

Academic Promotion Application Form - Professorial

This should be completed by the member of staff who is applying for promotion with comments from the Head of Department, and **submitted with an up-to-date CV** in the approved style (available on the Academic Processes webpage) to the Academic Processes Team in Human Resources. You are asked to respect the stated word limits while ensuring that you provide clear evidence to support your application. It is acceptable to use bullet points in making your case and to cross reference to your CV.

Prior to completion of this document, please read the document providing details on criteria and evidence and the standards matrix.

Name of Employee	Dr Jane Bryan	Department	Law
Current Appointment	Reader		
FTE	1.0 [including 0.4 FTE Dean of Student's Office buyout]	Career track (R&T- T- focussed, R-focussed)	T-focussed
Previous appointments held at University of Warwick (please indicate if any of these appointments were part time)	Principal Teaching Fellow (Oct 2015 – Sept 2019) Senior Teaching Fellow (Oct 2012 – Sept 2015) Teaching Fellow (Oct 2009 – Sept 2012) (0.75 FTE)		
Please detail any significant periods of leave (e.g. parental, sickness)	N/A		

Please summarise achievements in the following areas of activity:

Research and Scholarship <i>[The University will evaluate research achievements in line with the Leiden Principles.]</i>
Minimum threshold requirement for the level of promotion for which you are applying: 3
Score which you believe your experience demonstrates: 4
<p><i>Please submit a written summary of your achievements below, using a maximum of 800 words and attach a separate citation analysis (if relevant in your discipline) for your publications using Scopus. Citation metrics will only be used where relevant and as part of a broader package of evidence about research.</i></p> <p>I am an internationally recognised researcher of the subtext and power dynamics of talk in relationships. This is applied to legal, medical, and higher education settings. My work has led to research funding of £41,000, 15 publications (with eight more in preparation/submitted/accepted for publication), 16 unpublished reports and 39 keynotes and presentations at institutional/national/international conferences.</p> <p>I have also successfully supervised two PhDs and am currently supervising two PhDs on research related to improving communications between medics and patients to rebalance power imbalances.</p> <p>My research on dialogue began during my PhD exploring the medical profession's use of dialogue to control subtly the choices of pregnant patients. As my academic career developed, my research focus evolved to examine the role of dialogue in the student-lecturer dynamic. A key outcome of this work has been to inform and improve pedagogical practice and student experience.</p> <p>My research-based innovations in learning and teaching have been recognised institutionally, nationally, and internationally:</p> <ul style="list-style-type: none">• My innovative research-based IATL (Institute of Advanced Teaching and Learning) funded open-space project enabled 12 students from several departments to undertake archival research and re-enact past court cases to public audiences (reported on at ACURIT conference, Canada; Exeter University; WIHEA Masterclass, 2016).• My research into the link between wellbeing, academic performance and employability underpinned my development of an innovative, holistic Scholarship Development Programme (SDP) available to over 180 students praised in the Institutional Teaching and Learning Review 2017 as 'best practice recommended for adoption across the institution', shared at the RAISE national conference (2017) and nominated for a Warwick Staff Award in recognition of SDP's positive impact on Law students' performance.

- I led a WIHEA-funded co-created project creating a bespoke suite of online resources to complete the legal skills education of students entering Year 2 which had been missed because of the disruption of teaching in March 2020, now an embedded part of the Law student induction and transition programme (available to all ~1000 law students).
- I led an innovative research-informed Human Teaching Book event to facilitate interdisciplinary dialogue around innovative pedagogic practice open to all teaching staff at Warwick, shared at a flagship Advance HE conference (2022) and accepted for publication in a leading peer-reviewed international journal (date tbc).

