



Academic Staff Criteria & Career Pathway Framework

Framework Overview

University academic career pathways are designed to provide a clear, structured and transparent set of expectations for staff, taking into account an individual's career profile and pathway.

Evidence of a high level of contribution and attainment is focused in three primary areas:

1. **Research and scholarship;**
2. **Teaching and curriculum leadership;**
3. **University/Academic service and good citizenship.**

The University also specifically recognises that:

- **Knowledge Exchange** is an important aspect of the work of many of the academic staff at all levels and in all career pathways. The University is committed to enhancing the contribution it makes to the wider economy and community by securing sustainable partnerships and networks that deliver mutual opportunities and benefits to society and the economy.
- **University and Academic Service and good citizenship** may be reflected through completion of specific administrative, collegiate or leadership roles, or may be demonstrated through work which is part of research, teaching and curriculum leadership activity.

Equality, Diversity and Inclusion, and Collegiality are vital for everyone in our student and staff population. The University expects that staff will uphold these principles:

Equality, Diversity & Inclusion - The University values the diversity of its people and is committed to promoting equal opportunities and eliminating discrimination. Employees and managers will apply and operate this guidance fairly and in doing so ensure that there is no discrimination on the grounds of any protected characteristic (to include but not necessarily limited to: gender, race, disability, age, religious or political belief, parental status, transgender, sexual orientation or marital status).

Collegiality – The University expects that all staff will positively contribute to fostering a collegial environment, recognising that 'how' we approach our work and each other is as important as 'what' we do and each of us should embrace the University's values whilst also ensuring that academic freedom continues to be respected.

Academic careers are considered under one of three *career pathways*. Each of the areas of contribution may be represented to a different extent dependent on the focus of an individual's role, as well as their *career pathway*. Pathways will normally be reflected in a formal agreement of role responsibilities, and should be recognised through a formal record. Any promotion application that includes a change of career pathway requires approval by the Head of School and Faculty PVC. This may involve a formal change of contract.

The three pathways for the research and teaching job family are:

- Teaching and Curriculum leadership pathway – levels 4, 5, 6 and 7
- Research and Teaching pathway – levels 5, 6 and 7
- Research pathway – levels 4, 5, 6 and 7.

This academic career framework describes the criteria expected for staff working at level 7. For each level, three types of information are provided:

1. **Career Pathway Summary by level** – a summary of expectations by career pathway.
2. **Expectations by staff level** – a summary of expectations which it is normally expected that an academic staff member would meet within the relevant career pathway.



3. **Indicative Examples of Further Contribution by staff level** – a non-exhaustive set of indicative examples that may support core area expectations for academic staff seeking promotion to a staff level. There is no expectation that all, or any specific number of these examples will be required to be evidenced. Equally examples may be used that are not included within this framework.

Please note:

- *This framework has been designed to assist in the qualitative assessment of contribution while allowing the necessary flexibility for roles with differing degrees of emphasis on research, teaching, scholarship and University & academic service, and good citizenship.*
- *This framework will be updated further to reference any additions to the University Strategy.*
- *The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of a publication as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.*
- *Reference to ‘Department’ level refers to the Faculty of Engineering, in other Faculties reference is to ‘School’ level.*

Level 7 – Band A

(Minimum expectations for promotion to Professor)

Level Summary

- A positive contribution to fostering the collegial environment and leadership within the School/Department and Faculty.
- A substantial and growing national and international reputation for the development of teaching and curriculum leadership and/or a track record of research excellence within their discipline with demonstrable impact within and outside of the institution.

Career Pathway Summary

Teaching & Curriculum Leadership Pathway	Research & Teaching Pathway	Research Pathway
Individuals with a teaching emphasis at this level will demonstrate sustained and high-quality achievements in both teaching and curriculum leadership, normally supported by a relevant PhD, PGCHE and at least Senior Fellowship of Advance HE (formerly HEA) and extensive professional success and achievements.	Individuals with a research and teaching emphasis at this level will demonstrate sustained achievement at an internationally recognised level of excellence in research linked to clear evidence of the impact of that research through the exchange of knowledge developed from it. In addition to this, they will have extensive and high level teaching experience, normally supported by a relevant PhD, PGCHE and at least Fellowship of Advance HE (formerly HEA).	Individuals with a research emphasis at this level will demonstrate sustained achievement at an internationally recognised level of excellence in research linked to clear evidence of the impact of that research through the exchange of knowledge developed from it, supported by a relevant PhD and extensive professional success and achievements.
Promotion to this level will mean the individual will have a substantial national and growing international reputation for	Promotion to this level will mean the individual will have a substantial international reputation for the development of research	Promotion to this level will mean the individual has a substantial international reputation for the



teaching excellence and leadership of curriculum within the discipline, with clear evidence of impact within and outside of the institution.	excellence and evidence of teaching and learning excellence within the discipline.	development of research excellence within the discipline.
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Core Expectations

University and Academic Service and Good Citizenship

Examples (including output/result/impact) should be provided when evidencing the criteria below.

