

Academic Appointment & Promotion Policy

Purpose

The CoROM Academic Appointment and Promotion Policy outlines the principles that support a fair, transparent, and consistent process for the appointment and promotion of academic staff. The promotion framework is intended to recognise and reward outstanding performance that contributes to the achievement of institutional objectives. Promotion is based on demonstrable excellence sustained over time, evidenced through the significance, impact, and quality of contributions across the full spectrum of academic activities.

The Performance, Development and Review (PDR) process provides an opportunity for academic staff to identify career objectives and development needs within their Personal/Professional Development Plan (PDP). This enables appropriate strategies and support mechanisms to be established to help individuals meet the standards required for promotion.

Working alongside the PDR process, this policy provides structured career pathways for academic staff to develop expertise, professional standing, and academic leadership within their chosen discipline at the College of Remote and Offshore Medicine. Two career tracks are recognised (*both of which may be in the form of clinician-academic synergistic roles*):

- Pedagogy focussed
- Research focussed

Equality of Opportunity

The College is committed to promoting equality of opportunity for all staff within a positive and inclusive working environment that is free from discrimination, bias, and unfair treatment. The principles of the Athena SWAN Charter (Appendix) are embedded within the implementation of this policy. Staff may apply for promotion at any stage of their career, provided that the criteria within the relevant academic career pathway are met.

Unconscious Bias

Unconscious bias refers to unintended assumptions or preferences that may influence decisions without the individual being aware of them. These biases arise automatically and are shaped by personal experience, cultural background, and social conditioning.

Promotion committees must ensure that all decisions are fair, evidence-based, and clearly justified. Decisions to progress *or decline* an application must be supported by a clear rationale aligned with the promotion criteria. Where relevant, committees must also consider any additional contextual information provided by applicants and demonstrate how this has informed their decision.

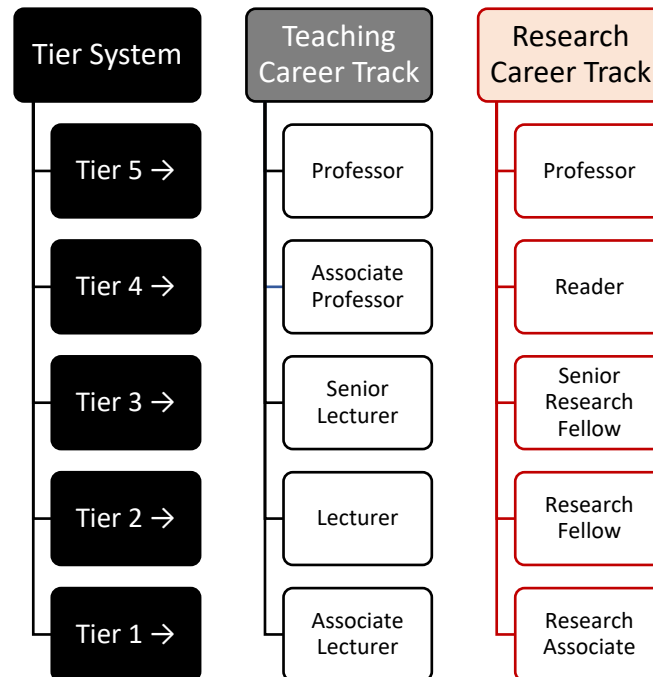
New Appointments and Recruitment

The quality of academic appointments is central to the overall quality of the College. All academic recruitment is conducted in accordance with the College's recruitment procedure. Job descriptions are aligned with the promotion criteria for each grade and academic career

track, including the required qualifications, skills, and experience. Together, these frameworks support the recruitment of the most suitable candidates.

This policy directs the process for appointing faculty to academic tiers rather than their recruitment and employment per se.

Academic Career Tracks within CoROM



The appointment of honorary, visiting or emeritus roles are discussed at the end of this policy.

Teaching Certification

Those following the pedagogy (teaching) career track will be required to hold an appropriate teaching qualification at postgraduate level to hold a post at Tier 3 and above (e.g. PGCHE, PGCE, EdD).

