevant criteria, for example awards, prizes, invitations etc. Where a contribution is of outstanding quality in its domain, this should be made clear.

Whether a contribution is made within a team or individually, candidates should articulate clearly their personal contribution and what its impact has been.

Contribution levels and domain-specific advice – general examples

The information provided here is to illustrate the level and scope of contribution expected at each grade. It is not prescriptive or exhaustive.

Education and Student Experience

Grade 8 examples will typically focus on the candidate's own teaching and student contact, and collaboration with peers. It will illustrate the candidate's proactive involvement in networks and support for others.

At Grade 9 the impact would usually be felt across a programme or department. Leading the development of colleagues and practices will be a feature.

Professorial level examples will be characterised by leadership, bringing high-level expertise and insights into the educational experience. For Education-specialist applicants, this would

include the development of others that effects change beyond programme-scale, across the Faculty or University and more widely in the discipline. More research-oriented colleagues may not necessarily be leading the development of education in the subject, but they will be required to evidence the professorial quality of their teaching contributions, even if the volume and variety of their teaching load are not high.

In this domain it is difficult to present numerical measures and much of your evidence is likely to demonstrate the quality of your professional practice. However, summaries of quantitative data such as surveys and unit evaluations, and an account of how you interpreted and reacted to them, should be a core part of demonstrating excellence in education.

Research and Innovation

All submissions must comply with the guidelines for [Responsible Research Assessment](#) (RRA). Note particularly that some metrics carry risks of bias when assessing individuals' performance, and if used should have clear contextual information to frame them. Metrics from the highest risk, "metrics to avoid" list on the University's RRA guidance should not be included and will not be considered. The RRA guidance provides a useful table of metrics which can be used (with context) to support responses related to research contribution, quality, and visibility, impact and reach.

Where applicants wish to support their case with contextualised, appropriate metrics, they can be included in the main application form sections or in the supporting material. [The library provides a resource](#) to help obtain and understand metrics that may be responsibly used in assessing research.

[Research integrity, rigour, openness and transparency](#) are core to the University's values and practices and should be explicitly evident in applications. Candidates should demonstrate how they contribute to trustworthy, transparent, and responsible research practices within their own work and through the wider influence on research culture.

Grade 8 examples would be a growing portfolio of outputs of high quality commensurate with the early stages of a research career. By Grade 9, candidates would have built a significant record of excellent quality over a sustained period (at least 3 years), while Professorial examples will illustrate international leadership within the field.

Grade 8 examples would include moves to obtain external funding and resources appropriate for the discipline at this career stage, and evidence of ongoing credible applications and / or establishing relationships with innovation partners. By Grade 9, candidates would have built a track record of excellent outputs over a sustained period (at least 3 years) showing development of income and/or external support, or ongoing productive collaboration with innovation partners. Professorial examples will show a significant contribution to more substantial grants and/or sustained support for a group, or leadership of significant networks or partnerships.

Citizenship

Grade 8 candidates would be contributing meaningfully and routinely to administrative and managerial activities at the departmental level. By Grade 9, candidates would be providing some effective leadership within the department, and/or contributing to faculty and university level initiatives. Professorial candidates will demonstrate significant impactful, generous

leadership, normally fulfilling major positions of responsibility at Department or Faculty scale, and/or within and beyond the University.

In addition to fulfilling formal roles, citizenship involved sustained activity in many forms, including informal, collaborative, and behind-the-scenes contributions to the community.

Examples of academic activity that may provide evidence for a promotion case

The list is **not exhaustive** and will **continue to be developed** but includes many of the activities that an academic would be involved in over the course of a career, which can be used as evidence to support a promotion path. It does not imply levels of contribution, which are indicated in the Framework and broadly defined above. Candidates should make clear how their contribution meets the required criteria for the level of promotion they are seeking.

Many of these examples could be submitted under a number of different criteria. There is overlap in the examples and some contributions could be entered in more than one criterion, but the same activity should not be used twice in the same application. Distribute your evidence in a way that you think best supports your case, where it logically demonstrates your fulfilment of the criterion.

