

Academic Career Development Working Group

Refining academic roles, promotions and progression routes

June 2017

Introduction

Edge Hill is a successful modern university which has developed from its nineteenth-century roots in teacher training. Over recent years Edge Hill University has made significant strides in terms of consolidating its reputation for teaching and of building research and enterprise capacity. The University is confident that this positive trajectory is set to continue; educating students is our core business, and that it delivers about 90% of our income. Any proposals to modernise our academic career structure need to take cognisance of that reality.

The initial driver for the Academic Career Development working group (ACDWG) was the commitment contained in the successful bid for Athena SWAN Bronze (2014). So the working group was set up in autumn 2016 to consider academic progression and promotion pathways, to review job descriptions, to review accelerated progression processes, to review data to discern if there are any patterns suggesting bias, to review flexible working practices and their impact on career development, to review best practice for parental leave arrangements, to consider academic workload, and to benchmark against good practice in the sector.

Some of these objectives are in fact being dealt with by other means, and it soon became apparent that the full programme of work was beyond the capacity of a single working group working to a tight timeline. For that reason, some of them, such as consideration of academic workloads, have been remanded to 2017-18 because logically they depend on first having resolved some of the other issues.

Other drivers have emerged in the last nine months, including: implications of the Teaching Excellence Framework and Lord Stern’s review of the Research Excellence Framework, a changing culture within the University itself in the 10 years which have elapsed since the implementation of the Higher Education Role Analysis (HERA) project, and perceptions of inconsistencies in the treatment of cases advanced for promotion or progression.

The aim of this report is to recommend clear and robust processes that will enable the University to continue to attract and retain an excellent academic workforce through the academic career structure and progression route while phasing out anomalies and creating sufficient flexibility to compete within often challenging talent pools for these high-value colleagues who are our future and key to a world-class student experience.

Context

Currently Edge Hill University has a wide variety of academic roles matched to bands on the nationally-agreed 51-point scale. These range from grade 5 (points 19-22) to grade 11 (points 46-49). There is a grade 12 (points 50-51) but it does not appear to be in use; it overlaps with the managerial and professorial scales.

Grade 5 and grade 6 academic posts are exclusively the domain of Research Co-ordinators and Assistants. We currently have a small number of Research Associates and Support Tutors at grade 7, and they are likely to increase in number over the coming years. The entry point for new Lecturers, unless they have prior experience elsewhere, is grade 8 (points 31-35). Progression is by annual increment. The vast majority of lecturers and senior lecturers have standard Teaching & Research contracts, regardless of their roles.

Promotion to Senior Lecturer, grade 9 (points 36-40) is by means of recommendation to the University from the relevant Faculty panel, via the Dean, rather than through a University-wide annual process. This is unusual and probably explains some of the anomalies evident in Figure 1. We now have an opportunity to rectify such anomalies. **The first recommendation of this working group is that a University-wide panel should consider cases for academic advancement**, as currently happens with Readers and Professors.

Progression within grade 9 is also by annual increment. As with advancement from grades 8 to 9, promotion to grade 10 (also Senior Lecturer) is by means of recommendation to the University from the relevant Faculty panel, again via the Dean. Transition from grade 10 (points 41-45), however, is through promotion by advertised competition, rather than through an annual progression round.

Edge Hill also operates role descriptors such as Senior Teaching Fellow, Senior Solstice Fellow, and Reader, all of them being of fixed-term duration, some of them carrying incremental awards. These awards can be bestowed on academics at any stage of their career, which is a little unusual in the sector. At time of writing Edge Hill has 559 staff on academic contracts, of which 53 hold professorships,26 hold Readerships, and 45 hold Teaching Fellows of whom 3 hold Senior Teaching Fellowships and 3hold Senior Solstice Fellowships.

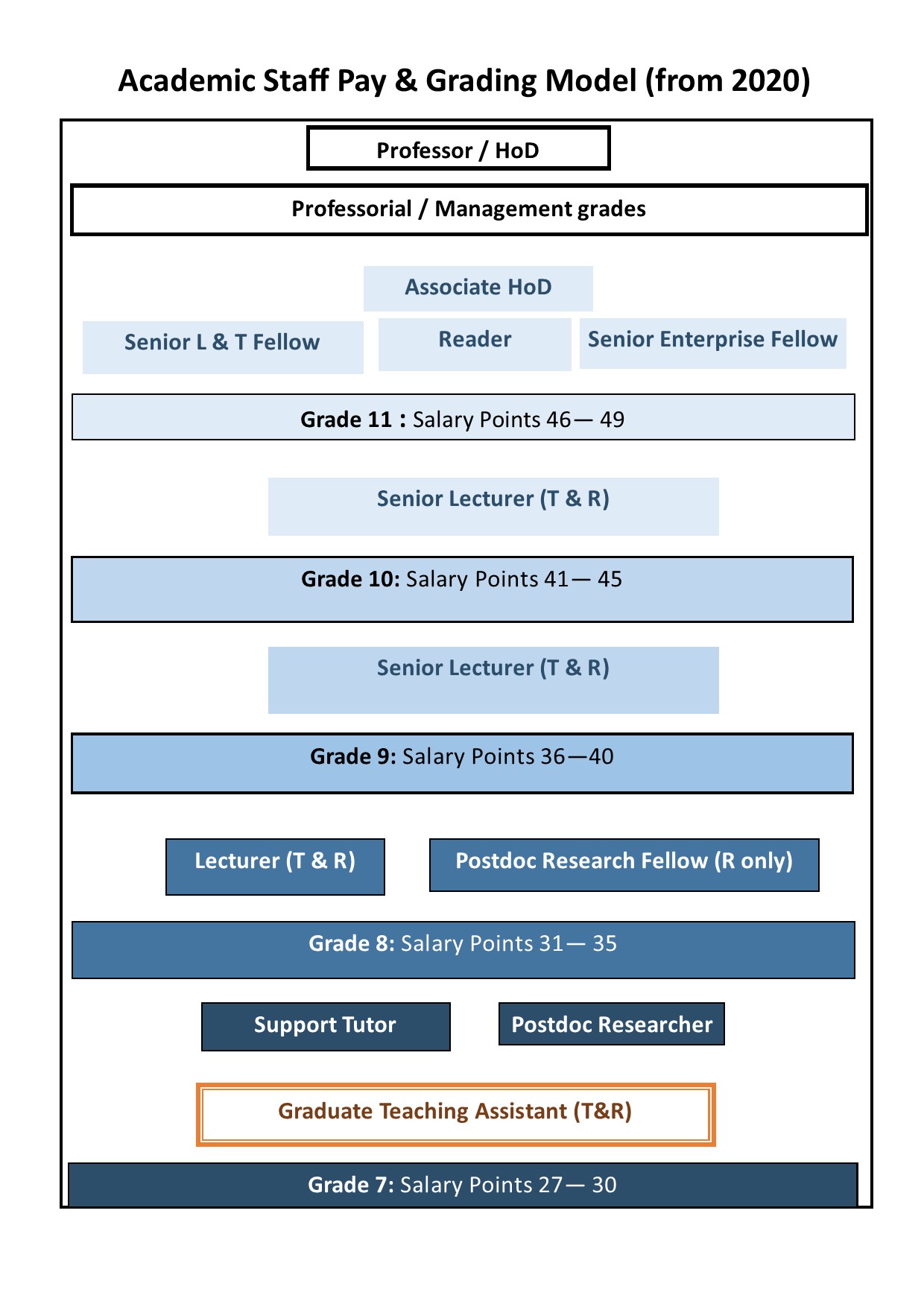
**The second recommendation of this working group is that the University specifies what it means by the various titles of Reader, Senior Teaching Fellow etc in terms of role description and level of seniority, and that it agrees a clear and robust process for making such awards.**

Currently there is no formal mechanism to reward exceptional performance with a merit award, as is relatively common elsewhere, and while there are regrading opportunities, there is no provision for accelerated progression within grade band. **Our third recommendation is that the University should make provision, in exceptional cases, for both unconsolidated merit awards and for accelerated incremental progression within grade for staff on academic contract.**

Policy debate about the future of the REF has led to discussion across the sector about academic roles, and contracts which do not include research as a standard component. The situation regarding the partial or universal submission of academic staff in the REF should become clearer in 2018. **It would therefore appear sensible not to make any recommendation on this heading in advance of such clarification, but to leave the door open to return to the issue should policy change in a way detrimental to the University’s interests**.

The current structure:

The University values its employees. They make distinctive contributions in the jobs they undertake. It is appropriate that we clarify academic career paths by setting out the various paths which academic colleagues may travel in their time with us, from Research Assistant or Teaching Assistant through to Professor. **We recommend implementation of the following structure from 2020**:



**We also recommend that the University provides appropriate recognition for relatively senior staff who are making significant contributions in either Research, Teaching or Enterprise, by means of the titles Reader, Senior Learning & Teaching Fellow or Senior Enterprise Fellow.** These should be available as personal titles, awarded in annual promotion rounds, or as advertised positions. They should be continuing posts, remunerated between points 46 and 51 on the 51-point scale.

Review of job descriptions

In the course of our research and discussions we have established that there are significant lacunae in our suite of job descriptions, especially with regard to research roles. In an appendix below we present some templates to rectify these gaps, and **we recommend the adoption of job descriptions for research posts to the University**.

