

# **Promotion Review So Far – Overview - Liverpool Hope University**

## **Purpose**

Following phase one completion below provides an overview of progress so far and next steps in terms of phase two. It also outlines the transition plan for staff.

## **Definitions**

This paper will refer to pathways and routes. These terms are interlinked, but quite distinct definitions as defined below.

**Pathway** – refers to selected pathway which indicates / drives underlying contract, roles, responsibilities and SAM allocations. Pathways are:

- Teaching and Research
- Teaching and Learning
- Professional Practice

**Route** – refers to the promotion route and refers to moving through grades and associated job titles

- Lecturer to Senior Lecturer
- Senior Lecturer to Associate Professor
- Associate Professor to Professor

Academic staff would progress through a promotions route for each grade. The route and application process would apply to moving through the grade. Each grade will have a defined promotion process (phase 2). The criteria and evidence will be driven by the individual's pathway.

## **Staff Consultation**

The University held open consultations for the promotions process between March 25 to May 25. There were 3 open forum events, promotion routes and pathways were discussed on the below dates:

- Thursday 3 April 2025 at 10.00am at Hope Park (Eden109)
- Tuesday 8 April 2025 at 11.00am at Hope Park (Eden130)
- Wednesday 9 April 2025 at 11.00 at Creative Campus (COR112)

There was also an opportunity to submit feedback via email to the promotions inbox.

## **UCU Consultation**

UCU consultation was held with the following meetings:

3 March 2025 – Initial Proposal

28 March 2025 – First Meeting

11 April 2025 – Second Meeting

Meeting to be held – final agreement following UEB – November 2025 - TBC

Open forum and UCU consultation was led by the Faculty Executive Deans (Professor Stephen Davismoon and Dr Craig Marsh), supported by People Services.

After each UCU meeting the branch was provided with notes and actions to be taken forward.

- An overview of this can be found on appendix 1 action plan.
- In addition to this appendix 2 highlights changes made to specific criteria

### **Phase 1 – Completion**

Three distinct academic pathways:

1. Teaching and Research
2. Teaching and Learning
3. Professional Practice

The revised criteria adopt a more elective and flexible approach. During consultation, one of the key considerations raised was the potential for limitations to individual pathways. To address this, the criteria, excluding the essential elements, will operate on an elective basis across pathways. This approach provides greater flexibility and ensures a mixed balance to recognise colleagues who make significant contributions beyond their primary pathway, without compromising the core focus of their underlying pathway.

### **Next steps to conclude phase one**

Union Agreement – Final agreement via UCU on the criteria and role profiles	Action
Implementation and Transition Planning – this will be undertaken in conjunction with phase 2. Approach is outlined below.	Information
Default pathway for Professional Tutors and Senior Professional Tutors will be Teaching and Learning Default pathway for Clinical Tutors and Senior Clinical Tutors will be Professional Practice Default pathway for Principal Lecturers Tutors will be Teaching and Research	Information

### **Transition plan – Implementation of pathways**

The transition to the new Academic Pathways is designed to be developmental and non-disruptive, focusing on alignment, this will not change substantive roles or duties. Day to day operations will continue as is.

The transition would be mandatory however, a 1-month grace period will be given. All current Professional Tutors and Senior Professional Tutors would be moved onto the relevant Teaching and Learning pathway. All current Clinical Tutors and Senior Clinical Tutors would be moved onto the relevant Professional Practice pathway. Principal

Lecturers would transition to Teaching and Research Pathway. Colleagues would be communicated with via letter and the mapping principles below will be applied. Staff would have 1 month to request an alternative pathway. Effected job titles will change in January 2026.

A PhD will remain an essential requirement for the Teaching and Research route.

### **Proposed Mapping Principles**

- Professional Tutors and Senior Professional Tutors will transition primarily to the Teaching and Learning Pathway by default. Alternatively, by request, and where evidence indicates that their work significantly aligns with external engagement, enterprise, or innovation activities, they may also align to the Professional Practice Pathway. Individuals who feel that they are not aligned to the correct pathway can raise this in the grace period with their Head of School. Job titles will be amended to Lecturer or Senior Lecturer accordingly.
- Clinical Tutors and Senior Clinical Tutors will transition primarily to the Professional Practice pathway by default. Job title will be amended to Lecturer or Senior Lecturer accordingly. Individuals who feel that they are not aligned to the correct pathway can raise this in the grace period with their Head of School. Job titles will be amended to Lecturer or Senior Lecturer accordingly.
- Principal Lecturers will automatically transition to Associate Professor, Teaching and Research pathway. By request, and where evidence indicates, they may also align to the Teaching and Learning or Professional Practice Pathway. However, should a member of staff request a route other than Teaching and Research, please note their SAM allocation would align with the workload model for Professional Tutor and they would not receive the Teaching and Research hours for Research allocation.
- Lecturers, Senior Lecturers, Associate Professors and Professors will remain Teaching and Research and would be aligned with the Teaching and Research Pathway. With the exception of those on Teaching and Scholarship who will continue to align with Teaching and Learning.

