**Application for Progression to Professor (E&S)**

**ES04**

**Updated Aug 22**



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This form should be completed once the [Progression process to Professor (E&S)](http://www.exeter.ac.uk/media/universityofexeter/humanresources/exeteracademic/eandsdocuments2017/Process_for_Progression_to_Professor_(E%26S).pdf) has been read.

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| Name of Associate Professor |  |
| Department |  |
| Faculty |  |
| Date of Appointment | *DD/MM/YYYY* |
| Effective Date of Last Promotion (where applicable) | *DD/MM/YYYY* |
| Name of Academic Manager |  |
| Confirmation of completion of [mandatory](http://www.exeter.ac.uk/staff/development/mandatory/) [training](http://www.exeter.ac.uk/staff/development/mandatory/) |  |
| Date of last Performance Development Review | *DD/MM/YYYY* |
| HEA Status |  |
| You must attach your CV – please confirm it has been updated prior to your submission  See [Guidelines for the format of CVs](http://www.exeter.ac.uk/media/universityofexeter/humanresources/learninganddevelopment/exeteracademic/eandsdocuments2017/Guidelines_for_the_format_of_CVs_for_E%26S_Associate_Professor_and_Professor_submissions.pdf) | Yes / No |
| Associate PVC for Education to confirm   1. ongoing need in the Faculty for work at Professor level 2. Member of staff is ready for progression and that their skills and competences can be evidenced against the promotion   criteria. | 1. Yes/No 2. Yes/No   Name: Date: |

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| **APPLICATION FOR PROGRESSION TO PROFESSOR (E&S) SUPPORTING STATEMENT BY MEMBER OF STAFF**  **Full targets are available in** [**Appendix A**](#_bookmark0) | |
| **TEACHING PRACTICE** | Targets as set out in Appendix A or insert agreed targets as per PDR |
| Summary of evidence to support | |

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| **STUDENT/STAFF SUPPORT** | Targets as set out in Appendix A or insert agreed targets as per PDR |
| Summary of evidence to support | |
| **MANAGEMENT AND COURSE/EDUCATION**  **MANAGEMENT** | Targets as set out in Appendix A or insert agreed targets as per PDR |
| Summary of evidence to support | |
| **SCHOLARSHIP, ESTEEM AND COMMUNICATIONS** | Targets as set out in Appendix A or insert agreed targets as per PDR |
| Summary of evidence to support | |
| **EXTERNAL AFFAIRS** | Targets as set out in Appendix A or insert agreed targets as per PDR |
| Summary of evidence to support | |
| **QUALIFICATIONS/RECOGNITION** | Targets as set out in Appendix A or insert agreed targets as per PDR |
| Summary of evidence to support | |
| **KEY ACHIEVEMENTS** |  |
| Please summarise key achievements since you were confirmed in post or your last promotion. | |
| **ADDITIONAL INFORMATION** |  |
| This section can be used to provide additional information relating to your achievements during your probation or since your last promotion. This can include:   1. Any mitigation factors/details relating to your ability to fully achieve your targets e.g. maternity/parental leave. 2. Confirmation of other contributions you have made not defined elsewhere on this form. 3. How your plans and achievements changed as a consequence of Covid-19. | |

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| **SIGNATURE:**  **Member of Staff** |  | **Date** |  |

Attach your CV (see [guidelines for the format of CV](http://www.exeter.ac.uk/media/universityofexeter/humanresources/exeteracademic/eandrdocuments2017/Guidelines_CVs_Associate_Professor_Personal_Chair_submissions.pdf)) and a Portfolio of Evidence supporting how targets have been achieved, based on your Personal Development Reviews to support your application (as appropriate).

**APPLICATION FOR PROGRESSION TO PROFESSOR (E&S) STATEMENT BY FACULTY DEPUTY PVC**

The Deputy PVC should complete this section providing their assessment of the competence and performance of the Associate Professor with regard to the criteria for progression to Professor and the agreed targets.

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| **TEACHING PRACTICE** |
| *Write a summary of how the member of staff has met their Teaching Practice targets.* |
| **STUDENT/STAFF SUPPORT** |
| *Write a summary of how the member of staff has met their Student/staff support targets.* |
| **MANAGEMENT AND COURSE/EDUCATION MANAGEMENT** |
| *Write a summary of how the member of staff has met their* Management and Course/Education Management *targets.* |
| **SCHOLARSHIP, ESTEEM AND COMMUNICATION** |
| *Write a summary of how the member of staff has met their Scholarship, esteem and Communication targets.* |
| **EXTERNAL AFFAIRS** |
| *Write a summary of how the member of staff has met their External Affairs targets.* |
| **QUALIFICATIONS/RECOGNITION** |
| *Write a summary of how the member of staff has met their Qualification/recognition targets* |
| **DEPUTY PVC RECOMMENDATION** |
| **1. Confirmation that there is a need for a member of staff to work at Professor level: YES/NO (delete as appropriate).** |

