

Academic Promotion Application Form – Non 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.

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

Name of Employee	Cecilia Teresa Lanata Briones	Department	Economics
Current Appointment	Teaching Fellow	Level of Promotion applying for?	Senior Teaching Fellow
FTE	100%	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)	n/a		
Please detail any significant periods of leave (e.g. parental, sickness)	n/a		

Special Circumstances (Optional and will only be used to support a case for promotion)

n/a

Please summarise achievements in the following areas of activity:

Research and Scholarship

Minimum threshold requirement for the level of promotion for which you are applying: 2

Score which you believe your experience demonstrates: 4

My research focuses on the production and use of economic statistics. In 2019 my PhD dissertation won the [prize](#) for best thesis in twentieth century Latin American economic history, awarded by the Economic History associations of Argentina, Brazil, Chile, the Caribbean, Colombia, Mexico, Peru, Uruguay, Portugal, and Spain.

My research has been published in Argentine and French journals, in the British journal [Economy and Society](#), and it will be appearing in early 2021 in an issue of [History of Political Economy](#), based in the United States. I have been invited to present at numerous international conferences, such as the World Economic History Congress ([Kyoto, 2015](#)), the Latin American Economic History Conference ([Bariloche, 2012](#); [Santiago, 2019](#)), and at a meetings of the European Social Science History Association ([Vienna, 2014](#); [Belfast, 2018](#)) and of the Society for the Advancement of Socio-Economics ([Lyon, 2017](#); [Amsterdam, 2020](#)). Moreover, I have received invitations to participate in the session on the Great Depression in Latin America

at the upcoming congress of the *Asociación de Historiadores Latinoamericanistas Europeos* (Association of European Historians of Latin America) (Paris, 2021) and in the panel on economic statistics at the upcoming World Economic History Congress (Paris, 2022).

With colleagues from Argentina, Chile, and France I have organised panels on the history of statistics at numerous international events like the Latin American Economic History Conference ([Sao Paulo, 2016](#); [Santiago, 2019](#)) and in gatherings organised by, for example, the European Social Science History Association ([Belfast, 2018](#)) and the European Society for the History of Science ([London, 2018](#)).

In July 2020, I signed a [book contract](#) with Palgrave, to be submitted in the first half of 2021. The edited volume, entitled *Socio-Political Histories of Statistics in Latin America and the Caribbean*, focuses on the production of statistics in Latin America and the Caribbean. Apart from writing the introduction and the bibliographical essay, the volume will include a chapter that I am co-authoring on Latin America's role in the generation of a statistical standard between the nineteenth century and the 1930s. Work in progress concerning the book was going to be discussed at a panel during the Annual Conference of the Society for Latin American Studies in Amsterdam in April 2020, which unfortunately was cancelled due to the COVID pandemic.

Teaching and Learning

Minimum threshold requirement for the level of promotion for which you are applying: 5

Score which you believe your experience demonstrates: 5

I believe that active and engaged students are better, more efficient learners because active learning enhances student participation and interest together with the acquisition of skills and knowledge. In support and feedback classes, where students work through problem sets and/or discuss questions in smaller groups, active learning is a given. However, it is more complicated in lectures, because there is an expectation of content delivery that implies passive learning. Hence, I consider that lectures should combine elements of both passive and active learning.

When I joined Warwick, I was assigned to design and teach the new module EC342-Topics in Economic History. Given my belief regarding the importance of combining active and passive learning in lectures, rather than having two hours of lecture per week I designed an assessed group activity whereby students actively delivered content. After an hour lecture, students presented two required readings (different to the ones presented in the lecture) and developed an activity to challenge their peers' thinking, foster debate, and engage the rest of the class in critical discourse and rational thinking relating to the content delivered during the lecture and the presentation. I wrote a comprehensive guideline for the students to prepare the activity as well as a thorough marking criteria that included a peer-assessment component. The group activity allowed students to self-regulate their learning while generating feedback for me on their understanding of the content. Moreover, as module leader and module lecturer, I coordinated delivery with six colleagues, and supervised, coordinated, and marked the one-hour student group activity, the individual essays, and final exams. The module, with 17 students, was hugely successful. The [module evaluations](#) show a high level of satisfaction overall (4.9 out of 5) and in specific areas, such as engagement (5 out of 5), support (4.8 out of 5), feedback (4.8 out of 5), and organisation (4.9 out of 5). For 2020-2021 31 students have registered so far.