Furthermore it is evident that our current job descriptions are too verbose and prone to unhelpful repetition. Their reform was beyond the scope of this current working group but **we recommend strongly that HR be given responsibility, under guidance, to streamline the academic job descriptions in order to provide managers with a suite of appropriate templates, which come benchmarked against HERA evaluations.**

Bias

We have examined data on promotion to Readerships and personal Professorships. The data do not provide any evidence of bias. It has not proved possible to get reliable institutional data on advancement between grade 8 and 10 because currently there is no University-wide mechanism to regulate and monitor such promotions.

This is something which needs to be addressed and on which this working group makes **the recommendation that HR be commissioned to develop and implement a mechanism to monitor and report on annual promotions in terms of age, gender, ethnicity, disability, etc.** This will be particularly beneficial for unit’s bidding for Athena SWAN awards.

Flexible working practices and their impact on career development

This particular topic is being addressed by the Athena Swan group which will report separately on its progress in due course. The chair of that group has been a member of this working group.

Best practice in parental leave arrangements

The University’s current policy exceeds legal requirements, but this topic is also on the agenda of the Athena Swan group.

Workload

Logically, recommendations on academic workload need to follow agreement on size and shape of the academic workforce. It is therefore proposed that this task be remanded to 2017-18, once agreement has been reached on the other topics set out above.

Communication

In the interests of transparency we recommend that academic induction should include a presentation of the career pathways and support available at the University, and that a concise summary should be provided to all applicants for academic posts at the University as a matter of course.

Recommendations

1. That a University-wide panel should annually consider cases for academic advancement, as currently happens with Readers and Professors. This panel should be supported by HR which will collect and monitor data on success rates in order to be able to report annually and over time series on themes such as age, gender, ethnicity, disabilities, etc, to raise awareness of any risks of bias, conscious or otherwise;
2. That the University specifies what it intends by the various titles of Reader, Senior Learning & Teaching Fellow and Senior Enterprise Fellow, in terms of role description and seniority, and that it agrees a clear and robust process for making such awards;
3. That the University should make provision, in exceptional cases, for both unconsolidated merit awards and for accelerated incremental progression within grade for staff on academic contract;
4. That this working group should be reconvened if the new stipulations regarding inclusion of academic staff REF indicate that the University’s job descriptions should be in need of further consideration;
5. That the University adopt the model of Academic Career Development and Progression presented in this report, with effect from 2020;
6. That Readerships and Senior Fellowships should be available as personal titles, awarded in annual promotion rounds, or as advertised positions. They should be continuing posts, remunerated between points 46 and 51 on the 51-point scale;
7. That the University establish a suite of Job Descriptions for researchers, up to and including Postdoctoral Research Fellow (see Appendix 2);
8. That the University should commission HR to streamline academic job descriptions, under guidance, so as to provide academic managers with a library of HERA-evaluated documents to facilitate the recruitment process;
9. That HR be commissioned to develop and implement a mechanism to monitor and report on annual promotions in terms of age, gender, ethnicity, disability, etc.;
10. That recommendations on academic workload be remanded to next year as they follow logically from implementation of the foregoing recommendations;
11. That the University establish a working group to develop and implement a change plan that will consult and communicate with affected staff groups, their representatives and University committees to ensure a smooth and harmonious transition while taking account of recognised pay and grading agreements;
12. That Induction for academic staff should be expanded to include a presentation of the career pathways and support available at the University, and that a concise summary should be provided to all applicants for academic posts at the University as a matter of course.

Appendix 1

**THE APPOINTMENT OF READERS AT EDGE HILL UNIVERSITY**

**1. Introduction**

1.1 This document sets out procedures for the appointment of Readers at Edge Hill University.

1.2 Any member of the academic staff, full- or part-time, who has completed successfully his or her probation is entitled to apply for the title of Reader, although the normal expectation is that applicants will be of Senior Lecturer (grade 10) standing.

1.3 The award of the title will have the following implications for the member of staff to whom it was awarded:

• Permission to use the title ‘Reader in (an appropriate subject/disciplinary area)’

• A commitment to continue with her/his own research or his/her within the context of University priorities.

• A responsibility to give research leadership within their Department and Faculty and at University level, under the guidance of their manager.

1.3 Readers will be expected to undertake leadership roles within their department, faculty and across the University. This may involve taking responsibility for research, responsibility for mentoring new researchers in their subject, or taking on University roles. They may also be expected to lead staff development initiatives in research, or new initiatives in research

1.4. The award of the title will be made through the Standing Readership, Senior Fellowship and Professorial Conferment Panel detailed in the Appointment of Readers, Senior Fellows and Personal Professors.

1.5 When an application for a readership is received the Standing Readership, Senior Fellowship and Professorial Conferment Panel will determine whether external assessors be sought and the application allowed to proceed. Should a decision be made not to let an application proceed, the applicant and her/his Dean of Faculty will be notified forthwith.

***2.* Criteria for Appointment as a Reader**

Candidates will be expected to demonstrate a high level of achievement in research and also realistic potential for research leadership. Indicative, although not exclusive, examples of the types of evidence likely to support these claims are:

• **Publication**: scholarly, research-based, monographs; articles in learned refereed journals; practice as research; key exhibitions and reviews of those exhibitions; reports to public, private and voluntary organisations, papers delivered at prestigious, peer reviewed conferences, key-note addresses at meetings of high academic standing; editorships of special editions of refereed journals; appropriate external research-based consultancies; etc. All such evidence will be assessed though not all of it will necessarily be given equal weighting by the panel when making a decision.

* **Research Funding Awarded**: research grants and awards from bodies external to Edge Hill University which may include awards to undertake research, to travel to conferences to present papers, to run research-based workshops, and gifts and donations received to aid the pursuit of research etc. Funding from research councils and the major charities may be given greater weighting, as is common throughout the sector.
* **Effective supervisory activities**: supervision of research fellows/-assistants/students; experience of managing research projects, successful and timely PhD and MRes completions, chairing of Vivas, invitations to act as examiner for PhDs at other universities, etc.

• **Evidence of engagement with the wider academic community**:

editorships and editorial board memberships of refereed journals; organisation of conferences and panels at academic conferences; offices held in appropriate bodies within and outside Edge Hill University; membership of learned societies; activities involving refereeing for research councils, funding bodies, charities, academic journals and publishers; etc.

• **Other Evidence**: an applicant may also draw the panel’s attention to any other evidence which it is felt indicates the standing of the applicant within the academic community and which will help the sub-committee to come to a decision. This might include: reviews of major publications such as monographs, published in peer-reviewed journals, executive membership of a learned society, membership of a strategic-reviewer panel with a Research Council, prizes or other honours, or invitations to act as an external reviewer.

**3. Procedures**

3.1 A call for applications for Readerships will be circulated widely throughout the University by the Department of Human Resources on an annual basis.

3.2 Applicants should provide a letter of application (maximum four sides of A4, in at least 10 point type) which includes a statement showing how their experience and public output matches the criteria laid down for the award of the title of Reader. A full curriculum vitae using the standard template, and any accompanying evidence should be attached to this letter of application. Applicants must also provide the names of three persons external to Edge Hill University who are potential assessors and who are of appropriate standing to comment on their suitability for the award of the title. The letter of application should be addressed to the Director of Human Resources.

3.3 Applicants should include as part of their application a brief discussion of how they would envisage their role as Reader contributing to the realisation of the strategic of objectives of the department and faculty, and thereby of the University. This should address the expectation that Readers have ‘a responsibility to give research leadership within their department, faculty and at University level’.

3.4 Edge Hill University will seek assessments from the applicant’s dean of faculty and head of department.

3.5 Edge Hill University will seek the views of up to four appropriately qualified members of the academic staff from external UK higher education institutions as to the suitability of the applicant for the award of the title of Reader. These will be chosen from the list of assessors forwarded by the candidate and any others the panel might wish to put forward. The individuals selected to act in this capacity will be sent guidance, the letter of application and curriculum vitae submitted by the applicant.

3.6 After all of the appropriate evidence has been gathered from the assessors, the Standing Readership, Senior Fellowship and Professorial Conferment Panel will meet to consider those applications which have been submitted by the due date.

3.7 The recommendation of the panel regarding the award of the title of Reader will be made on the evidence contained within the application, the comments made by the external assessors and the assessments provided by the applicant’s Dean of Faculty and Head of Department.

3.8 If the panel considers that an applicant has met the criteria laid out 3 above, then the HR Department will notify the applicant with the date of commencement, normally the following 1st August.

3.9 The role and responsibilities to be undertaken will be agreed between the applicant, the relevant Head of Department and the Dean of Faculty.

**4. Duration and Renewal of the Award**

4.1 Readerships will be awarded on a continuing basis.

**5. Remuneration of Readers**

5.1 The award of the title of Reader will bring with it an uplift in salary. The Readership scale will begin on point 46 of the 51-point scale.