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| 1. **Achieved agreed targets/ Not achieved agreed targets (delete as appropriate).** 2. **Progression recommendation: supported/not supported (delete as appropriate).**   **If not supported then include details of the recommendation being made by Deputy PVC.** | |
| Deputy PVC signature | Date |
| **I confirm that I have seen this report and had the opportunity to comment on it:** | |
| Member of staff | Date |

Promotions will be announced as soon as the recommendation has been confirmed by the Central Promotion Panel, with promotion taking place with effect from the published date.

Effective scale point is: First point of Prof Band 1 (54)

# APPENDIX A: STANDARD TARGETS ASSOCIATE PROFESSOR ROLE

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| **Summary of typical characteristics of Associate Professor** |
| Major responsibility for leadership within the Discipline and Faculty and some University level responsibilities; will have successfully engaged in most aspects of the previous level and will continue to demonstrate excellent practice in teaching and learning support. |

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| **Staff working at Associate Professor level must be undertaking the activities listed below to a successful and effective standard:** |
| **TEACHING PRACTICE** |
| * Continue to demonstrate considerable depth, breadth and expertise across their discipline and to stay up to date in recent subject developments. * Have a sustained and successful track record of a significant impact on teaching practice and on development and dissemination of resources. * Be recognised as an excellent teacher not only within discipline/Faculty, but also externally. * Maintain evidence of excellent outcomes from personal peer review while taking a strategic role in managing and supporting the peer review of others. * Demonstrate a consistent record of encouraging good teaching practice at discipline and Faculty level. * Lead on initiatives enhancing teaching quality within Faculty/University. |
| **STUDENT/STAFF SUPPORT** |
| * Demonstrate a commitment to professional values in supporting other people. * Lead effective organisational strategies for supporting and developing others, through personal tutoring, mentoring, coaching etc. * Adopt the lead role in a discipline e.g. as DoE, Director of UG studies or similar. * Lead on most student pastoral/disciplinary matters that do not need to be referred to the |

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| * Dean. * Manage staffing issues including staff disciplinary issues where appropriate (the extent of this would depend on Faculty role). |
| **MANAGEMENT AND COURSE/EDUCATION MANAGEMENT** |
| * Undertake a major leadership role in the discipline and/or Faculty. * Provide effective strategic leadership and management to enhance student learning opportunities in the discipline and/or Faculty. * Lead cross disciplinary programmes of study at all levels within a specific discipline, across the Faculty or across the University. * Take direct strategic responsibilities for education provision across the Faculty. * Be centrally involved in implementing University level strategy across the Faculties. * Organise and coordinate University events. |
| **SCHOLARSHIP, ESTEEM AND COMMUNICATIONS** |
| * Play a major role in designing and leading on educational projects regionally/nationally. * Publish very high quality scholarly learning resources and/or books for wide dissemination. * Work at a national level to champion selected aspects of disciplinary pedagogy to further education. * Take a lead in developing and disseminating original pedagogies in the discipline. * Engage in scholarly research networks beyond the University. * Lead, as first author, on successful funding proposals. |
| **EXTERNAL AFFAIRS** |
| * Organise and coordinate regional events and major WP initiatives. * Present at national and international conferences. * Organise major UK conferences. * Represent the Faculty/University externally at a strategic level on external groups/committees/ government bodies. * Undertake international visits on behalf of Faculty building links to other institutions and partners. * Take a strategic leadership role in international recruitment. |
| **QUALIFICATIONS/RECOGNITION** |
| Staff at Associate Professor level are expected to achieve Principal Fellow of the HEA within 2 years of appointment/promotion (pro-rata for part-time staff).  Note: allowance needs to be made for highly qualified professionals e.g. Medical professions, lawyers, accountants etc. |

**CRITERIA FOR PROGRESSION TO PROFESSOR**

The examples of the evidence which must be demonstrated in each of the core activities in order to achieve promotion to Professor are not prescriptive. Similarly, **the framework does not seek to be completely exhaustive or definitive, rather it is designed to be indicative** of the level the University would expect.

**The examples given are generic and it is recognised that the specific requirements and opportunities will differ between subject disciplines.** The requirements of the University and Faculty and the opportunities which will be available to staff will also differ over time as Faculty priorities change. Through the PDR process, Academic Managers and individual members of staff should align personal aspirations (e.g. for career development and promotion) with the needs of the Faculty, set out in the Faculty Business Plan.

