Appendix 3

Criteria for Promotion for

Clinical Academic Staff

(to Clinical Associate Professor and Clinical Professor)

Overview



Stage 1: Departmental Review

a. Department supportive
b. Department not supportive (personal application)

Stage 2:
University evaluation

1. The Clinical Academic 'Job Family' comprises the following roles: Clinical Associate Professor (Grade 1), Clinical Associate Professor (Grade 2) and Clinical Professor. Some staff may have elected to retain their older titles of Clinical Senior Lecturer and Clinical Reader as indicated above. The criteria for promotion are not affected by this choice. Each role requires a different and increasing level of contribution. Promotion is available to Clinical Associate Professor (Grade 2) and Clinical Professor, but Imperial does not promote staff to Clinical Senior Lecturer / Clinical Associate Professor (Grade 1); instead, staff have historically been appointed to vacant posts at this level.
2. Following the introduction of globally recognized titles on June 1, 2025, appointments are no longer made to Clinical Senior Lecturer / Clinical Associate Professor (Grade 1). The impact on clinical staff in the context of opportunities for MD/PhD student supervision is recognized at the time of appointment and mirrored in the promotion criteria for progression to Clinical Associate Professor (Grade 2).
3. Imperial has a flexible approach to its routes for promotion and will judge each individual case on its merits.
4. As an individual's career develops, promotion may be achieved from the lowest level to the highest, or to any intermediate level, as long as the criteria for the relevant level of promotion are met.

General Criteria for Promotion

Imperial takes into account contributions to:

Education,
Research,
Leadership and management,
Profession and practice.

These four activities – education, research, leadership and management, profession and practice – are interrelated and candidates will be expected to demonstrate achievements in all these activities but perhaps to different extents. Each individual case will be judged on its merits: a minimum acceptable level is expected in each activity, but a strong showing in one category can compensate for leaner showings in another.

The Application Form provides a framework that enables applicants to showcase their contributions and how they meet the criteria.

Indicators of Achievement

Note that it is not expected that a candidate should demonstrate all of the following indicators.

a. **Education**

Imperial requires all candidates coming forward for promotion to demonstrate excellence in educational practice and delivery. Candidates should include details of their educational activities and achievements and contributions to education in the broadest sense.

Activities include creative and clear teaching, assessment and feedback that shows a well-developed understanding of how students learn effectively, particularly in clinical contexts; innovative and flexible methods of delivery that enhance student learning; and align to Imperial's Learning and Teaching Strategy; evidence-based educational practice; contribution to the development of technology enhanced learning (TEL); the development and design of modules, programmes and assessment; organisation and coordination of complex undergraduate and postgraduate programmes; delivering inclusive teaching and assessment that supports a diverse student cohort; successful engagement of students as partners in their learning; evaluation of programmes and modules which is used to enhance learning and teaching; innovating to meet the changing needs of students, the subject discipline and the relevant professions; personal tutoring; student support, outreach work; fostering students' self-confidence and self-esteem to promote participation; teaching on transferable skills programmes, and successful completion of teacher training.

Measures of recognition include sustained excellence in teaching practice and delivery, evidenced by student success and progression, qualitative student feedback, peer observation and commendations by external examiners; the effective and/or innovative management of educational programmes; design of new modules and/or or redesign of existing modules and/or programmes the receipt of teaching awards; the achievement of a national learning and teaching qualification; membership of national and/or international educational committees; membership of educational and accreditation committees of professions; acting as an external examiner; contributions to student support; appointment as Departmental Director of Studies, Senior Tutor or Warden successful research student supervision; the development of an evidence-based practice; publications on teaching practice; publications on educational research.

During the Academic Year 2026-27 the Module Evaluation Questionnaire (MEQ) will continue to be developed as a mechanism for gathering direct feedback from students

on the modules they have taken, including the ability to comment on individual teachers. Imperial recognises that student perception has a role to play in teaching evaluation, but also that this must never be relied upon blindly, as student satisfaction does not necessarily equate to teaching quality, and research exists showing that factors other than teaching quality can be influential. Promotion panels are cognizant of such concerns and focus their attention on qualitative feedback provided by text comments. Module-based MEQ data that is not clearly attributable to an individual promotion candidate will not be considered a reliable source of feedback. It is important to note that student feedback forms part of a range of sources that includes citations from the HoD and DUGS (or equivalent). These are provided for all promotion candidates. Individual departments or candidates may optionally provide additional attributable feedback (e.g., peer observation or their own surveys supplementing the centrally run MEQ) but this is not required. All available evidence will be considered by panels.

Progression up the career ladder to Clinical Professor will involve a broadening of the contribution to education, from excellence in teaching delivery, through to the organisation and management of Departmental education and student support activity, leadership on educational matters at Faculty and/or University level and in educational transformation (e.g. curricula development, innovative use of technology enhanced learning and, where appropriate, education research).