I have led several team-based, empirical research projects which have informed institutional policy and practice and been recognised nationally and internationally:

- My WIHEA-funded research into barriers in student-to-staff feedback led to a mid-module online ‘traffic light’ evaluation form, which was adopted across all Law Modules, disseminated institutionally and commended as an example of best practice by the University’s Student Personalised Information Programme Project in 2017, with invitations to advise institutionally and nationally at other universities. I co-authored the evidence-informed ‘Student Module Feedback’ report to the Student Learning Experience and Engagement Committee (SLEEC.21.17-18) which changed institutional policy on Module Evaluations.
- I led a WIHEA-funded Project on students’ experience of Lecture Capture which was cited in the Final Report of the Warwick Lecture Capture Policy Review Group and in a talk and blogpost to c60 university staff across the UK (2018) and I was invited to speak to other universities (including Robert Gordon and De Montfort) on the challenges and opportunities such technology presents. I am currently co-author of an evidence-informed report by the WIHEA Lecture Capture Learning Circle making recommendations on institutional policy.
- I co-lead the WIHEA Peer Dialogue Learning Circle and was lead author of a research-informed report which recommended that all teaching staff engage in yearly formative peer dialogue, accepted as university policy (Senate, July 2019). I created an [evidence-informed guide](#) to best practice, presented at internal workshops and continue to act as critical friend to departments, De Montfort and Birmingham University.
- I led WIHEA-funded research (2022) to improve dialogue between supervisors and student researchers which led to institutional improvements in support, including a toolkit for departments. This was informed by my own career-long experiences supporting student research (supervision of five final-year undergraduate dissertations and 18 student extra-curricular research projects which have succeeded in gaining competitive funding: external esteem markers include 12 supervisees presenting their research at international and national student conferences).
- My research on supporting international students through culturally responsive teaching has been chosen as a case study by the Office for Students (2022) and reported in pieces for Times Higher, Advance HE and Insight (magazine for US universities). I am regularly invited to speak about my research nationally and internationally at other universities, including Carlton University, Canada, and University of Denver. My accompanying open-access [resource library](#) has been well-received:

'This resource is BRILLIANT. I'd like to use it as an example of best practice and a resource.'
E&I Officer, University of Oxford, February 2022.

Overall, dissemination of my original, high-quality research has made a significant contribution to law and pedagogy and has led to national eminence and a developing international profile.

799/800 words

Please list 4 publications which you consider to be your major contributions (this does not count as part of the word limit for this section) and submit electronic copies of these to academicprocess@warwick.ac.uk

Bryan, J. (2021) '[The importance of names in building inclusive institutions](#)' Advance HE blog (online: 900 words)

Bryan, J. (2021) '[Say my name: the importance of correct terms, titles and pronunciation](#)', Times Higher Education Campus (online: 1000 words)

Bryan, J. (2011) 'Reading Beyond the Ratio: searching for the subtext in the "Enforced Caesarean" Cases' in Daniela Carpi (ed) *Bioethics and Biolaw Through Literature* (De Gruyter), 115-133

 [Bioethics and Biolaw through Literature 27-Jan-2022 12-24-24 \(1\).pdf](#)

Bryan, J. (2010) 'The Legal and Non-Legal Control of Pregnant Women' in Rebecca Probert (ed), *Optimistic Objectives* (Takeaway Press) 23-33

 [Optimistic Objectives 27-Jan-2022 12-12-57\(3\) \(1\).pdf](#)

Teaching and Learning

Minimum threshold requirement for the level of promotion for which you are applying: 8

Score which you believe your experience demonstrates: 8

Please submit a written summary of your achievements below, using a maximum of 800 words.

My sustained, effective leadership in enhancing teaching and student engagement has been recognised by the award of Principal Fellowship of the Higher Education Academy, the highest recognition bestowed (only 16 at Warwick), the judging panel commenting on my 'model PFHEA application' which evidenced 'exceptional and diverse reach with considerable international and national impact'.

I have extensive experience and expertise in undergraduate education leading core and optional WLS modules since 2011 (c500 students annually), informed by my disciplinary and pedagogic research, and experience as a practising solicitor. My success developing and delivering teaching and learning has been recognised internally and externally over a sustained period by excellent student evaluations, and peer and student nominations for prestigious awards and prizes, including:

- Prize for Excellence winner in each year of the WLS student-nominated Staff Awards
- Warwick Award for Teaching Excellence (WATE) commendee (2014) and winner (2022)
- Oxford University Press (OUP) Law Teacher of the Year Award finalist (2019)
- National Teaching Fellowship finalist (2018 and 2020)

In recognition of my expertise in teaching and learning, I was appointed:

