**Exeter Academic Review 2022- Feedback Form**

This feedback form should be used alongside the Exeter Academic review feedback PowerPoint presentation. Please see the feedback guidelines for further information about the feedback process and how to use this form. When completing this form, we ask that you enter only summarised feedback and where possible be directive in suggested changes or actions.

Further information about the review can be found on the following webpage- <http://www.exeter.ac.uk/staff/exeteracademic/review/>

Completed feedback forms are to be emailed to Charlotte Juggins: [cj261@exeter.ac.uk](mailto:cj261@exeter.ac.uk).

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| **Department/Group:** |  | **Date of Session:** |  |

***Session Demographics***

We would like you to keep a record of some basic information about who you got feedback from, this is to ensure we reach as many academics across the university.

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| **Job family:** | **Education and Scholarship** | | **Education and Research** | | **Research Only** | |
| **Title:** | Associate Lecturer |  |  |  | Postdoctoral Research Fellow |  |
| Lecturer |  | Lecturer |  | Research Fellow |  |
| Senior Lecturer |  | Senior Lecturer |  | Senior Research Fellow |  |
| Associate Professor |  | Associate Professor |  |  |  |
| Professor |  | Professor |  |  |  |
| **Total:** |  | |  | |  | |

**Theme 1: Job Families and Titles**

***Section 1: General questions related to job families and titles- this is to us give us an oversight of the issues associated with this area.***

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| **What currently works about the job families and titles we have?** |
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| **What does not work with the current job families and titles?** |
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| **Suggestions to improve the current job families and titles (this can include examples from other institutions).** |
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***Section 2: Specific Questions on Job Families and Titles***

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| **Do we need job families and titles? Why?** |
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| **Do we need add any further job families or titles? Why?** |
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| **How could we change the job family and title structure to better support: career progression, colleagues moving between job families, colleagues whose careers move in and out of academia, alternative career tracks.** |
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**Theme 2: Probation, Promotion and Progression- The Criteria**

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| **What is currently included in the criteria that should stay?** |
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**Please rank as a group the importance of each of the suggested criteria areas (we recommend that you vote on this- and then indicate below how many people voted for how important).**

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|  | **High importance** |  |  |  | **Low importance** |
| **Criteria** | **5** | **4** | **3** | **2** | **1** |
| Practioner |  |  |  |  |  |
| Research |  |  |  |  |  |
| Impact and Knowledge Exchange |  |  |  |  |  |
| Education |  |  |  |  |  |
| Commercial (including not for profit collaboration) |  |  |  |  |  |
| Citizenship (including, E, D & I, internal and external citizenship) |  |  |  |  |  |
| Leadership |  |  |  |  |  |
| External Commitments (Concordat, DORA) |  |  |  |  |  |

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| **Are there any areas not listed that should be?** |
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**Please add any additional comments on what should be included for the suggested criteria areas.**

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| **Practice** |  |
| **Research (including open research)** |  |
| **Impact and Knowledge Exchange** |  |
| **Education** |  |
| **Commercial (including not for profit collaboration)** |  |
| **Citizenship (including E, D & I contributions, internal and external citizenship)** |  |
| **Leadership** |  |
| **External Commitments (Concordat, DORA)** |  |

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| **Please comment on how the criteria should recognise personal and team contributions.** | |
| **Personal Contributions** | **Team Contributions** |
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**Additional Comments related to criteria.**

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**Theme 3- Probation, Promotion and Progression- the Process**

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| **What works well/less well about the current process?** |
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| **What do you think about the length of the process? (consider both probation and promotion). If it is too long, how would you suggest it is made quicker?** |
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| **What should be included as part of the evidence provided in the application form?** |
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| **Is there sufficient opportunity for feedback to be provided to applicants during the process?** |
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| **Where do you think the decision making process should sit (department, faculty, university) according to each level of promotion?** |
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| **How transparent is the promotion process? How could transparency be improved?** |
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| **How could we make the process more inclusive?** |
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**Theme 4- Learning and Development (Support)**

***Section 1: Questions on learning and development (support) between promotion rounds.***

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| **What learning and development (including training) do you think is needed to support academics between rounds of the process?** |
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| **University Specific Help** |
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| **Faculty Specific Help** |
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| **Role Specific Help (Director of, Head of Dept, APVC)** |
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| **What role do you think the PDR process, and aspects of mentorship or coaching, has in relation to promotions?** |
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***Section 2: Questions on learning and development (support) while applying.***

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| **How clear do you think the probation and promotion processes are currently communicated?** |
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| **What could the university do to support colleagues when applying for promotion?** |
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| **What could faculties do to support colleagues when applying for promotion?** |
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