Agenda

1. Promotions policy and procedures – how it works
2. Steps in the process for each grade
3. Athena Swan at HWU
4. What makes a good promotion case?
5. Timeline 2018
Academic Promotions

• HWU Strategy – research intensification:
  enhancing the student experience:
  internationalisation

• Aim to develop and support academics in their careers, recognise and reward achievements and retain excellent staff at HWU

• New procedures introduced in 2014 less administratively burdensome – continuous improvement to ensure transparency and rigour
HWU values

- Valuing and Respecting Everyone
- Shaping the Future
- Outward Looking
- Pursuing Excellence
- Pride and Belonging
HERA Evaluation

- HERA is the University's chosen role evaluation system
  - the roles have been evaluated
  - the role profiles have been negotiated with UCU
  - we know what a promoted post looks like and also the size of the role
  - HERA matching not scoring

*Handout*
Personal circumstances and part time working

• Section on form to indicate if case/metrics could be impacted by personal circumstances
• Career breaks, maternity, paternity or other extended leave
• Part time working
• Information treated as confidential
Promotion/Advancement
Grades 6-7, 7-8

• Advancement/promotion CV, publication list and written case, submitted to Advancement Board
• School Promotions Review Panels
• Head of School commentary from panel
• No interview (except in exceptional circumstances)
• Probation a matter for Schools and Deans
Senior academic promotion (Grades 8-9)

- Discuss as part of PDR
- Call for applications February – discuss with line manager
- CV, publication list and case from Applicant
- School Promotions Review Panel (PRP) to consider cases to be supported – any case not supported can still be submitted as personal case
- Head of School commentary on case based on discussion at PRP
- References taken up prior to the meeting of the SAPB in order for decisions to be taken
Senior academic promotion (Grade 9)

Reviews all cases submitted by Schools and Personal Cases
Chaired by Principal Professor Richard Williams
– All Heads of School
– Vice Principal
– Deputy Principals
– Deans
3 options:
Promote  Interview  Reject
Use of External Assessors – Grade 9

• 2 referees supplied by applicant
  • Experts who know you and/or your work
  • Academics of persona/international standing who can comment on your contribution

• 2 independent assessors supplied by HoS
  • May not know you personally, but can comment on your application based on their knowledge of the discipline and your contribution
  • Asked if the case would merit promotion at their institution and why/why not

• Positive recommendation from at least one of each for case to proceed
Senior academic promotion (Grade 10)

- Discuss as part of PDR
- Call for applications February – discuss with line manager
- CV, publication list and case from Applicant
- Planning Office provides Professorial ‘scorecard’ benchmarking against discipline externally
- School Promotions Review Panel (PRP) to consider cases to be supported – any case not supported can still be submitted as personal case
- Head of School commentary on case based on discussion at PRP
Senior Academic Promotions Board

Reviews all cases submitted by Schools and Personal Cases
Chaired by Principal Professor Richard Williams
- All Heads of School
- Vice Principal
- Deputy Principals
- Deans

Prima facia case for interview
Use of External Assessors – Grade 10

• 4 referees supplied by applicant
  • External experts who know you and/or your work
  • Academics of international standing who can comment on your contribution
  • Should NOT be co-authors

• 3 independent assessors supplied by HoS
  • May not know you personally, but can comment on your application based on their knowledge of the discipline and your contribution
  • Asked if the case would merit promotion at their institution and why/why not

• HR will take up 6 for the interview panel
Career Planning and Mentoring

• PDR discussion opportunity to discuss career planning
• Ensure individuals have access to career enhancing opportunities
• Support for research and teaching careers
• Mentoring and support
• Organisational development and academic leadership programmes
What is Athena SWAN?