- Chair of a Warwick Institutional Teaching and Learning Review panel (2023)
- Quality Assurance Agency (QAA) Expert Academic Assessor in Law responsible for advising the Office for Students on quality and standards in higher education in England (2022)
- QAA Academic Assessor for Degree Apprenticeships in Law and policing (2022)
- Advance HE-accredited, external visiting examiner for two undergraduate and postgraduate Law modules at SOAS, University of London (2022)
- Institute of Advanced Legal Studies (IALS) Land Law Lead Expert for the BAILII (British and Irish Legal Information Institute) database of key law cases and legislation, consulted nationally and internationally by academics, students, and practitioners (2021)
- Advance HE reviewer for the National Teaching Fellowship Awards which recognise excellence in teaching (2021)
- Judge for the Global Undergraduate Awards (Law) (2019)
- Since 2015, member of OUP and Hart Publishing review teams for Property Law and Medical Law teaching resources, and reviewer for three international pedagogy journals.
- Appointed a WIHEA Foundation Fellow to steer its development and co-lead of two successful Learning Circles.

An example of my institutional, national, and international leadership in enhancing teaching and student engagement is my sustained championing of research-based learning, an institutional educational priority. This has been key to Warwick being recognised as a sector-leading centre for excellence in student research as evidenced by the successful bid I made with two professional services colleagues to host jointly the World Congress on Undergraduate Research (WorldCUR) and the British Conference of Undergraduate Research (BCUR) in April 2023 at Warwick, which will be the largest gathering of student researchers outside the US (c700).

Key leadership achievements in research-based learning:

- Longstanding member of institutional committees that support student research (Undergraduate Research Support Scheme (URSS) Review Board (2011), IATL Steering Group (2014), founding member of Student Research Working Group (2015) reporting to SLEEC, and member of organising committee of joint WorldCUR/BCUR 2023.
- I led two WIHEA-funded projects to map, and to create a digital hub to showcase, internal and external student research opportunities with over 1500 hits per year. This has significantly increased applications by students for research funding (28% increase in 2017 which has risen year-on-year).
- I formed and lead the Student Research staff network (2016) with c60 current members to share practice and enable interdisciplinary collaborations. I also secured WIHEA funding to co-create with students an online 'Support the Supporter' resource for supervisors (launch February 2023).
- I conceived and lead the innovative International Student Research Project (ISRP), collaborating with universities globally to create interdisciplinary, international teams of student researchers with postgraduate students as supervisors. The ISRP model has been shared at the prestigious Annual Conference of the Council on Undergraduate Research (CUR) (2022) and Conference of Undergraduate Research in Canada (2022) and accepted for publication in a leading peer-reviewed international journal (publication 20 November 2023) as an innovative, low-cost example of 'international at home' research experience which develops the skills and employability of student researchers and novice supervisors.

My successful leadership in research-based learning is externally recognised:

- Membership of the Executive Group of BCUR (2022) and the Alliance of Global Undergraduate Research (2023)
- Lead of BCUR's national Posters in Parliament annual House of Commons event enabling student researchers to present their outputs to MPs and those in positions of influence (2022)
- Warwick Lead of the EUTOPIA Legal History Connected Learning Community and one of two Warwick members of the EUTOPIA European University Faculty Board supporting the ten-institution alliance to further student research (2021)
- UK Academic Lead in an Erasmus+ Strategic Partnership of five European universities researching digital student research and building a European undergraduate research institutional network to improve global integration (2020)

In summary, I have gained institutional, national, and international recognition for teaching excellence, enhancing teaching and student engagement, and evidence-based innovation, particularly in research-based learning.

799/800 words

Impact, Outreach and Engagement

Minimum threshold requirement for the level of promotion for which you are applying: 4

Score which you believe your experience demonstrates: 5

Please submit a written summary of your achievements below, using a maximum of 400 words

My longstanding commitment to outreach (annual contributor to widening participation activities since 2009) has been recognised by the award of Fellowship of the Warwick Institute of Engagement (WIE). In this role I have contributed to WIE's early strategic development.