**6. Title of Honorary Reader**

6.1 The title of Honorary Reader may be granted by the University on the basis of nominations from a Dean to candidates of an equivalent standing in another HEI or other appropriate setting such as the NHS. (‘Honorary Clinical Readers’ are a slightly different category, where criteria for the awarding of the title follows sector norms). There must be a plan of activity approved by the Faculty where the benefits to Edge Hill University, whether in terms of research, teaching, CPD, mentoring, or knowledge exchange, are identified in advance. Departments may propose suitable candidates to the Dean and supply the following supporting evidence:

1. A brief CV and/or biography
2. Details of a project which the individual’s expertise will enhance

6.2 Individual staff members may propose candidates to their departments and should provide the same information to the respective Head of Department/Area. If the initial proposal is accepted, the proposal goes to faculty for further deliberation. At this stage the candidate may be contacted to discuss the project and her/his role in it.

6.3 If approved by the Faculty and Dean, an application is made to the deliberating panel. The Vice-Chancellor, Pro-Vice-Chancellor (Research) and relevant Dean will act as the deliberation panel, serviced by the Research Office. The standard letter of appointment will be issued by Directorate.

6.4 The assignment will be time-limited, depending on the project, from one month to two years. Longer projects will be subject to regular review of outputs/targets by the HoD/Director and the Dean and/or Associate Dean. The management of the Honorary Reader resides with the Dean of the relevant faculty assisted by the project coordinator.

6.5 Registry will keep a central record of Honorary Reader appointments, as will the relevant Faculty.

6.6 Assignments will be subject to current regulations surrounding immigration and/or visa requirements for any working visitor from outside of the EEA.

*June 2017*

**THE APPOINTMENT OF SENIOR LEARNING & TEACHING FELLOWS**

**AT EDGE HILL UNIVERSITY**

**1. Introduction**

1.1 This document sets out procedures for the appointment of Senior Learning & Teaching Fellows at Edge Hill University.

1.2 Any member of the academic staff, full- or part-time, who has completed successfully his or her probation is entitled to apply for the title of Senior Learning & Teaching, although the normal expectation is that applicants will be of Senior Lecturer (grade 10) standing.

1.3 The award of the title will have the following implications for the member of staff to whom it was awarded:

• Permission to use the title ‘Senior Learning & Teaching Fellow in (an appropriate subject/disciplinary area)’

• A commitment to continue with her/his own specialist teaching or his/her within the context of University priorities.

• A responsibility to give pedagogical leadership within their Department and Faculty and at University level, under the guidance of their manager.

1.3 Senior Learning & Teaching Fellows will be expected to undertake leadership roles within their department, faculty and across the University. This may involve taking responsibility for teaching innovation and curriculum design, responsibility for mentoring new members of academic staff, or taking on appropriate University roles. They may also be expected to lead staff development initiatives in teaching, learning and assessment.

1.4. The award of the title will be made through the Standing Readership, Senior Fellowship and Professorial Conferment Panel detailed in the Appointment of Professors, Readers and Senior Fellows.

1.5 When an application for a readership is received the Standing Readership, Senior Fellowship and Professorial Conferment Panel will determine whether external assessors be sought and the application allowed to proceed. Should a decision be made not to let an application proceed, the applicant and her/his Dean of Faculty will be notified forthwith.

***2.* Criteria for Appointment as a Senior Learning & Teaching Fellow**

Candidates will be expected to demonstrate a very high level of achievement in teaching and research (which may include research into pedagogy) and also realistic potential for pedagogic leadership. Indicative, although not exclusive, examples of the types of evidence likely to support these claims are:

• **Evidence of the effectiveness of their own teaching**:

This may be drawn from a range of evaluations, including that from students, peers, and external observers as well as evidence of its impact on other educations both within and beyond the University. It is likely to include a substantial record of active involvement in appropriate committee work, internally and externally.

* **Evidence of the design of their teaching and the pedagogy which informs it with both a local and a national impact**: This might be validated by external review, by evidence of student success or learning gain or by evidence of having had impact on national policy.
* **Publication**: scholarly, research-based, monographs; articles in learned refereed journals; practice as research; reports to public, private and voluntary organisations, papers delivered at prestigious, peer reviewed conferences, key-note addresses at meetings of high academic standing; editorships of special editions of refereed journals; appropriate external consultancies; etc. All such evidence will be assessed though not all of it will necessarily be given equal weighting by the panel when making a decision. The intensity of original research expected will be lower than that required for a Readership.
* **Research Funding Awarded**: grants and awards from bodies external to Edge Hill University which may include awards to undertake research, to travel to conferences to present papers, to run workshops, etc. Funding from the HEA, SEDA as well as research councils and the major charities may be given due weighting, as is common throughout the sector.

• **Other Evidence**: Candidates will typically be expected to be a Principal Fellow of the HEA (D4), or equivalent (against the UP Professional Standards Framework), an NTF nominee or of equivalent standing. An applicant may also draw the panel’s attention to any other evidence which it is felt indicates the standing of the applicant within the academic community and which will help the sub-committee to come to a decision. This might include: membership of external bodies active in promoting teaching excellence, invitations to be a keynote speaker at prestigious events, leadership roles in curriculum development and/or policy development.

**3. Procedures**

3.1 A call for applications for Senior Learning & Teaching Fellows will be circulated widely throughout the University by the Department of Human Resources on an annual basis.

3.2 Applicants should provide a letter of application (maximum four sides of A4, in at least 10 point type) which includes a statement showing how their experience and public output matches the criteria laid down for the award of the title of Senior Learning & Teaching Fellow. A full curriculum vitae using the standard template, and any accompanying evidence should be attached to this letter of application. Applicants must also provide the names of three persons external to Edge Hill University who are potential assessors and who are of appropriate standing to comment on their suitability for the award of the title. The letter of application should be addressed to the Director of Human Resources.

3.3 Applicants should include as part of their application a brief discussion of how they would envisage their role as Senior Learning & Teaching Fellow contributing to the realisation of the strategic of objectives of the department and faculty, and thereby of the University. This should address the expectation that Senior Learning & Teaching Fellows have a responsibility to give pedagogic leadership within their department, faculty and at University level.

3.4 Edge Hill University will seek assessments from the applicant’s dean of faculty and head of department.

3.5 Edge Hill University will seek the views of up to four appropriately qualified members of the academic staff from external UK higher education institutions as to the suitability of the applicant for the award of the title of Senior Learning & Teaching Fellow. These will be chosen from the list of assessors forwarded by the candidate and any others the panel might wish to put forward. The individuals selected to act in this capacity will be sent guidance, the letter of application and curriculum vitae submitted by the applicant.

3.6 After all of the appropriate evidence has been gathered from the assessors, the Standing Readership, Senior Fellowship and Professorial Conferment Panel will meet to consider those applications which have been submitted by the due date.

3.7 The recommendation of the panel regarding the award of the title of Senior Learning & Teaching will be made on the evidence contained within the application, the comments made by the external assessors and the assessments provided by the applicant’s Dean of Faculty and Head of Department.

3.8 If the panel considers that an applicant has met the criteria laid out 3 above, then the HR Department will notify the applicant with the date of commencement, normally the following 1st August.

3.9 The role and responsibilities to be undertaken will be agreed between the applicant, the relevant Head of Department and the Dean of Faculty.

**4. Duration and Renewal of the Award**

4.1 Senior Learning & Teaching Fellowships will be awarded on a continuing basis.

**5. Remuneration of Senior Fellows**

5.1 The award of the title of Senior Learning & Teaching Fellow will bring with it an uplift in salary. The Senior Fellowship scale will begin on point 46 of the 51-point scale.

**6. Title of Honorary Fellow**

6.1 The title of Honorary Fellow may be granted by the University on the basis of nominations from a Dean to candidates of an equivalent standing in another HEI or other appropriate setting such as the NHS. There must be a plan of activity approved by the Faculty where the benefits to Edge Hill University, whether in terms of research, teaching, CPD, mentoring, or knowledge exchange, are identified in advance. Departments may propose suitable candidates to the Dean and supply the following supporting evidence:

1. A brief CV and/or biography
2. Details of a project which the individual’s expertise will enhance

6.2 Individual staff members may propose candidates to their departments and should provide the same information to the respective Head of Department/Area. If the initial proposal is accepted, the proposal goes to faculty for further deliberation. At this stage the candidate may be contacted to discuss the project and her/his role in it.

6.3 If approved by the Faculty and Dean, an application is made to the deliberating panel. The Vice-Chancellor, Pro-Vice-Chancellor (Research) and relevant Dean will act as the deliberation panel, serviced by the Research Office. The standard letter of appointment will be issued by Directorate.

6.4 The assignment will be time-limited, depending on the project, from one month to two years. Longer projects will be subject to regular review of outputs/targets by the HoD/Director and the Dean and/or Associate Dean. The management of the Honorary Fellow resides with the Dean of the relevant faculty assisted by the project coordinator.

6.5 Registry will keep a central record of Honorary Fellow appointments, as will the relevant Faculty.

6.6 Assignments will be subject to current regulations surrounding immigration and/or visa requirements for any working visitor from outside of the EEA.

**THE APPOINTMENT OF SENIOR ENTERPRISE FELLOWS**

**AT EDGE HILL UNIVERSITY**

**1. Introduction**

1.1 This document sets out procedures for the appointment of Senior Enterprise Fellows at Edge Hill University.

1.2 Any member of the academic staff, full- or part-time, who has completed successfully his or her probation is entitled to apply for the title of Senior Enterprise, although the normal expectation is that applicants will be of Senior Lecturer (grade 10) standing.