• Charter for Women in Science
• 2015 all disciplines
• HWU Bronze Award 2017

– MACS/EPS/EGIS School level bronze awards
– Principles apply for both genders – good practice
Science faculty’s subtle gender biases favor male students

Corinne A. Moss-Racusin, John F. Dovidio, Victoria L. Brescoll, Mark J. Graham, and Jo Handelsman

Department of Molecular, Cellular and Developmental Biology, Department of Psychology, School of Management, and Department of Psychiatry, Yale University, New Haven, CT 06520

Edited by Shirley Tilghman, Princeton University, Princeton, NJ, and approved August 21, 2012 (received for review July 2, 2012)

Despite efforts to recruit and retain more women, a stark gender disparity persists within academic science. Abundant research has demonstrated gender bias in many demographic groups, but has yet to experimentally investigate whether science faculty exhibit a bias against female students that could contribute to the gender disparity in academic science. In a randomized double-blind study (n = 127), science faculty from research-intensive universities rated the application materials of a student—who was randomly assigned either a male or female name—for a laboratory manager position. Faculty participants rated the male applicant as significantly more competent and hireable than the (identical) female applicant. These participants also selected a higher starting salary and offered more career mentoring to the male applicant. The gender of the faculty participants did not affect responses, such that female and male faculty were equally likely to exhibit bias in favor of the male applicant. The findings demonstrate that subtle gender biases can affect hiring decisions, influence subsequent hiring patterns, and contribute to the gender disparity in science (9–11), and that it “is not caused by discrimination in these domains” (10). This assertion has received substantial attention and generated significant debate among the scientific community, leading some to conclude that gender discrimination indeed does not exist nor contribute to the gender disparity within academic science (e.g., refs. 12 and 13).

Despite this controversy, experimental research testing for the presence and magnitude of gender discrimination in the biological and physical sciences has yet to be conducted. Although acknowledging that various lifestyle choices likely contribute to the gender imbalance in science (9–11), the present research is unique in investigating whether faculty gender bias exists within academic biological and physical sciences, and whether it might exert an independent effect on the gender disparity as students progress through the pipeline to careers in science. Specifically,
Case Studies

• Evidence that case studies of successful promotion cases are useful
• Celebrate success
• Role models
• Encouragement
• Website and Athena Swan communications

Voluntary!
Making a promotion case...

• Role Profiles – cases must demonstrate you meet the criteria of the level profiles (or explain why what you do is different but equivalent). Not necessary to use these headings

• Emphasise *achievements* not activities

• Provide *evidence/data* (see guidance notes on CV preparation)
  – Publications, Research grants and income, impact of research, numbers of doctoral students (graduated and supervising)
  – H index of citations, awards and prizes, invited speaker, visiting scholar invitations, knowledge exchange and public engagement activities, commercialisation
External recognition

• Look outside HWU to your discipline – where do you fit? Who knows you/your work
• Who do you collaborate with nationally and internationally?
• How do you benchmark yourself against the rest of your discipline
• Contribution to professional bodies and networks
• Scholarship and contribution to the discipline
Evidence

- Student feedback
- Oscars and teaching awards
- Scholarship – how do you engage with latest research in your discipline?
- Student mentoring, career guidance, supporting student activities – what do you do to enhance the student experience?
- Innovation in learning and teaching
- Good citizenship – membership of committees and groups e.g. Senate, Studies committees etc.
The Grade 10 Promotions Process

PDR conversation considers career aspiration promotion ‘readiness’ January/February

HR issue call for applications advising applicants to discuss their case with line manager/HoS February

Individual submits promotion case to the School providing CV as per template and case outlining how they meet the criteria

Planning Office prepares scorecards for all G 10 professorial applicants. Sent to HoS and applicants

GH/KN review all documentation prior to SAPB

SAPB meets. Prima facia cases for G10 promotions recommended for interview

Interviews June

Effective date of promotion 1st August

School promotions panels meet to consider all cases. Recommendations sent to HR with details of referees and assessors
The Grade 9 Promotions Process

1. PDR conversation considers career aspiration promotion ‘readiness’
   January/February

2. HR issue call for applications advising applicants to discuss their case with line manager/HoS
   February

3. Individual applies for promotion providing CV as per template and case outlining how they meet the criteria

4. School promotions panels meet to consider all cases. Recommendations sent to HR with details of referees and assessors

5. GH/KN review all documentation prior to SAPB

6. SAPB meets. Decision to promote, interview or reject

7. Interviews if required June

8. Effective date of promotion 1st August

9. HR take up references assessor reports.
The Grade 7/8 Promotions Process

PDR conversation considers career aspiration promotion ‘readiness’
January/February

HR issue call for applications advising applicants to discuss their case with line manager/HoS
February

Individual applies for promotion providing CV as per template and case outlining how they meet the criteria

School promotions panels meet to consider all cases. Cases sent to April with recommendation

Effective date of promotion 1st August

Advancement Board