A recent example of my outreach/engagement involves my '[Say My Name](#)' research (849 participants) which was selected as a [Coventry Creates 2021](#) funded project. The resulting artistic collaborations received positive social/regional media interest and were chosen to be showcased at two public City of Culture Resonate Festivals. I also led two funded outreach projects with Coventry Schools to interest students in academic research on names and inclusion, leading to a public exhibition at Coventry's Herbert Museum of name story videos, presented with local sixth formers at the Warwick Social Inclusion Conference (2022) and featured on BBC CWR radio.

My research-informed, open-access [resources pack](#) giving guidance on respectful name use has been praised as 'culture-changing' (Keogh Solicitors, 2022) and downloaded over 28,000 times in 2022, now licensed to a leading EDI training company as a micro-course on names to be distributed globally. My guidance featured in the New York Times (September 2022) and was cited in the [Health Inequalities Policy Commission](#) report (2022) as best practice, influencing EDI policy development in health and social care.

My related research on audio name badges (ANBs) to reduce name misuse led to institutional change (widespread adoption of ANBs with 12 pilot departments and Warwick Medical School mandating their use). Externally, NameCoach and NameShouts (US/Canada-based creators of ANBs) praised my research on social media.

‘Following Jane’s presentation, 40 staff started using audio name badges with very positive feedback.’
Susan Ward-Rice, EDI Advisor, Met Office

I have shared the research institutionally/nationally/internationally (12 conferences, five blogs, three reports) with invitations to advise over twenty-five schools, universities and charities/companies, including Warwickshire County Council, Medical Schools Council, and the Premier League, resulting in its widespread inclusion in EDI/induction policy and practice at Warwick and beyond.

‘Say My Name’ is a pioneering project. Many members of the Connecting Legal Education (CLE) community have already adopted elements of Jane’s work in their own practice and are encouraging conversations in their own Schools and institutions – to push for change. Powerful.’
Dr Verona Ní Drisceoil, Senior Lecturer at Sussex Law School, Organising Member of the CLE Group

In summary, I have an established regional, national, and international reputation for the impact of my research.

400/400 words

Collegiality, Leadership, Management

Minimum threshold requirement for the level of promotion for which you are applying: 4

Score which you believe your experience demonstrates: 5

Please submit a written summary of your achievements below, using a maximum of 400 words

My leadership in developing, managing, and championing dialogue-based education and student/staff support has been recognised institutionally, nationally and internationally:

a) Warwick Mediation

I created (2021) a sector-leading [peer mediation service](#) at Warwick (training c60 staff and students; c30 successful mediations increasing staff/student continuation and satisfaction and reducing complaints). External esteem indicators include:

- Winner of two prestigious National Mediation Awards 2022.
- Invitations (i) to speak at national/international conferences; (ii) advise other universities; (iii) give International Mediation Awareness Week keynote, and Office of Independent Adjudicator workshop for HE complaints teams.
- Leadership roles within Civil Mediation Council, College of Mediators and Mediator Network furthering their educational strategy on mediation in HE.

b) Restorative Justice in Higher Education (RJ in HE)

My successful leadership of the WIHEA RJ in HE Learning Circle and [public symposium and seminar series](#) led to an established reputation and acknowledged expertise externally:

- Appointed co-lead of Restorative Justice Council (RJC) Education Committee devising well-received CPD events on RJ in HE (2021).

- Invited to deliver keynote at Culture Shift national conference for HE advisors (2022) and write restorative leadership blog for senior HE professionals (2022).
- Invited to advise Restorative Justice All-Party Parliamentary Group on my international research mapping restorative practice in HE (2022).

I am committed to dialogue-based development of colleagues, including:

- Membership of WIHEA and WIE Promotion and Reward Learning Circles (WIE co-lead, 2023); HEA Assessor and Mentor; WIHEA/WIE promotion advisor.
- Co-creating WIHEA-funded ‘Active Bystanders in the Teaching Space’ workshop, now embedded in postgraduate tutor education.
- Devising and leading several innovative cross-institution staff development initiatives, for example:
 - WIHEA Peer Advance Contacts register of teaching experts to provide peer mentoring.
 - WIHEA Peer Dialogue Connect to create interdisciplinary, university-wide opportunities for reflective teaching practice.
 - Kindness on Campus Staff and Student Awards to strengthen community ties.