1.3 The award of the title will have the following implications for the member of staff to whom it was awarded:

• Permission to use the title ‘Senior Enterprise Fellow in (an appropriate subject/disciplinary area)’

• A commitment to continue with her/his own specialist teaching or his/her within the context of University priorities.

• A responsibility to give enterprise and employability leadership within their Department and Faculty and at University level, under the guidance of their manager.

1.3 Senior Enterprise Fellows will be expected to undertake leadership roles within their department, faculty and across the University. This may involve taking responsibility for innovation in curriculum design, enterprise innovation or work-placement development, responsibility for mentoring new members of academic staff, or taking on appropriate University roles. They may also be expected to lead staff development initiatives in enterprise and employability.

1.4. The award of the title will be made through the Standing Readership and Professorial Conferment Panel detailed in the Appointment of Professors, Readers and Senior Fellows.

1.5 When an application for a readership is received the Standing Readership, Fellowship and Professorial Conferment Panel will determine whether external assessors be sought and the application allowed to proceed. Should a decision be made not to let an application proceed, the applicant and her/his Dean of Faculty will be notified forthwith.

***2.* Criteria for Appointment as a Senior Enterprise Fellow**

Candidates will be expected to demonstrate a very high level of achievement in teaching and enterprise (which may include research into enterprise and/or employability as well as innovative engagement with third-sector organisations) and also realistic potential for enterprise leadership. Indicative, although not exclusive, examples of the types of evidence likely to support these claims are:

• **Evidence of the effectiveness of their own teaching**:

This may be drawn from a range of evaluations, including that from students, peers, and external observers as well as evidence of its impact on other educations both within and beyond the University. It is likely to include a substantial record of active involvement in appropriate committee work, internally and externally.

* **Evidence of the design of their enterprise education with both a local and a national impact**: This might be validated by external review, by evidence of student success, business spin out or learning gain or by evidence of having had impact on national policy.

• **Publication**: scholarly, research-based, monographs; articles in learned refereed journals; practice as research; reports to public, private and voluntary organisations, papers delivered at prestigious, peer reviewed conferences, key-note addresses at meetings of high academic standing; editorships of special editions of refereed journals; appropriate external consultancies; etc. All such evidence will be assessed though not all of it will necessarily be given equal weighting by the panel when making a decision. The intensity of original research expected will be lower than that required for a Readership.

* **Funding Awarded**: grants and awards from bodies external to Edge Hill University which may include awards to undertake research, to travel to conferences to present papers, to run workshops, etc. Funding from consultancy, from the LEP, from the HEA, SEDA as well as research councils and the major charities may be given due weighting, as is common throughout the sector.

• **Other Evidence**: Candidates will typically be expected to be a Principal Fellow of the HEA (D4), or equivalent (against the UP Professional Standards Framework), an NTF nominee or of equivalent standing. An applicant may also draw the panel’s attention to any other evidence which it is felt indicates the standing of the applicant within the academic community and which will help the sub-committee to come to a decision. This might include: membership of external bodies active in promoting enterprise education or improving employability outcomes, invitations to be a keynote speaker at prestigious events, leadership roles in curriculum development and/or policy development.

**3. Procedures**

3.1 A call for applications for Senior Enterprise Fellows will be circulated widely throughout the University by the Department of Human Resources on an annual basis.

3.2 Applicants should provide a letter of application (maximum four sides of A4, in at least 10 point type) which includes a statement showing how their experience and public output matches the criteria laid down for the award of the title of Senior Enterprise Fellow. A full curriculum vitae using the standard template, and any accompanying evidence should be attached to this letter of application. Applicants must also provide the names of three persons external to Edge Hill University who are potential assessors and who are of appropriate standing to comment on their suitability for the award of the title. The letter of application should be addressed to the Director of Human Resources.

3.3 Applicants should include as part of their application a brief discussion of how they would envisage their role as Senior Enterprise Fellow contributing to the realisation of the strategic of objectives of the department and faculty, and thereby of the University. This should address the expectation that Senior Enterprise Fellows have a responsibility to give enterprise leadership within their department, faculty and at University level.

3.4 Edge Hill University will seek assessments from the applicant’s dean of faculty and head of department.

3.5 Edge Hill University will seek the views of up to four appropriately qualified members of the academic staff from external UK higher education institutions and from private and/or public sector organisations, as to the suitability of the applicant for the award of the title of Senior Enterprise Fellow. These will be chosen from the list of assessors forwarded by the candidate and any others the panel might wish to put forward. The individuals selected to act in this capacity will be sent guidance, the letter of application and curriculum vitae submitted by the applicant.

3.6 After all of the appropriate evidence has been gathered from the assessors, the Standing Readership, Senior Fellowship and Professorial Conferment Panel will meet to consider those applications which have been submitted by the due date.

3.7 The recommendation of the panel regarding the award of the title of Senior Enterprise will be made on the evidence contained within the application, the comments made by the external assessors and the assessments provided by the applicant’s Dean of Faculty and Head of Department.

3.8 If the panel considers that an applicant has met the criteria laid out above, then the HR Department will notify the applicant with the date of commencement, normally the following 1st August.

3.9 The role and responsibilities to be undertaken will be agreed between the applicant, the relevant Head of Department and the Dean of Faculty.

**4. Duration and Renewal of the Award**

4.1 Senior Enterprise Fellowships will be awarded on a continuing basis.

**5. Remuneration of Senior Fellows**

5.1 The award of the title of Senior Enterprise Fellow will bring with it an uplift in salary. The Senior Fellowship scale will begin on point 46 of the 51-point scale.

**6. Title of Honorary Fellow**

6.1 The title of Honorary Fellow may be granted by the University on the basis of nominations from a Dean to candidates of an equivalent standing in another HEI or other appropriate setting such as the NHS. There must be a plan of activity approved by the Faculty where the benefits to Edge Hill University, whether in terms of research, teaching, CPD, mentoring, or knowledge exchange, are identified in advance. Departments may propose suitable candidates to the Dean and supply the following supporting evidence:

1. A brief CV and/or biography
2. Details of a project which the individual’s expertise will enhance

6.2 Individual staff members may propose candidates to their departments and should provide the same information to the respective Head of Department/Area. If the initial proposal is accepted, the proposal goes to faculty for further deliberation. At this stage the candidate may be contacted to discuss the project and her/his role in it.

6.3 If approved by the Faculty and Dean, an application is made to the deliberating panel. The Vice-Chancellor, Pro-Vice-Chancellor (Research) and relevant Dean will act as the deliberation panel, serviced by the Research Office. The standard letter of appointment will be issued by Directorate.

6.4 The assignment will be time-limited, depending on the project, from one month to two years. Longer projects will be subject to regular review of outputs/targets by the HoD/Director and the Dean and/or Associate Dean. The management of the Honorary Fellow resides with the Dean of the relevant faculty assisted by the project coordinator.

6.5 Registry will keep a central record of Honorary Fellow appointments, as will the relevant Faculty.

6.6 Assignments will be subject to current regulations surrounding immigration and/or visa requirements for any working visitor from outside of the EEA.

**Guidelines on Academic Promotions: Examples of the types of evidence/indicators of esteem (as expected in the letter of application and CV) at Edge Hill University**