Doctoral Qualification

Those following the research career track will be required to hold an appropriate qualification at doctoral level to hold a post at Tier 4 and above (e.g. DProf, PhD, MD).

Promotion

When completing a promotion application, applicants must provide evidence that they are performing at the requisite level within the appropriate career track and can demonstrate an upward trajectory in their track record of performance to merit promotion.

To be successful, applicants must demonstrate sustained performance, evidenced against the criteria specified for their chosen career track and grade. Normally, it is not possible to demonstrate sustained performance within one year of appointment or promotion.

Application for Promotion

Applicants seeking promotion must complete all required documentation in support of their application, regardless of the level of promotion sought.

Online Application

The online application form is a mandatory component of the promotion process and should be completed carefully and to a high standard. Once submitted, no additional information can normally be added. Applicants must therefore ensure that the application clearly demonstrates how the relevant promotion criteria have been met.

Curriculum Vitæ

Applicants must submit a current *curriculum vitæ* (CV) as part of their application. The CV provides the Committee with a factual overview of the applicant's academic career and professional achievements.

Publication List

It is the applicant's responsibility to ensure that their publication record is accurate and up to date. Use of the ORCID platform may be used to supplement details contained on a CV, but should not replace the publication list presented on the CV.

Professorial Promotion Applications

Professorial applications and promotions will be assessed against the standardised criteria (appendix). All successful applicants to Professorial roles within the College shall hold and earned¹ PhD or professional doctorate². Professorial candidates must demonstrate outstanding achievements in relation to two out of the four fields of academia below³:

Research & Scholarship	Learning & Teaching	Professional & External Standing	Clinical Practice
1) Academic leadership within a higher education institute. 2) Academic leadership of a number of high-quality projects (e.g. large research projects, textbooks). 3) Extensive record of original, significant and rigorous research, effectively communicated through publications in highly reputable outlets including international peer-reviewed journals and some or all of the following: books, book chapters, research reports, and conference presentations. Such outputs must be of high quality (see appendix).	1) Evidence of sustained excellence in teaching as indicated by any of the following: module evaluations, data of student performance, peer observation or external examiner reports. 2) Significant leadership relating to the delivery of teaching beyond the College. 3) Innovative and internationally recognised contribution to teaching-related research leading to change (e.g. creation of new learning or teaching resources, supervision of postgraduate students).	1) A record of achievement in undertaking significant roles in academic associations, professional bodies, editorial boards or conference organising committees. 2) A clear and well-developed track record of delivering invited conference presentations, lectures or seminars, or expert level input into external advisory bodies, committees or governing boards. 3) A track record of influencing policy or practice through established and significant external networks that have led to impact beyond the College.	1) Registered autonomous healthcare professional (e.g. nationally registered with an unrestricted licence to practice). 2) Having held such registration for a minimum of 10 years. 3) Practicing at the highest clinical level in their specialty (e.g. Consultant, Post-CCT, <i>Oberarzt, Praticien Hospitalier</i>, Attending Physician, Consultant Paramedic, Consultant Nurse).

In relation to applications to Professorship, the College Promotion Committee should consult with Professors within the relevant discipline (nationally and internationally). Feedback will inform, *but not determine*, the Board's decision. The supporting statement should summarise the range of views expressed and indicate the number of Professors consulted and the level of support received.

Two referees are also required for applications for Professorship (separate from the two Professors consulted by the Committee). These should usually be from academic employees

¹ Honorary doctorates do not meet this requirement, but may count towards *Professional & External Standing*.

² Honorary and Visiting Professors excepted.

³ These criteria are modified from the University of St Mark and St John <https://www.marjon.ac.uk/about-marjon/institutional-documents/handbooks-regulations-and-procedures/Criteria-for-the-Appointment-of-Professors.pdf>.

of universities or higher educational institutions; referees from esteemed professional bodies (e.g. Royal Colleges) will also be acceptable.

- Referees should be of international standing and active in research or scholarship in the appropriate field, e.g., professors, senior clinicians recognised as experts in their field, or industry leaders in fields closely related to the faculty member's area of research.
- Referees should not normally have been employed by CoROM within the four previous years, have held an honorary or visiting appointment in the College in the past four years or hold an honorary or visiting appointment currently.