In recognition of my sustained, successful departmental/faculty /institutional leadership, including elected Assembly Representative on Senate and Lead of WLS’s successful Bronze Athena Swan application (2019) I was invited to be Academic Lead of the University’s Community Values Education Programme (CVEP) (2020) delivering active bystander education to c2500 incoming students with 95% saying they would recommend to a friend.

Under my leadership, CVEP:

- Won Warwick Award for Teaching Excellence (Collaboration) (2022)
- Won Inaugural Warwick Excellence in EDI Award (2021)
Selected as UK case study of excellence in challenging gender-based violence in higher education (UniSAFE European study, 2021)

400/400 words

Minimum score required	22	Total Score <i>Please add your scores from each of the four areas</i>	22
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Recommendation from Head of Department (this should include comments on each of the four areas of activity outlined above and a statement about whether or not the claimed score is agreed.)

Please indicate below whether you think the applicant has met the level associated with the score they are claiming (either by stating y/n or repeating the claimed score)

Research and Scholarship	Yes	Teaching and Learning	Yes
Impact, Outreach and Engagement	Yes	Collegiality, Leadership, Management	Yes

Please provide comments on each of the areas of activity:

Research and Scholarship

Jane has done a great deal of substantial research to inform education practice. She has conducted important research that has responded to a range of significant challenges that academics and students are currently facing. Examples include her work on Lecture Capture and her work on Feedback – these projects respond to declining rates of attendance and feedback that are being experienced across the sector. Her work in this area has resulted in invitations to contribute to the development of educational practice and policy at Warwick and beyond.

Jane’s pedagogical research has also made a significant contribution to ensuring that central values of equality, inclusion and diversity are better realised in the classroom. Her work in this regard has contributed to debates both within the University and externally. An example is her project on culturally responsive teaching.

Overall, the body of research that Jane has conducted is sufficiently significant, wide ranging and influential to merit her self-scored 4.

Teaching and Learning (please have the Teaching Profile available should the Committee wish to see it)

Jane is an experienced, dedicated, and well-liked teacher at WLS. She has contributed to a range of very popular modules, helping students to develop their skills and understanding. This includes subjects that are typically popular, such as Medicine and the Law, as well as those that students often find dry and challenging such as Property Law.

Beyond that, Jane has very wide ranging experience and expertise in the area of teaching, and has received significant recognition for that, as outlined in her application, including for example, a WATE award and a Law Teacher of the Year Finalist for OUP. Her teaching is informed by her substantial research in education as well as her practical experience. Her contribution to education has also resulted in a significant range of high-level appointments to develop teaching practice and to oversee and assess teaching, and to develop, for example, undergraduate research programmes in teaching at a national and international level.

Her overall contribution to teaching is clearly outstanding at a department and institutional level, and she fully merits her self-scored 8.

Impact, Outreach and Engagement

Jane’s work has had significant impact both at Warwick and externally. Her important Say My Name project, for example, has been important in ensuring that standards of equality, diversity and inclusion are better realised across educational settings, but also health care settings. She has engaged with a wide range of stakeholders with significant effect, and her work has been widely reported and discussed in the media at a national and international level.

Her self-score of 5 is warranted by this work.

Collegiality, Leadership, Management

Jane has participated in a significant way both at WLS and in the wider University. She is currently Director of Student Well-Being in the Law School, and although she was only recently appointed to that role has already begun to make a significant contribution to improving well-being provision in the School. Her achievements in the wider University are also impressive, in, for example, the areas of mediation and restorative justice, leading to the training of a wide range of staff and students with practical effect. Her work on active bystanders is also important. Overall, Jane has significant leadership experience and has made an important contribution both in the School and the University, and her self-score of 5 is perhaps at the lower end of what she has achieved.

Signed		Date	30/01/2023
Print Name	Professor Andrew Williams		

To be signed by the member of staff applying for promotion

Signed	Jane Bryan	Date	30/01/23
Print Name	Dr Jane Bryan		

If applicable, please indicate whether you would wish to be considered for promotion to Readership if your application for promotion to Chair does not progress beyond the first stage.

No, I do not wish to be considered for promotion to Reader

Please tick the box to confirm that you agree to your name being published if your application is successful: