Application for Promotion to Senior Lecturer

Applicant Details

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| **Title** | Title | |
| **Forename(s)** | Forename(s) and underline or insert your preferred name in brackets | |
| **Surname** | Surname | |
| **School and discipline** | School and discipline / subject area / department | |
| **First post at Loughborough** | Date | Role or job title |
| **Previous promotions (at any institution)** | Date | Role or job title (expandable row) |
| **Part-time roles (% FTE)** | Indicate any significant periods of part-time working, or absence from work, in your current or previous roles | |
| **Proposed job title** | Proposed title, e.g. Senior Lecturer in … | |
| **Selected pathway** | Select pathway from dropdown list | |

Introduction

Please use the guidance and criteria documents, from the HR website, to prepare your application:  
[RTE promotion criteria and processes](https://www.lboro.ac.uk/services/hr/topics/academic-promotion-criteria-processes/).

The document *RTE Promotion Criteria Senior Lecturer*, indicates how you should build your case from the elements specified under the Required Criteria, Additional Activities and Additional Criteria. This application form follows the same structure, and each section contains a brief description of the information and narrative statements you should provide to evidence your contribution against each of the criteria for your selected pathway; there is richer information in the document noted above. The promotions committees are not looking for exhaustive lists of items and you are encouraged to select the best examples (typically no more than five) which illustrate *the quality of your contribution* in the various areas defined by the criteria (it is likely that candidates for SL promotions will have fewer examples to cite as evidence). The promotions committees will normally place most emphasis on activities and achievements that have taken place since your appointment or last promotion at Loughborough University.

Click or tap the blue formatted cells below to add your information, which should be provided in **reverse chronological order, with dates**. The blue text will disappear when you start typing. Rich text boxes will expand automatically and can be formatted how you wish, but you must use Calibri font size 11 throughout. Additional rows can be added to tables by clicking on the right-hand  + .

There is flexibility for you to decide how much information you provide in each section, but you **must** not exceed the overall limit of 12 pages for sections 1-6. Submissions which exceed the page limit will be returned to the applicant.

Education and Professional Qualifications

List your professional and educational qualifications and membership of professional bodies and learned societies, including your level or grade (member, fellow *etc.*). You must include your academic teaching qualifications, which are a requirement for all grades of promotion, e.g. FHEA.

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| **Awarding body** | **Year awarded** | **Subject / qualification title** | **Level** | **Grade** |
| Body | Year | Subject | Level | Grade |

Previous Employments

List all significant appointments / employments, including fellowships. If your career has been interrupted in a way, which in your opinion has had a significant effect on your profile, then please include such gaps together with a few words of explanation.

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| **Employer name** | **Position** | **Start date** | **End date** |
| Employer / career gap | Position / job title / gap explanation | Date | Date |

Additional Contextual Information

All candidates are encouraged to provide additional contextual information about how their personal circumstances and / or protected characteristics have impacted on the development of their career, academic profile and volume of contributions (see section 3 of [*RTE Academic Staff Promotion Processes*](https://www.lboro.ac.uk/services/hr/topics/academic-promotion-criteria-processes/)).

The Committee will take this contextual information into account when evaluating the application, applying the principle that for all applications the *assessment against the criteria will be based primarily on the quality of the candidate’s contributions*. Evidence of contribution or standing in the field or discipline will also be assessed in the light of this contextual information.

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| *Free text entry to provide additional contextual information. There is no word limit to this section, but please be concise.* |

# Vision and Aspirations

Briefly describe your expertise and the vision for your academic work, including what you want to be known for. Also include plans for sustaining and enhancing your research focus, or for expanding into new areas. Discuss how your work contributes to delivering the aims of the [University Strategy](https://www.lboro.ac.uk/strategy).

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| *Free text entry to describe briefly your expertise, vision and fit to the University Strategy* |

# Research and Innovation Required Criteria

## RI1 Research Outputs

### Publications Database

Provide a hyperlink to your entry in Loughborough University Research Publications. Either copy the “Publications” link from your staff web page, or replace xxxxx by your IT user ID in the following https://publications.lboro.ac.uk/publications/all/collated/xxxxx.html

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| Hyperlink to your entry on the Loughborough University Research Publications database |

### Research profile

Describe how your research profile is advancing in terms of the quality, and visibility of your outputs, and discuss your plans for the development of further high-quality outputs.

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| *Free text entry to make the case for how you meet the above criteria* |

### Examples of Outputs for Peer Review

Choose up to three outputs that best showcase the quality of your research, published since your appointment or last promotion. For each output, give either the full bibliographic reference or the DOI, and provide a statement which discusses (1) your contribution to the underpinning research and the writing of the paper, (2) the significance, originality, and rigour of the research, and (3) the visibility of the output.