### **Impact on Role Titles**

<b>Current Title</b>	<b>New Job Title</b>	<b>Pathway</b>
Professional Tutor	Lecturer	Teaching and Learning
Senior Professional Tutor	Senior Lecturer	Teaching and Learning
Clinical Tutor	Lecturer	Professional Practice
Senior Clinical Tutor	Senior Lecturer	Professional Practice
Principal Lecturer	Associate Professor	Teaching and Research

## **Future Impact - Job Titles**

- To ensure consistency across academic role titles, and avoid unnecessary restriction to a particular specialism, it is recommended that references to 'in [subject/specialism]' be removed from substantive job titles moving forward. While academic focus areas can continue to be designated and outline in the offer letter, for operational purposes, these should not form part of the official job title or impact the substantive underlying role. Staff can continue to refer to their specialism personally for example in their email sign off, role profile, associated research, on the departmental / Faculty pages, prosper etc however, the university staff system and staff index will be generic. Please note this will only apply moving forward.
- The Professor process would retain subject specialism this would be managed through the inauguration process.

## **Workload**

It is important to note that the transition will not have any impact on current workload expectations or SAM. Teaching and Learning, and Professional Practice will align to the current allocation for Professional Tutors. In terms of scholarship hours, 150 scholarship hours will remain standard across all pathways

## **Scholarship Definition – In the broadest sense**

Across all pathways, academic staff are expected to engage in scholarship appropriate to their role and discipline.

For those on the Teaching and Research pathway, scholarship may primarily comprise of research and publication activity.

The Teaching and Learning pathway would for example focus on pedagogic scholarship, advancing teaching practice, curriculum design, and innovation.

The Professional Practice (Innovation, Enterprise, and Knowledge Exchange) pathway would for example focus on applied and practice-based scholarship that supports enterprise, innovation, and external engagement.

In all cases, scholarship serves to sustain academic currency, enhance teaching and professional practice, and / or contribute to the University's research, enterprise, and educational objectives. Scholarship hours should be flexible and should be managed within the context of current SAM framework, in line with individual staff plans and priorities.

## **Communication and Support**

- A workflow of pathways has been provided
- Academic staff will be communicated with. Those where there is an impact of job title will be written to individually.

- Guidance and FAQs have been developed to clarify the process and reinforce that the change primarily represents alignment. It is not alteration of current duties or expectations in any way.
- Day to day duties, responsibilities and operations will be unaffected.
- SAM and workload will be unaffected as part of this process. Any ongoing SAM reviews / concerns should be dealt with outside of this process. SAM guidance should give consideration to the new arrangements.
- Individual staff discussions will be offered to support understanding and decision making. The meetings will be undertaken by the Faculty Executive Deans and Heads of School, with support from People Service if required.

## **Phase Two**

### **Phase Two – Process and Decision Making**

Phase 1 defined the pathways and associated documentation. Phase 2 will now define the processes and designated routes for progression through each grade.

**Phase Two** will focus on the **promotion process and governance** arrangements, including:

<b>Main Areas of Focus</b>
Decision-Making and Panel Structure
Documentation and Guidance
Application Process and Evidence
Timeline and Frequency of each route
Head of School Recommendation and Pre-Submission Review

### **Overview of Expected Timeline – Phase 2**

The focus will turn to defining the supplementary evidence requirements, including expectations around outputs, references, and supporting materials for each route, alongside the development of all core documentation such as standard application forms, route specific guidance, templates, and manager and staff guidance notes.

An initial report on the proposed promotion process is expected to be completed and submitted to UEB in early January. Following this there will be a consultation period with UCU and consultation period with staff.

Phase two will include consultation with UCU and staff on certain aspect of the promotion routes. It is expected to take place from January 2026 into early February. We envisage that the consultation process will last around 4 weeks extend into early February. Once consultation closes the Promotion process will be finalised, subject to agreement by UCU and UEB the processes will be published. The final approval processes are expected to take place in March, with the provision that substantial changes are not required.