The following activities provide an indication of the activities that might be expected where "**Education**" is playing a dominant role in an application:

Clinical Senior Lecturer / Clinical Associate Professor (Grade 1) to Clinical Associate Professor (Grade 2)

- Track record of effective and flexible approach to delivery of programmes and modules.
- Contribution to the design of modules and programmes and evidence of thorough evaluation of modules and programmes. Application of this evaluation to the development of personal practice.
- A commitment to their own development as a teacher and educator through the learning and implementation of best practice.
- Significant evidence of contributions to education within the Department that have led to improvements and/or innovation in programme/module design and delivery.
- Significant contribution to tutoring and/or student support and/or support for lecturers.
- Thorough evaluation of programmes and modules taking into account student outcomes and the aims of the curriculum. Application of this evaluation to the development of personal practice.

Clinical Reader / Clinical Associate Professor (Grade 2) to Clinical Professor

- Evidence of excellence in teaching delivery and/or innovative practice which has greatly enhanced and/or changed the nature of learning and teaching in the applicant's field.

- Significant impact on the design and management of the curriculum and programmes within the Department.
- Strong evidence of national and international research into the effectiveness of education programmes and curricula.
- Significant contribution to leadership in education within the Department, Faculty or University.
- An impact on Imperial's reputation for excellence in education within the wider community.

b. Research

Activities include undertaking independent and collaborative research; fostering interdisciplinary research; developing research proposals and funding bids and winning financial support; planning, leading and directing research activity and managing a research team; presenting findings at conferences; publishing results of research which leads to an established reputation; planning and leading research activities of outstanding quality and national/international repute, which advance the reputation of the Department and Imperial; providing expert advice, internally and externally; contributing to the development and implementation of Departmental and/or Faculty research strategy.

Measures of recognition include the quality and quantity of research output; a sustained track record in attracting research funding and identifying funding resources; a national and/or international reputation for research, reflected in level of output, level of innovation and the impact on the discipline or profession; widely recognised excellence and reputation among peers; the award of prizes; giving prestigious lectures; membership of national and international committees e.g. Research Council and professional or government committees; work on editorial boards of scholarly journals; visiting appointments at other institutions.

Progression in research will involve a growing national and international reputation combined with individuals making an increasing impact on their discipline or profession. At the Clinical Associate Professor (Grade 1) level originality is important; seminal research and influence become of increasing importance in moving to Clinical Associate Professor (Grade 2) and Clinical Professor. At the Clinical Associate Professor (Grade 2) level, a significant track record in attracting independent high levels of research funding, extensive experience in leading the design of high-quality research, an excellent independent publication record and evidence of training undergraduate and postgraduate students to a high standard are essential. Experience of supervision of higher degrees (e.g., MD(Res) and PhD) or equivalent supervisory experience is desirable. The latter becomes essential when progressing to Clinical Professor.

Please note: Imperial is a signatory to DORA (Declaration on Research Assessment), which mandates that in hiring and promotion decisions, the scientific content of a paper, not the JIF (Journal Impact factor), is what matters. More information on DORA is available: https://sfdora.org

c. Leadership and Management

Activities include, in addition to managing the individual's own work, contributing to

the management of the Department/Faculty/University, e.g. contribute to the process of admissions, examinations and quality assessment; formulate research and teaching strategy; monitor and ensure effective management of assets and budgets; recruiting and selecting staff; managing and motivating staff to achieve their objectives; promoting equality and implementing equal opportunities; undertaking effective performance and development reviews; acting as an Academic Adviser or mentor; membership of internal and external committees; acting as an Athena SWAN coordinator; involvement in advancement activities; involvement in public engagement activities; collaborative working.

Measures of recognition include proven capability to lead and design research/teaching programmes; effective and innovative formulation of research and teaching strategy; staff management skills that lead to enhanced team performance; an active interest in personal development and developing others; regular involvement in staff development activities to develop academic, management and personal effectiveness skills; evidence of managing change successfully, making effective decisions and solving managerial problems.

Academic leadership becomes of increasing importance in moving from Clinical Associate Professor (Grade 1) / Clinical Senior Lecturer to Clinical Associate Professor (Grade 2) and Clinical Professor. Progression will involve an increasing contribution to management at the Departmental, Faculty and University levels and regular involvement in staff development programmes (some of which require compulsory attendance) that help to enhance academic, management and personal effectiveness skills. Please refer to Imperial's Staff Development Programme for information and details of the career path for academic staff.

d. Profession and Practice

Activities include involvement in consultancies; contributing to continuing professional development; membership and/or leadership of respected institutions/organisations/peer review bodies; acting as an expert witness; contributing to improvements in clinical management and processes; contributing to improvements in healthcare.

Measures of recognition include medals and awards; a major role in changing and improving professional practices; creative contributions to projects; industrial/medical application of research findings; innovations in healthcare that are recognised by a significant audience; patents; industrial initiatives arising out of research such as spin-out companies etc.

In progressing up the career ladder to Clinical Professor, it is highly likely that the national and international standing of an individual will have had an impact on the relevant profession.