

# Promotion support initiatives in the Faculty of Science and Engineering at Anglia Ruskin University



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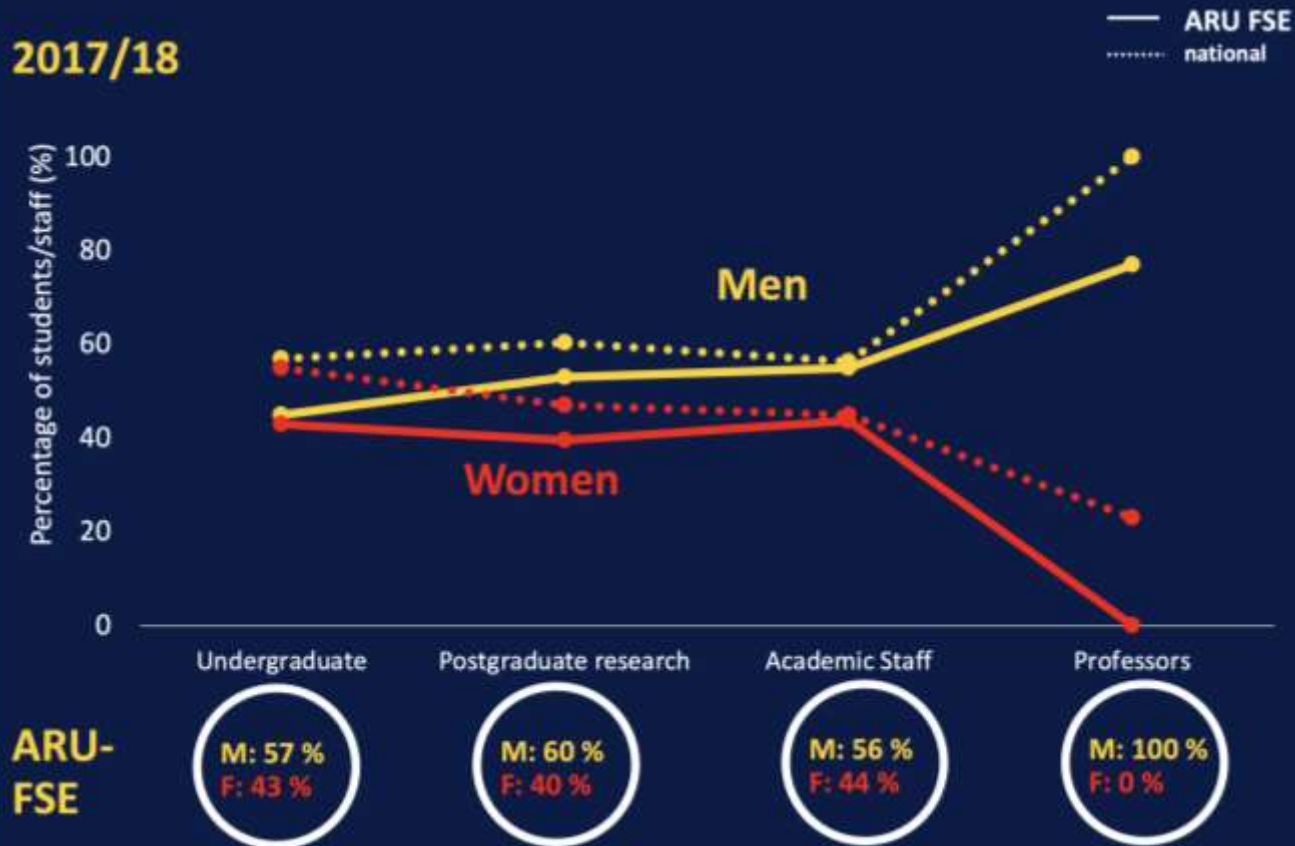


# Background

- Faculty of Science and Engineering (FSE)
- 226 academic and 89 professional staff
- 4 Schools
  - Computing and Information Science
  - Engineering and the Built Environment
  - Life Science
  - Psychology and Sport Science and Vision and Hearing Sciences
- one Research Institute (Global Sustainability Institute)
- over 6000 students