College Promotion Committee

Comprises the Academic Board members with the exclusion of any member whose application is under consideration.

Outcome Notification

Successful Applications

Successful applicants will receive written confirmation of their promotion, including details of any salary changes. Promotions normally take effect from the 1st of August.

Unsuccessful Applications

Where an application is unsuccessful, feedback will be provided by the Dean of School, College Promotion Committee or line manager. Feedback will outline areas for development to support future applications. Normally, unsuccessful applicants may not reapply in the following year without the support of their Dean of School.

Confidentiality

All materials and discussions relating to appointment or promotion applications are strictly confidential. Committee and Board members must not share information or recommendations outside formal meetings, except when seeking guidance on procedural matters or seeking input from external professors in relation to Professorial appointments.

Appointment of honorary, visiting or emeritus roles

	Honorary	Visiting	Emeritus
Descriptor	Conferred upon an individual operating at a level of international expert.	Visiting academics from other higher education institutions.	Retired (or about to retire) members of faculty.
Roles available	Honorary Professor	Visiting Professor	Emeritus Professor
	Honorary Reader	Visiting Reader	Emeritus Reader
	Honorary Senior Fellow	Visiting Senior Fellow	
	Named Chairs		

Honorary Professor, Reader or Senior Fellow Appointments

The title of Honorary Professor, Reader or Senior Fellow can be conferred upon an individual of a level of distinction or professional standing in their field of practice or study that if they were a member of College faculty, they would be appointed to such roles.

Honorary post holders will cooperate with the College in an honorary capacity. This may include cooperation on specific projects or over a longer period of time. Honorary roles are conferred for an initial 5-year period and can be extended by another 5 years by joint agreement. Honorary roles are unpaid, although expenses may be supplied by the College.

Such persons are likely to be senior academics with other universities, often with whom the College has an established organisational partnership. Equally they may be individuals who have left full-time academic work to pursue other interests or career pathways.

Honorary appointments shall be of a fixed term no longer than 3 years and may be extended for another 3 years once only.

Named Chairs

A separate sub-type of Honorary Professorial roles are the Named Chairs. These are fixed term (2-year) honorary professorial appointments granted by the College to individuals of high standing in industry or academia. Such roles are unpaid in nature but require a commitment from the awardee to provide specific services to the College in relation to holding the title.

The purpose of these Professorial Chairs is to recognise clinical, academic and operational excellence relating to austere, remote, rural, offshore and prehospital care and the individual's contribution to research or system improvement at a national or international level.

The appointment will promote the profile of the recipient and their achievements, and by association the that of the College.

Chair	Title	Eligibility	Requirements
Barton Chair	The Clara Barton ⁴ Chair in Humanitarian Medicine	Individuals with national or international expertise in humanitarian healthcare.	Deliver one lecture or workshop at the CoROM conference during the two-year tenure.
Saunders Chair	The Cicely Saunders ⁵ Chair in Relief of Suffering	Individuals with national or international expertise relating to the relief of pain and suffering.	Record 5 hours of lectures for use by the College during the two-year tenure (provided College in a digital format).
Nansen Chair	The Fridtjof Nansen ⁶ Chair in Refugee Healthcare <i>Or</i> The Fridtjof Nansen Chair in Polar Medicine	Individuals with national or international expertise relating to refugee healthcare or polar medicine.	Record 8 hours of lectures for use by the College during the two-year tenure (provided to the College in a digital format).

The named chairs are courtesy titles used for the tenure of the award. Recipients should utilise the title within the context of the College's named chair rather than as a prefix; (e.g. *John Smith, Nansen Professor*, not *Professor John Smith*). Awardees are advised to submit an article to the College journal and their title may be used in association with that, for example John Smith Gibson Professor or John Smith recipient of a Gibson Professorship. Some recipients are professors in their own right and in that specific instance are within their rights to use the prefix Professor.

Honorary appointees will:

- Be eligible to use the post-nominal MCoROM for the term of their honorary role.
- Attend the College's annual conference free of charge.
- Be invited to contribute to College projects and publications where appropriate.

⁴ Clarissa "Clara" Barton was an American nurse who founded the American Red Cross.

⁵ Dame Cicely Saunders was an English nurse, social worker, physician and writer who founded the hospice movement and championed the development of palliative medicine.

⁶ Fridtjof Nansen was a Norwegian polymath and Nobel Peace Prize laureate, explorer, scientist, diplomat, and humanitarian.

Withdrawal of honorary titles

Honorary titles may be surrendered by the holder by notice in writing to the College Dean or Academic Board.

The Dean or Academic Board (by majority) has the power to revoke any of the honorary titles conferred where it is satisfied that the individual concerned has acted in such a way as to bring the University into disrepute.

Visiting Academic Appointments

Substantive academic employees of another higher education establishment, university or equivalent internationally recognised educational establishment who is visiting the College for a period of time in excess of one week can be conferred a *Visiting* title. Academics of an academic level below and of the grade of Senior Fellow can be awarded that title as a mark of respect and inter-organisational cooperation. Visiting academics of Reader or Professorial rank will receive the titles of Visiting Reader and Visiting Professor accordingly.

A Visiting title may be conferred to an individual who does not hold a substantive academic post elsewhere, where such an individual has committed to undertaking at least 20 days of academic work for the college within a 6-month period.

Visiting academic appointments should not normally exceed 6 months in duration. On occasion they may be extended to 12 months.

Where visiting academics continue to be paid by their parent institution their work for the College does not receive remuneration. In other instances payment will be made as per contracted College staff of the same level as their original academic grade.

Honorary appointees will:

- Attend the College's annual conference free of charge.
- Be invited to contribute to College projects and publications where appropriate.

Withdrawal of Visiting Titles

Visiting titles may be surrendered by the holder by notice in writing to the College Dean or Academic Board.

The Dean or Academic Board (by majority) has the power to revoke any of the visiting titles conferred where it is satisfied that the individual concerned has acted in such a way as to bring the University into disrepute.

Emeritus Appointments

The title of Emeritus Professor or Emeritus Reader may be conferred on any professor/reader of the College on or after retirement in recognition of services to the College based upon the following:

- a reader or professor, who has served at least 10 years at the College will normally be offered the Emeritus title and status (unless there are compelling reasons not to award)

- any reader or professor retiring from the College may be offered the title and status of Emeritus if they can demonstrate a sustained significant contribution to the University as an academic leader

Emeritus roles will not hold a contract of employment with the College after retirement (for example, in respect of any part-time engagement). The title may not be conferred until any contract of employment between the reader/professor and the University has ended.

Emeritus roles cannot be used as a first appointment or promotion to the rank of Reader or Professor.

Honorary appointees will:

- Be eligible to use the post-nominal MCoROM for life (Life Membership).
- Attend the College's annual conference free of charge.
- Be invited to contribute to College projects and publications where appropriate.