|  |  |
| --- | --- |
| **Reader - Senior Learning & Teaching Fellow – Senior Enterprise Fellow:**  Candidates will be expected to demonstrate a very high level of achievement in leadership and either research, learning and teaching or enterprise, depending on their chosen route through grade 11. Regardless of route, all will be expected to undertake leadership roles and responsibilities within their Department, Faculty and at University level. This may involve taking responsibility for research, teaching and learning or enterprise development in their Faculty responsibility for mentoring new colleagues in their department/area or at University level; leading staff development initiatives; or leading new initiatives of an appropriate kind, e.g., in teaching or research in such topics as e-learning or assessment, or in the development of new foci of research or enterprise. They will also be expected to demonstrate leadership. Indicative, although not exclusive, examples of the types of evidence likely to support these claims are indicated below. | |
| **Teaching, Development and Scholarship of Teaching and Learning** | **Other indicators of esteem and standing in the higher education learning and teaching community** |
| This will include teaching/ learning facilitation; curriculum design; the monitoring and evaluation of teaching and learning support; and the Scholarship of Teaching and Learning.  **Scholarship of Teaching and Learning;** Publications; scholarly monographs or articles in refereed journals; papers delivered at prestigious conferences - either subject specific (and concerned with teaching and learning facilitation) or generic teaching and learning conferences. This would not be expected to be at the equivalent volume to the parallel Readership.  **Funding awarded for the development of, and/or research into teaching and learning;** e.g. grants from national grant awarding boards(e.g. ESRC, HEA, SEDA etc)  **Evidence of the design of their teaching and the pedagogy which informs it with a local and with current or potential national impact.** This may be provided in validation documents; in coursematerials; or in online websites which can be accessed***.*** This may be presented in the form of a short, annotated, portfolio of evidence.  **Evidence of the effectiveness of their teaching**; drawn from a wide range of evaluation, and including student evaluations, peer evaluations and (where feasible) external evaluations, with where possible, evidence of its impact on other educators within and beyond the University. This may include history of being a U(u)niversity Learning and Teaching Fellow or NTFS nominee, VASC member and undertaking chair responsibilities. | Senior Learning and Teaching Fellow candidates should demonstrate types of evidence particularly focussed on internal activities but also with some evidence of national reach.  Candidates would typically be expected to be a Principal Fellow of the Higher Education Academy (D4) or equivalent (against the UP Professional Standards Framework); an NTF nominee or of equivalent standing. They should be able to demonstrate indicators of esteem such as memberships of external bodies active in promoting teaching excellence, invitation as a keynote speaker and external consultancy/knowledge transfer and high have connections with the national higher education learning and teaching/SoTL community.  These could include:   * Leadership role in strategic institutional curriculum and/or policy development * Design and delivery of high-impact course innovation * Leadership of QA or accreditation processes * External reviewer/trainer/advisor * Students’ self-reported learning gains (course level) * Student surveys (course level) * Letters of reference from research and or development collaborators * Refereed conference and journal publications * Research and development grants and income * Book chapters or books related to the SoTL and practice * Small scale grant income. |
| **Research and Innovation** | **Other indicators of esteem and standing in the research community** |
| This will include the conducting and publication of excellent research; effective PhD and MRes supervision through the successful completion; the monitoring and evaluation of departmental research outputs; the construction of successful bids for external research funding and the design, drafting and documentation of impact case studies.  **Research & Scholarship;** Publications; scholarly monographs or articles in refereed journals; papers delivered at prestigious conferences.  **Funding awarded for research;** e.g. grants from RCUK, the major charities or niche funders as well as from internal competitions.  **Evidence of effective PGR supervision.** This may be provided by the number of successful and timely PhD and MRes completions, supplemented by the chairing of PhD vivas and invitations to act as examiner for PhDs at other universities.  **Research management**; Quantifiable contribution to the successful management of departmental REF exercises (and mock REF exercises), evidence of having disseminated effective practice with regard to Open Access and Research Data Management, the bringing on of Early Research Career colleagues through good mentorship and constructive engagement  **Public engagement;** examples of pathways to impact which have been undertaken successfully | Readership candidates should demonstrate types of evidence particularly focussed on external activities with some evidence of international reach.  Candidates should be able to demonstrate indicators of esteem such as memberships of external bodies active in promoting research, and invitations as a keynote speaker at important conferences.  These could include:   * Executive membership of a learned society * Membership of a strategic reviewer panel with RCUK * Prizes or other honours * External reviewer * Letters of reference from research and or development collaborators * Reviews of major publications such as monographs, published in peer reviewed journals. |
| **Enterprise** | **Other indicators of esteem** |
| This will include enterprise facilitation; curriculum design; the monitoring and evaluation of enterprise support; and the development and implementation of CPD.  **Scholarship of Enterprise;** Publications; scholarly monographs or articles in refereed journals; papers delivered at prestigious conferences. This would not be expected to be at the equivalent volume to the parallel Readership.  **Research grant or contract funding awarded;** e.g. Knowledge Transfer Partnerships and grants from national grant awarding boards(e.g. Innovate UK, HEA)  **Evidence of enterprise activity with current or potential national impact.** This may be provided in activities for the benefit of student enterprise and employability skills; in coursematerials; or in income generated from such activities for the benefit of the University***.*** This should be presented in the form of a short, annotated, portfolio of evidence.  **Evidence of the effectiveness of their enterprise teaching**; drawn from a wide range of evaluation, and including student evaluations, peer evaluations and (where feasible) external evaluations, with where possible, evidence of its impact on other entrepreneurs within and beyond the University.. | Senior Enterprise Fellow candidates should demonstrate types of evidence particularly focussed on internal activities but also with some evidence of national reach.  They should be able to demonstrate indicators of esteem such as memberships of external bodies active in promoting enterprise education, invitation as a keynote speaker and external consultancy/knowledge exchange.  These could include:   * Leadership role in strategic institutional curriculum and/or policy development concerning enterprise and preparation for employment * Design and delivery of high-impact course innovation * External reviewer/advisor * Students’ self-reported learning gains (course level) * Student surveys (course level) * Letters of reference from industrial or public collaborators * Refereed conference and journal publications * Research grants and contracts, KTPs and other non-teaching income. |



**THE AWARD OF THE TITLE OF PROFESSOR AT EDGE HILL UNIVERSITY**

**1. Purpose of document**

1.1 The title of Professor marks the pinnacle of excellence in an academic career. The title is bestowed sparingly and by means of rigorous assessment. This document sets out procedures for the appointment of Professors in Edge Hill University. Two categories of Professor are identified and the paper also deals with Emeritus Professors and Visiting Professors.

1.2 The proposal is that Edge Hill University should have two distinct categories of Professor:

1. an **Established Chair** a post to which individuals are recruited on a competitive basis because the University has decided that someone of that level of seniority is required to enable the University to achieve its objectives (Section B); and,

(b) a **Personal Chair** – a title awarded to an individual on the basis of her/his record of academic work (see Section C of this paper). The normal expectation is that internal candidates for a personal chair will have achieved previously a Readership or Senior Fellowship, whether in Learning & Teaching or in Enterprise.

1.3 In addition, the University should appoint, as appropriate, **Emeritus** (Section D), **Visiting Professors** (Section E) and **Clinical Professors**.

**2. Role of the Professoriate**

2.1 Professors will have high academic or other appropriate standing in their field at national or international level and fulfil a variety of roles within the University but typically they are expected (*inter alia*) to:

• provide dynamic research leadership including the successful organisation and support of their subject area, by seeking resources from appropriate funding agencies and/or initiating collaboration with industry and other organisations

• make a notable contribution to teaching at undergraduate and/or postgraduate level

• contribute to the wider University community through membership of appropriate internal groups and help invigorate the University through the development of a supportive ethos based on shared values and common goals

• advance their research discipline as evidenced by publications and other quality research output

• deliver, from time to time, public lectures on topics of academic, social and professional interest

• make an active contribution to the leadership of their subject at national or international level.

2.2 In line with Edge Hill University’s mission the term ‘research’ will be interpreted broadly, and in assessing the contribution of consultancy or practice, regard will be paid to the standards obtaining in the respective discipline and the way in which its members can reasonably be expected to interact with industry, commerce, the professions and public services.

2.3 Chairs may also be awarded on the basis of an individual’s record and reputation as a teacher, for their record in the application of knowledge in a systematic manner designed to enhance wealth creation and/or the quality of life, or for external recognition in an individual’s profession.

**SECTION B: ESTABLISHED CHAIRS**

**3. The Criteria for the Award of an Established Chair**

3.1 Specific criteria will be drawn up for each post carrying the award of the title of Established Chair and these will be incorporated in the job description and person specification used as part of the recruitment process for each post. However, in drawing up each job description and person specification, authors should take cognisance of the criteria outlined in Section A above in so far as they apply to the post being advertised. The job description and person specification for any post carrying the award of an Established Chair shall be confirmed by both the PVC (Research) and the Vice-Chancellor before the post is advertised.

**4. Procedures for Applicants for an Established Chair**

4.1 A professorial title may be awarded to an appropriately qualified external

candidate simultaneously upon appointment to a University post, subject to the application of the following procedures.

i) Where a post which is attached to an Established Chair is advertised, the recruitment forms submitted to the Human Resources Department shall state this explicitly.

ii) All applicants will be advised through the application pack that the

University will make enquiries on their suitability for the Professoriate as part of the normal recruitment procedures of the University.

iii)

The appointment panel will usually include:-

* the Vice-Chancellor
* the Pro Vice Chancellor (Research)
* the Dean
* the Head of Department
* a current Edge Hill Chair holder (nominated by the VC)
* an individual of appropriate professorial standing who is independent of the University (nominated by the VC)

iv) In the case of an Endowed Chair, there may be additional arrangements regarding the appointment panel to strengthen the

liaison with companies or charities providing the endowment.

v) Where an applicant is appointed to the University and the professorial title is awarded, the HR Department shall notify the Secretary to the Standing Professorial and Readership Conferment Panel, who will report this to the next meeting of the Panel.

**4.2**

The salary and duties of an Established Chair shall be as stated in the Job Description of the post associated with the post. In drawing up the duties associated with each Established Chair, authors should take cognisance of the criteria outlined in Section 2.1 above in so far as they apply to the post being advertised.

**SECTION C: PERSONAL CHAIRS**

**5. The Power to Award Personal Chair**

5.1 Personal Chairs are awards of Edge Hill University and, as such are awarded by Academic Board on behalf of the University community through the Standing Professorial Conferment Panel. The constitution of the Standing Professorial Conferment Panel is:

1. The Vice-Chancellor (Chair)
2. The Pro Vice-Chancellor (Research)
3. A Faculty Dean or Associate Dean (Research)
4. The Dean of Learning and Teaching
5. One member of professorial standing nominated by the Academic Board

(These four members comprise the standing membership of the panel.)

1. An external adviser of appropriate professorial standing, nominated by the Vice-Chancellor
2. One member of the Board of Governors, nominated by the Vice-Chancellor.

**6. Eligibility for Consideration for the Award of a Personal Chair**

6.1 Any member of Edge Hill University staff successfully confirmed in post may apply for a Personal Chair.

6.2 It is the usual expectation of the University that applicants for a Personal Chair should normally hold the post of Reader, but this does not preclude applications direct to these positions.