During 2019-2020, I taught support and feedback classes for EC104-The World Economy: History and Theory (3 classes, 17 students per class); EC108-Macroeconomics I (3 classes, 17 students per class); EC204-Economics 2 (5 classes, 13 students on average per class); and EC331-Research in Applied Economics, where I was the dissertation supervisor for 13 students. The module evaluations show high student satisfaction across modules. My [teaching observations](#) are positive.

Since I arrived at Warwick, I have actively engaged in activities to help me improve and re-think my teaching practices. Though I obtained my Higher Education Academy fellowship before arriving to Warwick, I have attended the teaching seminars organised by the Department as well as many of the EconTEaching sessions organised by UCL's Centre for Teaching and Learning in Economics (CTaLE) throughout the spring/summer 2020, the TeachECONference2020 in June 2020 organised by CTaLE, and the session on engaging students and academics with online learning of the 2020 Economics Network Virtual Symposium in June 2020. In July 2020, I attended the teaching webinar organised by the Spanish Economic History Association that discussed best practices to teach economic history online. Between September and October 2020, I undertook the [Economic Network's Early Career Lecturers Training](#). Being tailored to economics and/or economic history, all these sessions and training have given me specific tools and ideas to improve my teaching. Moreover, they were opportunities to discuss ideas with communities of practice relevant to economics and economic history.

Furthermore, over the summer of 2020, I participated in workshops concerning online teaching organised by the Learning Design Consultancy Unit and the Academic Development Unit and in webinars on inclusive teaching, for example the one on Micro-Incivilities and Active bystander (July 2020).

Impact, Outreach and Engagement

Minimum threshold requirement for the level of promotion for which you are applying: 2

Score which you believe your experience demonstrates: 3

I have been involved in several projects and activities that developed relationships with the wider research community, external organisations, and other Universities. The Palgrave book is a co-edited volume with Claudia Daniel (Argentina) and Andres Estefane (Chile) with chapters from colleagues from Latin America and France. The book is an example of impact and outreach with the research community and with a wider set of actors as it is aimed both at academics and at national statistical agencies and professional bodies like the Royal Statistical Society. I helped establish the [UK Network of Latin American Historians](#) which groups UK historians that research and teach Latin American history. Moreover, as a [committee member and Secretary of the History of Statistics Section of the Royal Statistical Society](#), I have organised several events and have been a [discussant](#) at the presentation of the book *Inflation: History and Measurement*. As member of the Argentine Economic History Association, in June 2020 I spoke at the [webinar](#) on the future of economic history organised by the Argentine and Uruguayan Economic History associations. I was also invited to speak at the Rethinking Economics Festival 2020 in front of 250 to 300 people on [decolonising economics](#), and I was interviewed for the [Rethinking Economics Netherlands podcast series](#) on my experience as an academic economist. In October 2019, I attended the annual OWL (Oxford, Warwick, LSE) Economic History workshop.

I have helped the department's recruitment activity on two Offer Holder Open Days in February and March 2020, where prospective candidates visited campus and talked to staff about the Economics degrees and life at Warwick. Moreover, I have contributed to the widening participation scheme of the department when I assisted Lory Barile during her experiment for the [Sutton Trust Summer School](#) which engaged 28 Philosophy, Politics, and Economics stream participants.

Collegiality, Leadership, Management

Minimum threshold requirement for the level of promotion for which you are applying: 2

Score which you believe your experience demonstrates: 4

During the 2019-2020, I actively took part in the activities of the Development and History research group by attending seminars and participating in the Economic History reading group where I led a discussion of a chapter on Gender in Economic History.