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| **Output 1:** *Add the doi link to your output, e.g.* https://doi.org/xx.xxxxx/xx.xxxxx |
| Free text statement of up to 100 words |
| **Output 2:** Add the doi link to your output, e.g. https://doi.org/xx.xxxxx/xx.xxxxx |
| Free text statement of up to 100 words |
| **Output 3:** Add the doi link to your output, e.g. https://doi.org/xx.xxxxx/xx.xxxxx |
| Free text statement of up to 100 words |

## RI2 Research and Innovation Funding

In the following subsections, for each award include the title of the grant or fellowship, the funding source, the start date and duration of the activity, and the amount of funding (the total awarded to the project and the amount received by you at Loughborough). Also indicate if you were Principal Investigator (PI), Institutional Lead at Loughborough (IL), Co-Investigator (CI) etc.; if you were not the PI, then add the PI name and affiliation.

### Externally funded grant awards

List your most significant grant or fellowship awards funded by external organisations (e.g. research councils, charities, industry, government or other agencies), including funding for pedagogic research or innovation projects. Indicate the type of external review process that was used to select funded projects, e.g. external peer-review, selection panel, industry competition, etc.

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| *List examples of your external grant awards* |

### Internally funded grant awards

Provide your best examples of internally funded grant awards (e.g. IAA, EPG, mini-CDT, studentships, seed corn funding, equipment grant, etc.), including funding for pedagogic research or innovation projects. List only grants that are competitively awarded through an internal review process.

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| *List examples of your internal grant awards* |

### Other grant applications—unfunded or in review

Provide examples of grant applications which were unfunded or are still in review, including applications for pedagogic research or innovation projects. Do not include applications that are in preparation but are not yet submitted to the funder.

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| *List examples of applications which were not funded or are still in review* |

### Narrative statement

Discuss your approach to the generation of external research and/ or innovation income. How do your funding applications demonstrate ambition, trajectory, and expansion of your research portfolio?

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| *Free text entry to make the case for how you meet the above criteria* |

## RI3 Research Supervision

### Researcher supervision

List PhD doctoral researchers (DR), post-doctoral researchers associates (PDRA) or Research Assistants (RA) you have supervised in the last three years. Include the researcher’s name, DR / PDRA / RA, start and end dates (leave end date blank if the DR has not completed, or the PDRA / RA contract is ongoing), the source of funding (e.g. LU studentship, industry, private, etc.), and where they are now working / studying. Indicate if you are a 1st, 2nd, 3rd or joint supervisor.

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| *Provide a list of researchers supervised in the last three years* |

### Narrative statement

Discuss how your supervision has supported the progression of DRs, RAs or PDRAs, which has resulted in the successful delivery of their programmes or projects.

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| *Free text entry to make the case for how you meet the above criteria* |

## RI4 Research Esteem and Recognition

List your most high-profile indicators of research and innovation esteem, which demonstrate influence within and beyond the University, with an emphasis on national and international recognition, e.g. external prizes, awards, other honours, invited presentations, keynotes, seminars or lectures, conference organisation, exhibitions, positions of responsibility, reviewing for journals and research councils or other bodies. Focus on the most high-profile indicators, rather than producing an exhaustive list; collect them into categories and include dates or date ranges for each.

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| *Provide a list of your indicators of esteem and recognition* |

# Education and Student Experience Required Criteria

## ESE1 Education Practice

### Teaching delivery

Provide a list of your most significant teaching activities, e.g. over the past three years. For each activity, include dates, module codes (to indicate the year of study and UG / PGT teaching), your roles and responsibilities in the module, contact hours, and the teaching and assessment methods employed.

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| *List your most significant teaching activities, e.g. for the last three years* |

### CPD and teaching practice

List the best examples of your recent CPD or professional development activities related to teaching practice and / or pedagogy (include dates and brief descriptions), e.g. courses or workshops, invited conference presentations, seminars or lectures, conference organisation related to teaching and pedagogy. Grants and awards for pedagogic research should be listed in section 2.2 above.

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| List your CPD or professional development activities related to education practice pedagogy |

### Narrative statement

Reflect on your contribution to education practice and the development of active learning among students.

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| *Free text entry to make the case for how you meet the above criteria* |

## ESE2 Student Engagement

### Teaching effectiveness and recognition

List examples which evidence the effectiveness of your teaching for the above activities, e.g. module or programme feedback from students, reports from teaching observations by colleagues or university assessors, external examiner comments, prizes and awards for teaching activity.

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| *List examples of the effectiveness of your teaching (include dates and brief descriptions)* |

### Student engagement activities

List the best examples of your activities which have been aimed at improving or enriching student engagement, e.g. inclusive learning initiatives, activities with personal tutees, student experience initiatives.

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| *List examples of student engagement activities (include dates and brief descriptions)* |

### Narrative statement

Discuss how you engage students from all backgrounds and how you contribute towards their personal, academic and professional development.

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| *Free text entry to make the case for how you meet the above criteria* |

## ESE3 Curriculum Development

### Examples of module or programme development

Provide a list of examples of modules, units or programmes where you have had input to curriculum development; include dates, the module or programme codes, and your role as a leader or team member.

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| *List your recent curriculum developments (include dates and very brief descriptions)* |

### Narrative statement

Discuss your contributions to curriculum development to provide students with an education that is up-to-date, evidence-based, innovative, inclusive and effective.

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| *Free text entry to make the case for how you meet the above criteria* |

## ESE4 Employability

### Examples related to employability skills

Provide a list of your most significant contributions to developing employability skills for students at Loughborough University, e.g. as a placement tutor, initiatives to develop team-work, communication, planning or problem-solving skills.

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| *List examples related to employability skills (include dates and very brief descriptions)* |

### Narrative statement

Describe your contribution and approach to ensuring our graduates are equipped and prepared for their life after tertiary education.

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| *Free text entry to make the case for how you meet the above criteria* |

# Citizenship and Leadership Required Criteria

Please consult the *RTE Promotion Criteria Senior Lecturer* document, to see appropriate types and levels of activities to demonstrate your leadership, collegiality and contribution. Provide examples of your contribution in the following sections, including date ranges. It is recognised that colleagues looking for promotion to senior Lecturer will have had fewer opportunities to lead activities, in comparison to those applying for personal titles.

## University Leadership (CL1)

Provide examples of your contributions to leading people and activities, with or without formal authority, which facilitate the effective running of the University, e.g. managerial or leadership roles, module or programme leadership or any other examples of your leadership initiatives within your discipline / department, School or the University.

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| *List examples of leading people or activities within the University* |

## CL2 Leadership in the Discipline

Discuss how you are leading your discipline within and outside the University, by working with others to build relationships to enhance its profile and reputation. List your most significant academic and professional leadership roles undertaken to develop your discipline, outside of the University, e.g. international organisations, national bodies, professional / learned societies, or within the University, or at school, programme or department level.

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| *List examples of the leadership roles to develop your discipline* |

## CL3 Collegiality

Discuss examples of your contribution towards building authentic, responsible and supportive relationships with colleagues, e.g. to help people to work effectively with you and with each other, to encourage others to perform their best work, or to support the development of early career academics.

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| *List examples of your collegiality* |

## CL4 Contribution to the University

Describe how you take an authentic and responsible role in University activities and initiatives, e.g. to improve the working environment, create an inclusive culture, improve the health and well-being of colleagues, contribute to initiatives related to the University themes or participate in outreach and widening participation.

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| *List examples of your contribution* |

# Additional Activities and Additional Criteria

Refer to the documentation on Senior Lecturer promotions available at [RTE promotion criteria and processes](https://www.lboro.ac.uk/services/hr/topics/academic-promotion-criteria-processes/) to see the choices and examples of Additional Activities, or Additional Criteria that are allowed for your selected pathway. Choose a further **two** options and provide information for how you meet these criteria.

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| **Option 1: Criteria**  *Select the 1st ADDITIONAL CRITERIA / ADDITIONAL ACTIVITY for your pathway* |
| *Free text entry to make the case for how you meet the above criteria* |
| **Option 2: Criteria**  Select the 2nd ADDITIONAL CRITERIA / ADDITIONAL ACTIVITY for your pathway |
| *Free text entry to make the case for how you meet the above criteria* |

# Closing statement

Please include any comments which support your case which have not been covered above.

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| *Free text entry for an optional closing statement, or any other comments not covered above* |

Dean’s Supporting Statement

This section needs only be completed when the Dean and School Promotions Committee have taken the decision to support the application going forward to the University Committee. By that stage the candidate should have received feedback from the School Promotions Committee and the paperwork should meet the page limit requirements. It is the responsibility of the Dean to submit the application for consideration by the University Committee.

**Deans**: please provide a brief statement indicating why you support the application, including an assessment of how the candidate meets the criteria for the selected pathway and confirmation that the candidate has

* A demonstrable record of maintaining good practice in learning and teaching as reflected in the University Framework.
* Obtained formal recognition of their professional standing in teaching in accordance with the UK Professional Standards Framework (at least at the level of FHEA or equivalent.
* Contributed to the collegiality of the School and University by assuming and effectively discharging leadership/management responsibilities.

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| *Free text entry for the Dean’s Supporting Statement* |

Please also report on the internal peer review of the candidate’s selected research outputs, using the following scale to assess research quality in terms of significance, originality and rigour:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4\*** | | | **3\*** | | | **2\*** | | | **1\*** | | |
| Strong | Solid | Threshold | Strong | Solid | Threshold | Strong | Solid | Threshold | Strong | Solid | Threshold |
| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

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| **Output 1:** Rating*Output assessment rating* |
| *Brief comments from internal peer review* |
| **Output 2:** Rating*Output assessment rating* |
| *Brief comments from internal peer review* |
| **Output 3:** Rating*Output assessment rating* |
| *Brief comments from internal peer review* |