**7. Criteria for the award of a Personal Professorship and their Interpretation**

7.1 Each candidate for the award of a Personal Chair will be considered against the criteria listed below [(i) – (iv)].

Successful candidates will have outstanding qualities of leadership and will have substantially furthered the aims of higher education generally and/or Edge Hill University in particular. A successful candidate will have attracted high levels of external recognition in her or his profession, and will need to show outstanding performance, and potential, against one or more of the following criteria (normally, a successful candidate will be expected to satisfy more than one of these criteria – however, a candidate with an exceptional record in one of these areas may be eligible for conferment as Professor):

1. A track record of externally recognised research excellence

(ii) An externally recognised record of sustained innovation and excellence in teaching including contribution to the advancement of learning, the development of the subject and to pioneering work in course development

(iii) A sustained record of enterprise and the successful commercialisation of high quality research and IP leading to patents, spin out companies or a body of work which influences policy decisions

1. External national and international recognition in his/her profession.

The Standing Professorial and Readerships Conferment Panel (SPRCP) will expect to see evidence of the candidate’s achievements to date. Evidence should be both in the public domain and of national and international standing. Full details of any such evidence and where it may be found if it is in the public realm should be included with the application. Copies (or, should the evidence be too voluminous to be sensibly included, a synopsis) of evidence not in the public realm or not easily accessed should be included as part of the application.

7.2 All candidates must submit to the Director of Human Resources via the HR Recruitment Team a document containing:

1. a contents page
2. a brief statement highlighting which of the four criteria for a chair the application is to be judged against (n.b.it is not necessary to satisfy all four)
3. a full curriculum vitae including:
4. significant qualifications, professional memberships and posts held, with dates
5. all publications (including a statement on joint authorships (where appropriate)
6. all conference contributions
7. all funding received
8. other relevant scholarly activities including details of research

degrees successfully, and currently, supervised; research degree examinations; posts as external examiners; editorships; etc

1. any indicators of esteem
2. the names, titles and addresses of three potential external independent assessors with knowledge of UK higher education.

7.3 For those who wish their application to be judged against criterion 7.1(i), a track record of externally recognised research excellence:

i) a detailed self assessment of the candidates research strengths

7.4 For those who wish their application to be judged against criterion (ii), record and reputation as a teacher:

i) a statement of the principles and values which motivate the candidate’s work and the manner in which excellence has been achieved

ii) evidence of national and international standing in pedagogy within the discipline, e.g. ILT/HEA submissions, publications, national committee memberships, presented papers

iii) evidence in the public domain of course materials developed, curriculum development, excellence in teaching, including refereed articles and refereed conference proceedings

iv) a detailed self assessment of the candidate’s particular strengths in this respect

7.5 For those who wish their application to be judged against criterion (iii), the application of knowledge in a systematic manner, designed to enhance wealth creation and/or the quality of life (e.g. through technology transfer, policy advisory work or demonstration projects):

i) independent external evidence of the candidate’s application of

knowledge - such as technology transfer, policy advisory work or

demonstration projects

ii) a detailed self assessment of the candidate’s particular strengths in this respect

7.6 For those who wish their application to be judged against criterion (iv), external recognition in her or his profession:

1. independent external evidence of the candidate’s external recognition

ii) a detailed self assessment of the candidate’s particular strengths in this respect

7.7 Candidates should take care to present evidence for each of the criteria against which they wish to be judged.

7.8 Candidates who are submitting an application subsequent to a decision not to confer a chair are strongly advised to identify the changes that have occurred since their last application.

**8. Procedures for Applicants for a Personal Chair**

8.1 A call for applications for Personal Chairs will be circulated widely throughout the University by the Department of Human Resources on an annual basis.

8.2 Prospective candidates may wish to consult informally the Pro Vice-Chancellor (Research), or their Dean or Head of Department prior to submitting an application to Human Resources.

8.3 Applications will be delivered to the Director of Human Resources by the date specified in the call for applications. The SCRCP will make a decision on whether the evidence submitted is sufficient to warrant going to external referees. If this is not the case, the Panel will inform the applicant accordingly and advise on ways that the application needs to be strengthened before resubmission. That resubmission will normally not be in the same annual cycle.

8.4 In those cases where the application has been approved it will be submitted to the three external assessors identified by the applicant. The University will also approach three external referees of its own choice. These referees should be of sufficient seniority and experience to comment authoritatively on an application for a Personal Chair.

8.5 Each application will be judged against the criteria identified in Section 7 above.

8.6 To recommend conferral, the Standing Professorial and Readership Conferment Panel will normally expect to see a majority of the reports received from referees supporting the application.

8.7 If the Standing Professorial and Readership Conferment Panel is unable to recommend the award then the candidate will be advised, of the deficiencies identified in the reports (feedback will be anonymised).

8.8 If the Committee recommends the award, then the HR Department will notify the applicant with the date of commencement, this will normally be the following 1st August.

**9. Role and Duties of Holders of Personal Chairs**

9.1 The holder of a Personal Chair will be expected to play the role outlined at ‘Role of the Professoriate’ above. Accordingly, the identification and negotiation of the leadership role, responsibilities and targets to be undertaken by the successful applicant will be agreed between the applicant, Dean or Head of the relevant Faculty and the PVC (Research).

**SECTION D: EMERITUS PROFESSORSHIPS**

11.1 The title of Professor Emeritus may be conferred upon a member of staff who is retiring, who normally has been in full-time employment at the University for at least two years prior to retirement, who is deemed to have served the University with particular distinction and who continues to meet one or more of the criteria at part 7.1 above. Normally the individual concerned will have held a professorial title at the time of retirement. The title will be used as a mark of recognition both of the recipient and the University. It will permit the Emeritus Professor to have access to the University, and the privilege of using the University as an address, which would appear on published papers, and as an affiliation when presenting public lectures.

11.2 On appointment, Emeritus Professors will be informed of the conditions within which they may use the University’s name in order to remove liability by the University for possible legal claims.

11.3 Deans of Faculty or Directors may nominate for consideration as Emeritus Professor employees of Edge Hill University nearing retirement or recently retired. The nomination will be expected to show that the nominee will either continue to be professionally active or their conferment will bring credit to the University or both.

11.4 Nominations for the award of the title Emeritus Professor will be considered by the SPRCP against the criteria identified above for the award of Personal Professorships.

11.5 The award will be made for a period of three years and is renewable by application.

**SECTION E: VISITING PROFESSOR**

12.1 The title of Visiting Professor may be granted by the University on the basis of nominations from a Dean to candidates of an equivalent standing in another HEI or in industry. There must be a plan of activity approved by the Faculty where the benefits to Edge Hill University, whether in terms of research, teaching, CPD, mentoring, or knowledge exchange, are identified in advance. Departments may propose suitable candidates to the Dean and supply the following supporting evidence:

1. A brief CV and/or biography
2. Details of a project which the individual’s expertise will enhance

12.2 Individual staff members may propose candidates to their departments and should provide the same information to the respective Head of Department/Area. If the initial proposal is accepted, the proposal goes to faculty for further deliberation. At this stage the candidate may be contacted to discuss the project and her/his role in it.

12.3 If approved by the Faculty and Dean, an application is made to the deliberating panel. The Vice-Chancellor, Pro-Vice-Chancellor (Research) and relevant Dean will act as the deliberation panel, serviced by the Research Support Office. The standard letter of appointment will be issued by Directorate.

12.4 The assignment will be time-limited, depending on the project, from one month to two years. Longer projects will be subject to regular review of outputs/targets by the HoD/Director and the Dean and/or Associate Dean. The management of the Visiting Professor resides with the Dean of the relevant faculty assisted by the project coordinator.

12.5 Registry will keep a central record of VP appointments, as will the relevant Faculty.

12.6 Assignments will be subject to current regulations surrounding immigration and/or visa requirements for any working visitor from outside of the EEA.

**SECTION F: REMUNERATION OF PROFESSORSHIPS—see Appendix 1**

**13. Personal Chairs**

13.1 The award of the title of Personal Chair will have the following salary implications for the member of staff to whom it is awarded:

a) Appointment will normally be to the first point within the Professorial A Grade

b) Progression of one increment in August of the next academic year subject to satisfactory performance in year

**14. Established Chairs**

14.1 The salary awarded for appointments to title of Established Chair may be as stated in the job description and will reflect current market conditions.

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**15. Progression**

15.1 Progression within the Professorial grade (A, B and C) will be considered annually by Directorate based on recommendations from the relevant Dean. Progression will not be a right.

15.2 Progression from one grade to another will be via a fresh application to the SPRCP. As a guide the expectations of each Grade are as follows.

Grade A

At this level, professorial staff are expected to satisfy the criteria for one of the established pathways and to be achieving at a nationally recognised level of excellence. They will be expected to demonstrate a national level of recognition by their peer community as a significant contributor to their field of work, and to have an emerging international reputation.

Grade B

Appointees are expected to demonstrate a significantly higher level of recognition and achievement than at grade A. In particular, they are expected to be able to demonstrate international reputation and recognition as well as status as a leading national figure in their field. They will also be expected to have achieved awards or fulfilled roles within or outside the University which are consistent with the level of recognition by their peer community.