# Background



# Support Initiatives - 'promotion spreadsheet tool'



Map of Principal Performance Criteria and Professional Work Activities by Grade

Template completed by		Manager assessment by							
Date:									
You are required to provide evidence against 1 each category of the Performance Criteria. Please note that for two cases (A1 promotion, if it is not required to meet all criteria are fully met). You may also indicate one or both of the categories below in which you believe your impact is the strongest, on the basis of your application. One of these two categories should be Education or Research and Scholarship.									
Research and Scholarship		Education							
Leadership, Staff Development and Income Generation		External Esteem and Collaboration							
Research and Scholarship						Self-assessment	Managerial-assessment	Agreed developmental actions	Date of completion of action
1. Lecturer	2. Senior Lecturer	3. Associate Professor	4. Professor A1	4. Professor A2	4. Professor A3				
1.1: Authoritative in the preparation and publication of high-quality peer-reviewed research and/or professional scholarly outputs.	2.1: Authorship in the preparation and publication of high-quality peer-reviewed research and/or professional scholarly outputs.	3.1: Lead authorship in the preparation and publication of high-quality (peer-reviewed) research and/or	4.1: Sustained lead authorship in the preparation and publication of nationally and a growing proportion of internationally excellent peer-reviewed research and/or professional scholarly outputs.	5.1: Significant level of sustained lead authorship in the preparation and publication of internationally excellent and with evidence of emerging world-leading potential peer-reviewed research and/or professional scholarly outputs.	6.1: Outstanding level of lead authorship in the preparation and publication of internationally excellent or world-leading peer-reviewed research and/or professional scholarly outputs.				
<b>Evidence will arise from the following professional work activities:</b>									
As Lecturer, plus: • Contributing to the research profile of the School/ recognised ARI research grouping through publication of journal articles, chapters in books, research reports, creative works, books, professional practice outputs in publications, quality of project work and effective mentoring.	As Lecturer, plus: • Producing monographs, scholarly editions, journal articles, chapters in books, research reports for external bodies, scholarly monographs, creative books and/or professional practice outputs in publications, reports or public events.	As Senior Lecturer, plus: • Production of outputs recognised as nationally leading in terms of originality, significance and rigour and in numbers in line with discipline norms.	As Associate Professor, plus: • Production of outputs, the majority of which are internationally leading in terms of originality, significance and rigour, and in numbers in line with discipline norms.	As Professor A1, plus: • Production of outputs, the vast majority of which are recognised as internationally excellent in terms of originality, significance and rigour, and in numbers in line with discipline norms.	As Professor A2, plus: • Production of outputs, the majority of which are recognised as internationally excellent or world-leading in terms of originality, significance and rigour, and in numbers in line with discipline norms.				
• Research undertaken is capable of being published at a nationally leading level, including as co-authored.	• A number of the research outputs are published at a nationally leading level, including as co-authored.	• Contributing to the development of teaching and learning approaches and practice locally and nationally through pedagogical research, publication and conference activity.	• Making a leading contribution to discipline ARI/REF (on of Assessment Excellence).	• Playing a leading or co-leading role in internationally excellent impact case studies for the REF.	• Having a key role in world-leading impact case studies for the REF.				
• Having up research work for research degree award and evidence of a	• Producing a range of published work, including case studies, editing.	• Making a significant contribution to subject/disciplinary level TEF written	• Research outputs are selected and impact is shortlisted for selection for ARI	• Research outputs are selected and impact is selected for ARI/REF on	• Research outputs are selected and impact is selected for ARI/REF on				



# Support Initiatives - 'ambitious women'

- peer-support group.
- safe environment for a small number of peers to discuss and encourage applications for promotions.
- locally run in some areas of the Faculty;  
organically self-organised based on community initiative.

# Support Initiatives - 'grade 6/7 clubs'

- peer-support group.
- discuss, share, and review applications for promotion.
- centrally advertised to all members of academic staff the Athena SWAN self-assessment-team chair.
- led by experienced members of staff, selected via an Expression of Interest process, and receive a time allocation in the workload allocation model.

# Feedback - staff



- people appreciated the space and time the clubs provided to them and said it allowed them to work on their applications.
- women positively acknowledged to have some space where it was ok to be openly ambitious.
- applied for promotion earlier than they would have done without the additional support.
- staff appreciated the clarity of the spreadsheet tool and said it helped them to easily evaluate which promotion criteria they already meet and to identify developmental needs.



# Feedback – line managers



- helped them to initiate conversations around promotion.
- helped to guide difficult conversations around promotion, especially in situations where more development is needed.





# Challenges



- feeling of competition – people reluctant to openly share.
- relationship fit.
- time.
- 'readiness' of people.



# Outcomes



- 2020/21 promotion round:
  - Lecturer to Senior Lecturer: six women and three men.
  - Senior Lecturer to Associate Professor: ten women and one man
  - Associate Professor to Professor: two women and one man.



# Take home message

- support initiatives helped to create a culture of open conversation around the promotion process within our Faculty.
- not only positive effect on career progression, initiatives have had a positive impact on well-being; members of staff feel supported in their career ambitions and line managers feel they can support their staff.



# Thank you for listening

Any questions, comments or thoughts?

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