Education and Student Experience

E1. Delivery	• Development and delivery of high-quality courses • Innovation in learning approaches, materials and assessment practice • Reflective practice including inputs from others • Recognition through external bodies such as Fellowships of the Higher Education Academy • Internal recognition through nominations and awards of prizes • Investing in your own professional development as an educator through courses, fellowships etc
E2. Scholarship and impact	• Conducting research into teaching and learning • Collaboration in educational research and development projects • Published high-quality work in the scholarship of learning and teaching, including papers, books, articles • Conference presentations related to pedagogy • Funding bids and awards for work on education and pedagogy • Publication of text books
E3. Developing culture, policy and strategy	• Membership of project teams • Service on committees
E4. Education design	• Evaluation and revision of learning approaches, teaching methods, materials • Evaluation and revision of assessment practice • Development of new degree schemes

	• Facilitating students to take on different challenges, for example research-oriented learning • Using methods of teaching and/or assessment informed by research and best practice to enhance engagement and learning • Embedding employability into the curriculum • Embedding industrial and sector knowledge, skills and practice into the curriculum • Embedding research integrity, ethics and responsible research practices into teaching and supervision.
E5. Innovation	• Developing, introducing and evaluating new teaching methods or content • Introducing innovative technology-enhanced learning • Collaborative inter-disciplinary course development and delivery • Introducing new participatory learning approaches
E6. Student experience and outcomes	• Developing procedures or initiatives to enhance student experience • Participation in initiatives to improve culture • Contributing to students' personal, academic and professional development as an academic advisor (?) • Creating an inclusive learning environment, for example by using range of approaches to support a diverse student body • Building opportunities for students to engage with external bodies, companies etc.
E7. Developing others	• Developing and delivering training and support for learning and teaching development • Mentoring and coaching colleagues • Contributing to teaching on the Bath Pathways programmes
E8. Community building	• Contribution to workshops and seminars • Contributing to networks and communities of practice in education, in the University and elsewhere

Research and Innovation

R1. Programmes and delivery	• High-quality research outputs relevant to the field, such as publications, software, patents and creative works, that are underpinned by rigorous, transparent, and responsible research practices. • Intellectual contribution within the field including theoretical, empirical and methodological innovation • Conference presentations • Review and synthesis of research leading to papers, articles, and other scholarly outputs. • Investing in your own development as a researcher, e.g. through formal training, learning new techniques
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	• Upholding good research practice through transparent authorship, robust data management and record keeping. • Demonstrating compliance with legal and funder requirements, as well as embedding research integrity and ethics throughout the research lifecycle.
R2. Building collective success	• Forming new partnerships and bringing together coalitions • Supporting colleagues and students to develop high-quality research • Building work across disciplinary boundaries • Active support and leadership of groups, centres or institutes • Leading initiatives that strengthen research quality, culture, and research integrity.
R3. Funding and resources	• Grant income over the long term at a level commensurate with the discipline and career stage, enabling sustained activity. • Participation in collaborations and networks for strategic projects • Accessing facilities and equipment • Participating in multi-agency programmes
R4. Impact	• Influence in policy or practice change • Influencing changes to industrial processes • Developing new technology • Impacting on clinical practice
R5. Innovation	• Generation of potentially income-generating outputs, eg, patents and licences (IP), spinouts, CPD, toolkits/models • External innovation awards, e.g. KTPs • Applying academic expertise for social and community benefits
R6. Engagement and partnerships	• Media and public education • Fostering collaborative research • Developing non-academic networks • Building mutually-beneficial relationships and agreements with other relevant organisations • Contributing to disciplinary or sector-wide research culture initiatives.
R7. Developing others	• High-quality supervision of research students and postdoctoral researchers • Supporting colleagues with developing high-quality research and their career development • Contribution to selection panels • Creating opportunities for authorship and co-applicant status, ensuring transparent recognition of contributions. • Building training and development plans into grants, project plans etc.
R8. Community building	• Partnership creation/maintenance • Effective Centre/Institute directorship or related leadership role

	• Support and mentoring for early career researchers and research students • Building and sustaining communities of researchers, e.g. departmental research groups, seminar series, debates • Organisation of conferences, symposia, sandpits etc.
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Citizenship

C1. University functions and culture	• Fulfilling formal roles of responsibility • Providing resources for others to thrive • Acting in the interests of the University community • Actively creating a positive and inclusive environment for work and study • Investing in your own development as a leader/manager
C2. Connecting to the wider community	• Leading/contributing to relevant initiatives with the local Bath community • Public engagement through media • Outreach in educational and community settings • Conducting research with, by and for the people affected • Organising and taking part in community events such as festivals
C3. Institutional service	• Leadership and management roles such as Head of Department, Director of Studies, Associate Dean, Senior Tutor • Chairing committees • Membership of committees, working groups, cross-departmental project teams etc. • Championing and contributing to culture through institutional or disciplinary service roles. • Improvement and innovation in processes and functions • Playing an active role in ensuring the health and safety of yourself and others
C4. Disciplinary and external professional service	• Professional association contributions and leadership, e.g. committee and working groups of learned societies, chartered institutes • Funding body panels and committees • Reviewing publications • Editing journals and other publications • Advisory roles to external bodies • Acting as an external examiner
C5. Civic engagement with impact	• Representing the University in an ambassadorial role • Contribution to potential student engagement such as open days • Contributing to widening participation activities

	• Organising and taking part in public engagement events such as festivals • Developing sustained partnerships between Civil Society Organisations and the University • Strengthening protections for research participants, communities or the environment
C6. Collegiality	• Mentoring and coaching colleagues • Delivering performance review/SDPRs and career conversations • Undertaking duties outside normal demands to ensure successful delivery of programmes and research • Contributing to student recruitment, open days etc. • Providing responsive contributions in times of particular need, e.g. during Covid, long-term absence of colleagues
C7. Developing others	• Mentoring and supporting the careers of others for institutional service • Mentoring and supporting involvement in external professional bodies
C8. Community building	• Contributing to initiatives towards external quality awards, such as Athena Swan or professional accreditation • Organising and contributing to events and projects aimed at enhancing inclusion, such as celebration events, education around diversity issues • Building and supporting inclusive, respectful and collaborative research environments

Specialist Profiles

1. Authorised shifts in workload

Applicants on Research and Education contracts are permitted to submit an application with a Specialist profile, either Education and Student Experience or Research and Innovation, in certain circumstances and with their Dean's permission.

This includes staff who have had extended periods of research fellowship or other significant, externally-funded teaching relief to pursue research and innovation over a significant period of time, as well as staff who have been asked by their line managers to develop major programmes of study and educational initiatives that occupied a greater than normal workload (and for a sustained period).

Applicants should apply directly to the Dean or their authorised deputy for permission to make such an application*, and in doing so must demonstrate that:

- a) The workload shift was approved by Departmental, Faculty/School and/or University management, and not merely a choice by the applicant.
- b) They have continued to contribute to the academic community in the University.

*Faculties/School will publish local arrangements for the submission of such requests.

2. Permission to make a case against a criterion in an applicant's non-specialist area

This includes Education specialist staff who, alongside their teaching activities, have undertaken disciplinary research or contributed to Research and Innovation through project supervision, as well as Research specialist staff who, within the conditions of their funding, have contributed to teaching activities and wish to be recognised for this, or

Applicants should apply directly to Faculty/School* for permission to make such an application, and in doing so must demonstrate that:

- a) The work undertaken in the other domain was approved by Departmental, Faculty/School, and/or University management.
- b) The work in the other domain was carried out at/for the University of Bath.

*Faculties/School will publish local arrangements for the submission of such requests.

Movement between contract types

Promotion routes that involve a member of staff retaining the same contract type can be considered “normal” and will not require further management decisions if successful. (Noting that for externally-funded posts, the availability of sufficient funds for an uplift will need to be confirmed).

A promotion application that moves someone onto a specialist contract from Education and Research, or vice versa, is a change of contract type and would require a Department/ Division and Faculty/School to have determined (as part of their workforce planning) that such a change is needed or appropriate. Such decisions will need to consider whether such a shift would be inequitable and better achieved through creating a job vacancy.