Over the summer of 2020, I volunteered to join the Teaching and Learning Delivery team of the Department and was assigned to the sub-group focusing on structure, modes, and content of remote teaching and learning delivery. This sub-group worked to develop e-books for the Department's Teaching Resources and Support Moodle page to assist faculty in their development of online modules for the 2020-2021 academic year. I engaged in the (re)thinking of asynchronous and synchronous lectures as well as group working. I had a leading role in the development of the synchronous e-book. I was also actively involved in the design of the Support and Feedback classes and Moodle as virtual learning environment e-books. After this work, I could help junior and senior colleagues understand how MS-Teams works. Finally, I volunteered to help in the design and content of the Course for Online Learning in Economics. This course, available to all students in the Department, aimed to help their transition into online learning.

Since March 2020 I assist Claudia Rei, Deputy Director of Undergraduate Studies, on managing requests for optional modules by Economics students and for Economics modules by non-economics students. So far, I processed requests from 57 year 2 students following degree regulations and the compliance with pre-requisites.

Since September 2020 I am Year 1 Tutor to 497 students. Year tutors support personal tutors and ensure that all students are supported in their transition of students from school/college to University. The COVID pandemic presented challenges to the role, like supporting the transition of students between in-person and online classes.

Minimum score required	14	Total Score <i>Please add your scores from each of the four areas</i>	16
------------------------	----	--	----

Recommendation from Head of Department (this should include detailed 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	Y	Teaching and Learning	Y
Impact, Outreach and Engagement	Y	Collegiality, Leadership, Management	Y

Please provide comments on each of the areas of activity:

Research and Scholarship

Cecilia obtained her PhD in 2016 and was awarded an international prize for this work. Cecilia has a book contract to be submitted by April 2021 and has also has a number of research publications in English, French and Argentinian journals in the area of economic history. She has presented her work at multiple conferences around the world.

She has a very good network of collaborators and is very well integrated into the economic history research group within the Department attending seminars and meeting with speakers as they come through the Department.

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

Cecilia is a Fellow of the HEA and has attended Economics Network training. Her teaching evaluations from last year (her only year at Warwick) are strong both when she was the module leader for the final year module in Topics in Economic History and also as a lead tutor working with the module leader to coordinate the other class tutors. In EC342 the module was given 5.0 (out of 5.0) for the module was delivered in an engaging way and 4.8 (out of 5.0) for the module was intellectually stimulating, and 4.4 (out of 5.0) for the lecturer was good at explaining things.

Cecilia has taken the initiative by considering how the modules she has been involved with can be developed and improved, building on her experiences at UCL and Queen Mary.

Impact, Outreach and Engagement

Engagement outside and beyond academia is evidenced by Cecilia's collaborations with National Statistics agencies and professional bodies which was needed as part of her book.


Cecilia established the UK network of Latin American historians and is also involved with the Royal Statistical Society as part of the history of statistics work.

Within Warwick Cecilia is involved with the 'Rethinking Economics Festival' podcast series and was involved in the Sutton Trust Summer School and the Department's open days.

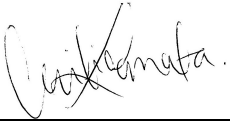
Collegiality, Leadership, Management

Cecilia has been supporting the Deputy Director of Undergraduate Studies in managing requests for optional modules since she came to Warwick. This year she took on the role of year 1 tutor, which is a challenge given the nature of student engagement this academic year and the challenges facing students, particularly year 1 student is adapting to University life.

Over the summer Cecilia played a significant role in developing practical advice and guidance to academic colleagues and GTA on the delivery of synchronous events (lectures and classes). It offered practical advice on the use of technology like tablets, whiteboards to engage with students on the use of quizzes, breakout rooms and other aspects to try and stimulate interaction in a remote environment.

Signed		Date	28/12/2020
Print Name	Jeremy Smith		

To be signed by the member of staff applying for promotion

Signed		Date	15 January 2020
Print Name	Cecilia T. Lanata Briones		

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

Please alert Academic Processes to any changes in your current role.