Grade C

Grade C Professors are expected to demonstrate output and peer esteem which clearly identify them as a leading international contributor to their field of work. They will be making an outstanding and pre-eminent contribution to the reputation of the University through gaining major awards and honours and achieving a level of proven international “leading-edge” excellence in research, teaching, professional practice, enterprise, knowledge transfer or academic leadership.

June 2017

Appendix 2: Suite of Research Job Descriptions

The following summary sets out a typology of research contracts:

Grade 8: Postdoctoral Research Fellow

Appointed to take a lead on key aspects of the study which will involve complex issues which require more knowledge, skill and experience than the PDRA. Will be highly independent and will be publishing and presenting research independently. Is likely to have specialist skills which the PI does not have and be able to mentor other members of the team to develop new skills. May have personal projects to complete within the overall research project.

Grade 7: Postdoctoral Research Assistant (PDRA)

Postdoctoral scholar with highly specialist skills. Will be able to deliver on key work packages in a highly independent way. Will be responsible for all aspects of the delivery of the work package and may supervise more junior team members. Will have high levels of knowledge of research methods and analysis techniques. Will be involved in publications, including as lead author.

Grade 6: Research Assistant

Involved in all aspects of research from literature review to data design, collection and analysis. Have independent responsibility for aspects of the study. To have methods training as appropriate to the project. Likely to be educated to at least Masters level in the appropriate discipline. Will deliver academic papers on the project both independently and with other members of the research team.

Grade 5: Research Projects Co-ordinator

Will bring experience of data collection and analysis and will be able to work independently in support of the PI and other researchers. Will be able to feed into the research process to help shape the research project. Will have direct subject knowledge and will be able to take the lead on literature review. Able to give presentations on elements of the research project, internally and externally. May take a lead on organising impact and public engagement activities.

Grade 4: Research Support Administrator

May be involved in data collection and analysis directly, particularly where the project is not highly sensitive. Will have some discipline knowledge, preferably as a graduate in the broad discipline. Likely to have specific data analysis skills and be able to produce reports with high-quality data visualizations. Likely to be involved in some grade 3 tasks around budget monitoring, organising events, collating and storing data, collating impact evidence, etc.

Grade 3: Research Administrator

Largely admin support. Unlikely to be involved in research directly beyond transcription and data inputting. Will monitor budget and will ensure that the PI has all the necessary information to write the required reports. Will manage and collate data collection to ensure that it meets DPA requirements. Will organise team and dissemination events. Will record impact evidence where required. Doesn’t necessarily have discipline expertise, but will have experience of administration.

**Job description for the post of:**

**Postdoctoral Research Fellow in**

**Reporting to:** Research Project Leader

**Accountable to:** Head of Department

**The Post**

**Duties and responsibilities**

The duties and responsibilities of this post are as follows. The post holder will be expected to carry out the following as and when required.

**<INSERT TEXT DESCRIBING ROLE>**

**Corporate Responsibilities**

The post holder will:

1. Participate in Edge Hill University’s decision-making processes.
2. Contribute to the fulfilment of Edge Hill University’s Mission Statement and Strategic Plan by implementing agreed Edge Hill policy.
3. Promote and implement the University’s equality and diversity policies.
4. Promote and implement the University’s equal opportunities policies.

**Specific duties and responsibilities**

The post holder will be expected to:

1. Engage positively in research activity in the broad area of <> under the direction of the project lead/principal investigator.

1. Complete high quality research in the area of <> and associated subject areas, leading on <> elements of the project and managing the work of others as required.
2. Publish research outputs in leading peer-reviewed journals with an international audience, as lead author where appropriate.
3. Effectively disseminate research findings at internal and external scientific meetings and conferences, making research accessible to lay and expert audiences.
4. Engage with relevant academic and professional networks through active membership of societies, associations to enhance the reputation of the project and the University.
5. Take an active role in the development of effective applications for research funding from both research councils and other external sources in collaboration with the project lead/principal investigator and others, taking a lead role in elements as appropriate.
6. Work with the PI to identify opportunities for enterprise activity, knowledge exchange income and/or consultancy in this and related areas.
7. Contribute to the delivery of teaching at undergraduate and taught postgraduate level.
8. Supervise third year undergraduate dissertation students and taught Masters within the area of research expertise.
9. Assist in the development of the research skills of postgraduate students and early career researchers through workshops promoting highly specialised skills <>.
10. Ensure that their skills and technical competence are kept under review and enhanced where required to enable them to utilise specialist equipment and software used in the research projects.
11. Contribute to relevant departmental and research group meetings and help to promote a dynamic research environment for colleagues, students and research users.
12. Abide by the University’s research governance framework in all aspects of research and work with the PI to ensure that all members of the team understand the importance of research integrity
13. Undertake additional duties, as required by the project lead/principal investigator or Head of Department.

**In addition to the above all Edge Hill University staff are required to:**

1. Adhere to all Edge Hill’s policies and procedures, including Equality and Diversity and Health and Safety
2. Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons
3. Undertake appropriate training and development as required
4. Participate in Edge Hill’s Performance Review and Development Scheme
5. Adhere to Edge Hill University’s environmental policy and guidelines and undertake tasks in a sustainable manner
6. Demonstrate excellent Customer Care in dealing with all customers

**Salary:** Grade 8, points 31-35

**Hours:** Full time

Candidates should note that they will be shortlisted based on information provided on the application form with regard to the applicant’s ability to meet the criteria outlined in the Person Specification form attached.

****

**Postdoctoral Research Fellow in**

CRITERIA

Applicants should be able to provide evidence of their ability to meet the following criteria.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | | **Essential** | **Desirable** | **\*Method of assessment (I/A/T/P)** |
| **Qualifications** | | | | |
|  | PhD in <> | \* |  | A |
| **Experience and Knowledge** | | | | |
| 1. 2 | Detailed and highly specialised knowledge and understanding of <> | \* |  | A/I |
| 1. 3 | Previous experience of conducting high quality research involving <> | \* |  | A/I |
|  | Experience of publishing high quality academic peer reviewed articles as lead author | \* |  |  |
| 1. 4 | Experience of working as a postdoctoral researcher in industry or the Higher Education sector | \* |  | A/I |
| 1. 5 | Experience of working in multi-disciplinary research |  | \* | A/I |
| 1. 6 | Knowledge and experience of the processes involved in preparing and submitting research funding proposals |  | \* | A/I |
|  | Experience of teaching undergraduates and postgraduates, including supervising research projects |  | \* |  |
| **Abilities/Skills** | | | | |
| 1. 7 | Able to communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience (both lay and expert) | \* |  | A/I |
| 1. 8 | Able to present research results at department meetings and conferences | \* |  | A/I/P |
|  | Able to work on own initiative, organising and prioritising work effectively to meet deadlines | \* |  | A/I |
|  | A self-starter, able to work both independently, without supervision, and as part of a team taking a lead on work packages and managing the work of others | \* |  | A/I |
|  | Ability to operate flexibly and reliably, adapting to change as required | \* |  | A/I |
|  | Able to develop and maintain effective working relationships at all levels | \* |  | A/I |
|  | Able to work within ethical guidelines and maintain high levels of research integrity at all times. | \* |  | A/I |



It is important to note that this job description is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your contract of employment.

**Job description for the post of:**

**Postdoctoral Research Assistant in**

**Reporting to:** Research Project Leader

**Accountable to:** Head of Department

**The Post**

**Duties and responsibilities**

The duties and responsibilities of this post are as follows. The post holder will be expected to carry out the following as and when required.

**<INSERT TEXT DESCRIBING ROLE>**

**Corporate Responsibilities**

The post holder will:

1. Participate in Edge Hill University’s decision-making processes.
2. Contribute to the fulfilment of Edge Hill University’s Mission Statement and Strategic Plan by implementing agreed Edge Hill policy.
3. Promote and implement the University’s equality and diversity policies.
4. Promote and implement the University’s equal opportunities policies.

**Specific duties and responsibilities**

The post holder will be expected to:

1. Engage positively in research activity in the broad area of <> under the direction of the project lead/principal investigator.

1. Complete high quality research in the area of <> and associated subject areas, leading on <> elements of the project, under the direction of the PI.
2. Publish research outputs in leading peer-reviewed journals with an international audience, as lead author where appropriate.
3. Effectively disseminate research findings at internal and external scientific meetings and conferences, making research accessible to lay and expert audiences.
4. Engage with relevant academic and professional networks through active membership of societies, associations etc.
5. Contribute to the development of effective applications for research funding from both research councils and other external sources in collaboration with the project lead/principal investigator and others.
6. Explore opportunities for enterprise activity, knowledge exchange income and/or consultancy in this and related areas.
7. Contribute to the delivery of teaching at undergraduate and taught postgraduate level.
8. Assist in the supervision of third year undergraduate dissertation students and taught Masters within the area of research expertise.
9. Ensure that their skills and technical competence are kept under review and enhanced where required to enable them to utilise specialist equipment and software used in the research projects.
10. Assist in the development of the research skills of postgraduate students; for example, as part of a postgraduate supervisory team and/or through the delivery of practical workshops.
11. Contribute to relevant departmental and research group meetings.
12. Abide by and promote adherence to the University’s research governance framework
13. Undertake additional duties, as required by the project lead/principal investigator or Head of Department.