Appendix

Academic Promotion Criteria (Research)⁷

	Tier 1 – Research Associate	Tier 2 – Research Fellow	Tier 3 – Senior Research Fellow	Tier 4 – Reader
Excellence	The College adopts the following for assessing the quality of scholarly outputs: Originality - the extent to which the output makes an important and innovative contribution to understanding and knowledge in the field. Rigour - the extent to which the work demonstrates intellectual coherence and integrity, and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies. Significance - the extent to which the work has influenced, <i>or has the capacity to influence</i>, knowledge and scholarly thought, or the development and understanding of policy and/or practice.			
Research and Scholarship	Development of skills relating to research and scholarship.	Developed skills relating to research and scholarship. Evidence of engagement with research activities.	Well-developed skills relating to research and scholarship. Evidence of leading research activities.	Principal Investigator <i>or</i> key contributor to grant funded research or similar with international academic collaboration.
Outputs & Impact	A record of scholarly output over career to date which includes at least 2 outputs in the most recent 6-year period. At least 1 of these outputs should meet the quality criteria for 2* of better.	A record of scholarly output over career to date which includes at least 3 outputs in the most recent 6-year period. At least 2 of these outputs should meet the quality criteria for 2* of better.	A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period. At least 2 of these outputs should meet the quality criteria for 2* of better. At least 1 of these outputs should meet the REF criteria for 3* of better.	A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period. At least 1 of these outputs should meet the quality criteria for 3* of better. At least 1 of these outputs should meet the REF criteria for 4* of better.
Award Generation	N/A	Contribution to successful funding applications.	Contribution to successful funding applications.	Contribution and authorship to successful funding applications.
Supervision	Engagement with postgraduate or undergraduate supervision.	Demonstrates postgraduate or undergraduate supervision.	Leadership in postgraduate supervision.	Leadership in postgraduate supervision.
Academic Achievement	Working towards or holds a master's level qualification.	Hold a master's level qualification.	Hold a master's level qualification.	Holds an appropriate qualification at doctoral level (e.g. DProf, PhD, MD).
Leadership & Management	N/A	Leadership at module or short-course.	Leadership at qualification/degree level.	Leadership at College level.

⁷ These tables are based on the work from University of Glasgow

<https://www.gla.ac.uk/myglasgow/pod/all/pay/promotion/acpromotion/acadpromo/>

Esteem	Peer review of publications/grants. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Peer review of publications/grants. Demonstrable research collaborations, locally, nationally or internationally. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Contributions to workshops, seminars or as invited speaker for external bodies or international events. Peer review of publications/grants. Effective research collaborations, within Malta or internationally. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Membership of editorial boards or similar for journals or publishers and/or reviewer role for external funding bodies, in Malta and internationally. Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.
Clinical Capabilities (Considered where applicable)	Evidence of delivery of high-quality clinical practice as independent professional and team member.	Evidence of delivery of high-quality clinical practice as independent professional and team member. Evidence of breadth and depth of knowledge and skills in a specific clinical area.	Evidence of delivery of high-quality and advanced clinical practice as independent professional and senior team member. Recognised clinical postgraduate qualification demonstrating advanced clinical skills and knowledge (e.g. clinical PgC, MRCP) or specialist certification or recognition (e.g. FP-C, WP-C).	Practices autonomously at expert level (e.g. board-certification, GMC CCT/credential or equivalent). Externally recognised clinical practice of national or international standing, enhancing individual and institutional reputation. Successful leadership and management of a clinical group, including resource planning, delivery of clinical projects and staff management.

Academic Promotion Criteria (Teaching)

	Tier 1 – Associate Lecturer	Tier 2 – Lecturer	Tier 3 – Senior Lecturer	Tier 4 – Associate Professor
Research and Scholarship	Development of skills relating to research and scholarship.	Skills relating to research and scholarship. Evidence of engagement with research activities.	Well-developed skills relating to research and scholarship. Evidence of engagement with research activities.	Principal Investigator <i>or</i> key contributor to research projects or similar activities involving international academic collaboration.
Outputs & Impact	A record of scholarly output over career to date which includes at least 2 outputs in the most recent 6-year period. At least 1 of these outputs should meet the quality criteria for 1* of better.	A record of scholarly output over career to date which includes at least 3 outputs in the most recent 6-year period. At least 1 of these outputs should meet the quality criteria for 1* of better.	A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period. At least 2 of these outputs should meet the quality criteria for 2* of better.	A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period. At least 1 of these outputs should meet the quality criteria for 3* of better. Principal Investigator <i>or</i> key contributor to grant funded research or similar with international academic collaboration.
Award Generation	N/A	N/A	N/A	Contribution to successful funding applications.
Supervision	N/A	Supervision of undergraduate student research projects.	Supervision of undergraduate student research projects.	Supervision and coordination of undergraduate student research projects.
Teaching	Teaching undergraduate or short course students. Provision of online or face-to-face teaching.	Teaching undergraduate or short course students. Provision of online or face-to-face teaching. Demonstrates receipt of feedback about their teaching.	Teaching undergraduate or short course students. Provision of online or face-to-face teaching. Demonstrates receipt of feedback about their teaching. Teaching qualification at postgraduate level (e.g. PGCE, PGCE, EdD).	Teaching undergraduate and short course students. Provision of online or face-to-face teaching. Teaching qualification at postgraduate level (e.g. PGCE, PGCE, EdD).