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| **PROGRESSION CRITERIA** |
| In order to be considered for promotion to Professor, staff should be able to demonstrate evidence of excellence in some of the above activities and be able to demonstrate over a sustained period they are performing the following to a satisfactory and effective standard. |
| **TEACHING PRACTICE** |
| * Evidence of recognition nationally as a leading educator in your field. * Lead University wide initiatives related to Education and Scholarship.   Evidence may include:   * Lead on a strategy to develop online learning materials at University level and/or externally. * Lead on an innovative assessment and feedback strategy at University level. |

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| **STUDENT/STAFF SUPPORT** |
| * Lead cross-Faculty activities to enhance the broader student experience. * Collaborate in University wide initiatives to enhance Student Support. * Take a leading role in University procedures relating to student support and disciplinary processes.   Evidence may include:   * Lead University level Task and Finish groups. * Engage in significant University and/or wider student experience projects. |
| **MANAGEMENT AND COURSE/EDUCATION MANAGEMENT** |
| * Lead external accreditation by professional bodies. * Take a major role in creating and implementing policy related to quality and standards. Champion an integrated approach to academic practice at institutional level with regard to teaching.   Evidence may include:   * Internal QA roles e.g. University working groups. * Provide high level support for or take responsibility for aspects of the role of AD of Education. * Be an active member of boards and committees with a teaching management brief e.g. Faculty Board, Senate. |
| **SCHOLARSHIP, ESTEEM AND COMMUNICATIONS** |
| * Be recognised as world leading in aspects of disciplinary pedagogy. * Be the primary author of internationally recognised learning resources. Evidence may include: * Apply successfully for National Teaching Fellowship or other national awards. Take role as editor for an educational journal. |
| **EXTERNAL AFFAIRS** |
| * Develop professional courses with the NHS or other professional bodies. * Take on major and prestigious education leadership roles in external contexts. |

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| Evidence may include:   * Developing regional or national recruitment e.g. in collaboration with professional bodies. * Act in a senior advisory or chairing role for government or other educational organisations. |
| **QUALIFICATIONS/RECOGNITION**  In order to be promoted to Professor, staff should be able to demonstrate the following commitment to achieving qualifications/recognition. |
| National Teaching Fellow Status (or application for this as evidenced by University selection process and award of University Teaching Fellowship in recognition of quality of application). |

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| **Summary of typical characteristics of Professor role** |
| Major responsibility for Faculty and/or University level senior strategic leadership in education/ academic development/management; will have successfully engaged in most aspects of the previous level and will continue to demonstrate excellent practice in teaching and learning support as  appropriate. |
| **Staff working at Professor level must be undertaking the activities listed below to a successful and effective standard:** |
| **TEACHING PRACTICE** |
| * Continue to demonstrate a deep and expert knowledge of their field of learning, recognised by peers both internally and externally and evidenced through peer review and citations. * Demonstrate outstanding teaching across all levels. * Work consistently with other colleagues to enhance teaching quality and improve student experiences within the Faculties, University and nationally/internationally. * Have developed a sustained national/international reputation for teaching/pedagogy. |
| **STUDENT/STAFF SUPPORT** |
| * Evidence of a deep commitment to professional values in supporting teams and individuals. * Provide direct, sole and final responsibility for all matters pertinent to student/staff support,   related to their senior role within Faculty/University. |
| **MANAGEMENT AND COURSE/EDUCATION MANAGEMENT** |
| * Take University wide responsibility for degree programme provision and education. * Lead Faculty and University teams in the development of innovative approaches to learning, teaching and student support. * Champion an integrated approach to academic practice at institutional level and/or national/international level with regard to Education. * Take on a major and strategic leadership role in the Faculty and University. * Take direct, sole and final managerial responsibility for all aspects of quality and standards in education. |
| **SCHOLARSHIP, ESTEEM AND COMMUNICATIONS** |
| * Be recognised as a major presence nationally and internationally in the subject/discipline area. * Provide expert advice at the national and international level and/or take on national leadership in matters such as QA and enhancement. * Author and publish major educational resources, which are recognised as leaders in the field. * Lead national or international networks of educationalists. * Be successful over a sustained period in attracting funding for, and leading on educational projects. |
| **EXTERNAL AFFAIRS** |
| * Operate consistently at a strategic University/national level on WP. * Present at national and international events. * Organise major international conferences. * Work at national and international level representing the University. * Take a lead on building international partnerships and generating new initiatives. |

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| * Lead on international recruitment across the University and Faculties. | |
|  | **QUALIFICATIONS/RECOGNITION** |
| At this level individuals would normally be expected to have Principal Fellow of the HEA status (allowance needs to be made for very highly qualified professionals e.g. Medical professions, lawyers , accountants , CEOs etc..) | |