**In addition to the above all Edge Hill University staff are required to:**

1. Adhere to all Edge Hill’s policies and procedures, including Equality and Diversity and Health and Safety
2. Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons
3. Undertake appropriate training and development as required
4. Participate in Edge Hill’s Performance Review and Development Scheme
5. Adhere to Edge Hill University’s environmental policy and guidelines and undertake tasks in a sustainable manner
6. Demonstrate excellent Customer Care in dealing with all customers

**Salary:** Grade 7

**Hours:** Full time

Candidates should note that they will be shortlisted based on information provided on the application form with regard to the applicant’s ability to meet the criteria outlined in the Person Specification form attached.

****

**Postdoctoral Researcher in**

CRITERIA

Applicants should be able to provide evidence of their ability to meet the following criteria.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | | **Essential** | **Desirable** | **\*Method of assessment (I/A/T/P)** |
| **Qualifications** | | | | |
| 1. 1 | PhD in <> | \* |  | A |
| **Experience and Knowledge** | | | | |
| 1. 2 | Detailed understanding and knowledge of <> | \* |  | A/I |
| 1. 3 | Previous experience of conducting high quality research involving <> | \* |  | A/I |
|  | Experience of publishing high quality academic peer reviewed articles | \* |  |  |
| 1. 4 | Experience of working in the Higher Education sector |  | \* | A/I |
| 1. 5 | Experience of working in multi-disciplinary research |  | \* | A/I |
| 1. 6 | Knowledge of the processes involved in preparing and submitting research funding proposals |  | \* | A/I |
|  | Experience of teaching undergraduates and postgraduates, including supervising research projects |  | \* |  |
| **Abilities/Skills** | |  |  |  |
| 1. 7 | Able to communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience (both lay and expert) | \* |  | A/I |
| 1. 8 | Able to present research results at department meetings and conferences | \* |  | A/I/P |
|  | Able to work on own initiative, organising and prioritising work effectively to meet deadlines | \* |  | A/I |
|  | A self-starter, able to work independently and without supervision as well as part of a team | \* |  | A/I |
|  | Ability to operate flexibly and reliably, adapting to change as required | \* |  | A/I |
| 1. 1 | Able to develop and maintain effective working relationships at all levels | \* |  | A/I |
| 1. 1 | Able to work within ethical guidelines and maintain high levels of research integrity at all times. | \* |  | A/I |

\***Method of Assessment (I-Interview, A-Application, T-Test, P-Presentation)** Please note that applications will be assessed against the Person Specification using this criteria.

## Job description for the post of:

## Research Assistant

**Accountable to:** Head of Research

Reporting to: Principal investigator/research project lead

###### The Post

Provide quality research support to an enthusiastic team of academics leading research projects within <INSERT TEXT DESCRIBING ROLE>

1. Main responsibilities:

* Research design: participate in the design of the research and including identifying the most appropriate methods
* Data collection: take a lead on data collection under the supervision of the PI <insert details of methods required>.
* Data processing and analysis <insert details of methods required>.
* Presentation of results: including to external audiences when required, both independently and as part of the team. Draft reports using appropriate word processing and data presentation software, making the data accessible to lay and expert audiences.
* Literature searches. In consultation with the PI, take a lead on conducting searches of bibliographic databases, library catalogues, books, journals and websites to ensure that our research is informed by current debates and scholarship in the discipline:
  + Working as part of a team, write initial literature reviews and participate in systematic reviews as required.
* Scholarly publication. To contribute to the authoring of scholarly articles for publication in high quality, peer reviewed journals and other media.
* Project administration. Take a lead with the overall administration of the project and be responsible for own areas of research.
* Abide by the University’s relevant research governance framework
* Attending and contributing to research team meetings.
* Contributing to the production of bids for research funding, supporting the development of research design and the identification of appropriate methods.

1. To make a positive contribution to the work of the Department/Faculty.
   * Undertake additional duties, as required by the project lead/principal investigator or Head of Department.
   * Beg an active member of Departmental/Faculty Research Committee and working groups associated with particular research projects within the Department or Faculty.
2. To demonstrate excellent Customer Care in dealing with all internal and external stakeholders.

In addition to the above all Edge Hill staff are required to:

* Adhere to all Edge Hill’s policies and procedures, including Equality and Diversity and Health and Safety
* Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons
* Undertake appropriate training and development as required
* Participate in Edge Hill’s Performance Review and Development Scheme
* Adhere to Edge Hill University’s environmental policy and guidelines and undertake tasks in a sustainable manner

# Salary: Grade 6, points 23 – 26

# 

Hours :

It is expected that the postholder will work flexibly according to the on-going demands of the job.

### PERSON SPECIFICATION

## Research Assistant

**CRITERIA**

**Applicants should provide evidence of their ability to meet the following criteria**:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable |  |
| Qualifications |  |  |  |
| Educated to degree standard in relevant subject area | \* |  | A |
| Post Graduate Qualification with evidence of research | \* |  | A |
| Experience and Knowledge |  |  |  |
| Experience in designing and executing research using <INSERT APPROPRIATE METHODOLOGY> | \* |  | A/I |
| Experience of high quality report writing | \* |  | A |
| Experience of searching bibliographic databases | \* |  | A/I |
| Success in high-quality peer reviewed academic publication |  | \* | A |
| Experience of coordinating complex administrative processes |  | \* |  |
| Experience of working in the Higher Education sector |  | \* | A |
| Advanced user of appropriate software for data analysis <INSERT SOFTWARE REQUIRED> | \* |  | A/I |
| Abilities/Skills |  |  |  |
| Demonstrates high level skills in the use of Microsoft Office including Excel, Word, and creating databases | \* |  | A/T |
| Able to work on own initiative, independently as well as part of a team | *\** |  | A/I |
| Able to organise and prioritise work effectively demonstrating flexibility and reliability to meet required deadlines | \* |  | A/I |
| Excellent communication skills both oral and written | \* |  | A/I |
| Able to work within ethical guidelines and maintain high levels of research integrity at all times, including the management of research data. | \* |  | A/I |
| Other | Essential | Desirable |  |
| An awareness of Equality and Diversity issues | \* |  |  |
| Willingness to develop skills related to the role | \* |  |  |

## Job description for the post of:

## Research Projects Coordinator Grade 5

**Accountable to: Head of Research/Head of Department**

Reporting to: Principal Investigator/Research Project Manager

Information about the Post

Provide quality research support to enthusiastic team(s) of academics leading research projects. <INSERT DESCRIPTION OF POST)

1. Main responsibilities:

* Data collection: assist research team with data collection employing the following methods <insert details ensuring that it is distinct from grade 6>.
* Data processing and analysis <insert details ensuring that it is distinct from grade 6>.
* Presentation of results. Contribute to the presentation of results of research to internal groups/PI. Draft reports through appropriate word processing and data presentation software.
* Literature searches. To undertake scoping surveys of bibliographic databases and literature search engines informed by up to date information on related research. Develop an understanding of a range of literature and gaps in literature.
* Project administration. Some administration of projects under the supervision of the line manager, with responsibility for own areas of the project. Seek guidance when appropriate from PI.
* Attending and contributing to research team meetings.
* Being an active member of Department Research Committee and/or working groups associated with particular research projects within the Faculty.
* Adherence to the University’s research governance framework
* Contributing to the production of bids for research funding.
* Provision of support for consultancy, research and evaluation activities.

1. To make a positive contribution to the work of the Faculty/Department.
2. To demonstrate excellent Customer Care in dealing with all internal and external stakeholders.

In addition to the above all Edge Hill staff are required to:

* Adhere to all Edge Hill’s policies and procedures, including Equality and Diversity and Health and Safety
* Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons
* Undertake appropriate training and development as required
* Adhere to Edge Hill University’s environmental policy and guidelines and undertake tasks in a sustainable manner

# Salary: Grade 5, points 19-22

£XXXXX - £XXXXX per annum pro rata

# 

Hours :

It is expected that the postholder will work flexibly according to the on-going demands of the job.

### PERSON SPECIFICATION

## Research Assistant

**CRITERIA**

**Applicants should provide evidence of their ability to meet the following criteria**:

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications |  |  |
| Educated to degree standard in relevant subject area | \* |  |
| Postgraduate qualification |  | \* |
| Experience and Knowledge |  |  |
| Experience of carrying out comprehensive literature reviews | \* |  |
| Experience of development of research design and data collection using identified methods | \* |  |
| Experience of high-quality report writing | \* |  |
| Experience of working in the Higher Education sector |  | \* |
| Experienced in the use of appropriate software for data analysis | \* |  |
| Abilities/Skills |  |  |
| Demonstrate high level skills in in the use of Microsoft Office, particularly Excel, Word and the production of databases | \* |  |
| Able to work on own initiative, independently as well as part of a team | \* |  |
| Able to organise and prioritise work effectively demonstrating flexibility and reliability to meet required deadlines | \* |  |
| Able to work with integrity and manage effectively research data | \* |  |
| Excellent communication skills both oral and written | \* |  |
| Other |  |  |
| An awareness of Equal Opportunities issues | \* |  |
| Willingness to develop skills related to the role | \* |  |