Leadership & Management	N/A	Leadership at module or short-course.	Leadership at qualification/degree level.	Leadership at College level.
Esteem	Peer review of publications/grants. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Contributions to workshops and seminars for external bodies or international events. Peer review of publications/grants. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Contributions to workshops, seminars or as invited speaker for external bodies or international events. Peer review of publications/grants. Effective research collaborations, within Malta or internationally. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Membership of editorial boards or similar for journals or publishers and/or reviewer role for external funding bodies, in Malta and internationally. Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.
Clinical Capabilities (Considered where applicable)	Evidence of delivery of high-quality clinical practice as independent professional and team member.	Evidence of delivery of high-quality clinical practice as independent professional and team member. Evidence of breadth and depth of knowledge and skills in a specific clinical area.	Evidence of delivery of high-quality and advanced clinical practice as independent professional and senior team member. Recognised clinical postgraduate qualification demonstrating advanced clinical skills and knowledge (e.g. clinical PgC, MRCP) or specialist certification or recognition (e.g. FP-C, WP-C).	Practices autonomously at expert level (e.g. board-certification, GMC CCT/credential or equivalent). Externally recognised clinical practice of national or international standing, enhancing individual and institutional reputation. Successful leadership and management of a clinical group, including resource planning, delivery of clinical projects and staff management.

Definition of Quality when assessing academic output⁸

Star Level	Definition of Quality (Originality, significance and rigour)	
★★★★	World-leading	“An essential or primary point of reference in the field” - Outstandingly novel in developing concepts, paradigms, techniques or outcomes - A primary or essential point of reference - A formative influence on the intellectual agenda - Application of exceptionally rigorous research design and techniques of investigation and analysis - Generation of an exceptionally significant data set or research resource.
★★★	Internationally excellent	“Does more than contribute to incremental advances in knowledge. It provides an important point of reference and develops the field other than by simply applying existing ideas to new material” - Novel in developing concepts, paradigms, techniques or outcomes - An important point of reference - Contributing very important knowledge, ideas and techniques which are likely to have a lasting influence on the intellectual agenda - Application of robust and appropriate research design and techniques of investigation and analysis - Generation of a substantial data set or research resource.
★★	Internationally recognised	Recognised or presented to an international audience - Providing important knowledge and the application of such knowledge - Contributing to incremental and cumulative advances in knowledge - Thorough and professional application of appropriate research design and techniques of investigation and analysis.
★	Nationally recognised (or recognised within a small specialist field)	- Providing useful knowledge, but unlikely to have more than a minor influence - An identifiable contribution to understanding, but largely framed by existing paradigms or traditions of enquiry - Competent application of appropriate research design and techniques of investigation and analysis.
Unclassified	Falls below the standard of nationally recognised work or does not meet the standard for published research (e.g. media outputs alone)	

Of note:

- No weight is placed on the type of publication (journal article/ chapter in book, etc) or the place of publication.
- It is of course often the case that a publication will benefit from having been through a rigorous peer-review process, but there is no inherent advantage to journal articles over other forms of publication and it is certainly possible for (e.g.) a chapter in an edited collection to be ★★★★★.
- If an author has both contributed a chapter *and* edited a book, their editorial contribution may support a ★★★★★ appraisal, but only *significant* intellectual or research contributions can justify a high rating; *routine* editorial work alone is unlikely to raise the overall score.

⁸ Details in this section are loaned from “Expanded REF2029 Outputs Criteria Guide – Law updated March 2025” University of Oxford and the “Expanded REF2029 Outputs Criteria Guide”.

The ten principles of the Athena SWAN Charter:

- We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.
- We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.
- We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including:
 - the relative underrepresentation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL).
 - the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM).
- We commit to tackling the gender pay gap.
- We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
- We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
- We commit to tackling the discriminatory treatment often experienced by trans people.
- We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
- We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.
- All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.