All University of Nottingham Professors are leaders within our academic community. Their positive impact is expected to reach beyond personal outputs at this level.

- Sustained research/teaching leadership both within the institution and in the wider research/teaching community, taking account of the University's Strategy and demonstrating impact.
- Leadership in the professional development of others via a demonstrable record of supporting/mentoring junior staff and peer support, including for early career staff.
- Evidence of participating in continuous professional development¹.
- Leadership in terms of responsibility, commitment of time, and/or line management.

Career Pathway Specific Expectations

Teaching & Curriculum Leadership Pathway	Research & Teaching Pathway	Research Pathway
<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback and other contextual indicators²; peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback and other contextual indicators²; peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 4 outputs in the most recent 6-year period which are likely to achieve rating 4* (using REF criteria). A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided³.

¹ Examples may include: training/development events, attending conferences and self-directed professional development.

² Indicators would include being a recipient of a Lord Dearing Award (internal), recognition through Advance HR fellowships (external)

³ Please note that target numbers of publications given here represent the minimum expected, and that expectations may be higher in some subject areas. Numbers may also vary depending on full time equivalent status/periods of absence from work.



<ul style="list-style-type: none"> • Success in obtaining external funding (where available) and/or national recognition for critical inquiry into higher education curriculum, pedagogy and student experience. 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 4 outputs in the most recent 6-year period including some which are likely to achieve rating 4* (using REF criteria) and with none of these four outputs below 3*. A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided. 	<ul style="list-style-type: none"> • Sustained external research income commensurate with the level/discipline group. Evidence of being lead/principal investigator on substantial grants will normally be expected at this level.
<ul style="list-style-type: none"> • A sustained and effective record of impact from effective strategic leadership of academic practice/ development (subject pedagogy, innovative approaches) leading to the development and implementation of high-quality student learning experiences. 	<ul style="list-style-type: none"> • Sustained external research income commensurate with the level/discipline group. Evidence of being lead/principal investigator on substantial grants will normally be expected at this level. 	<ul style="list-style-type: none"> • Sustained record of successful completed PGR supervision, in line with the expectations of the role.
<ul style="list-style-type: none"> • Sustained record of high quality outputs to include a minimum of 4 outputs, from both within and beyond the institution, in the most recent 6 year period which are significant (as evidenced by peer review) e.g. textbook chapters, articles in journals relevant to the discipline or its teaching and e-learning software; other forms of externally recognised professional practice or creative output of a standing equivalent to regular publication of original research; outputs to have influenced the practice of teaching or improved the student experience within the subject area⁴. 	<ul style="list-style-type: none"> • Sustained record of successful completed PGR supervision, in line with the expectations of the role. 	<ul style="list-style-type: none"> • Sustained performance of academic administrative duties, either within or on behalf of the subject/school and evidence of impact from these activities.



Indicative Examples of Further Contribution

All University of Nottingham Professors are leaders within our academic community. Their positive impact is expected to reach beyond personal outputs at this level. Examples of indicative contributions include:

Research & Scholarship

- Evidence of active membership of teams responsible for delivering research and/or innovation, including mentorship of more junior collaborators.
- Individual or joint leadership of significant collaborative research activities involving multiple disciplines/teams/institutions/team science.
- Leadership in organisation of prestigious international research conferences and events.
- Member of an editorial board.
- Reviewer for national and international research bodies.

Teaching & Curriculum Leadership

- A track record of leading workshops and seminars in curriculum, pedagogy and academic policy for national bodies such as Advance HE, QAA, JISC, Office for Students.
- Established scholar as evidenced by contributions to the advancement of knowledge and understanding and its creative or professional application in the fields of pedagogy and curriculum development at a national or international level.
- National Teaching Fellow or equivalent.
- Sustained record of successful completed PGR supervision, in line with the expectations of the role.

University/Academic Service and Good Citizenship

- A record of invited talks at international conferences/events and UK/international Higher Education Institutions.
- A sustained record of activity that enhances public understanding of and engagement with knowledge and research, contributing to well-informed public debate.
- A sustained record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies, other higher education institutions or professional bodies.
- A sustained track record of success in knowledge creation and exchange, illustrated by research and teaching contracts, IP commercialisation and/or consultancy.
- Active membership of national bodies with responsibilities for shaping the future of the discipline.
- External examining at UG and/or PG Level (PGT/PGR).
- Evidence of mentoring/being a positive role model.
- Leadership of School/Department (subject discipline) committee.
- Membership/leadership of Faculty/University committees.
- Membership of subject review panels at other universities.
- National or International profile in leadership of collegiate activities in support of staff and/or student communities (e.g. staff/student networks, specialist support for targeted student groups, engagement in activities in support of equality, diversity and inclusion).
- Significant contribution to the University's international profile via evidence of engagement with the Global Engagement Strategy.

Level 7 – Band B

Level Summary – The career band for many Professors, the band in which most members of the professoriate will be situated. Individuals will be consistently demonstrating high levels of personal contribution in all areas of professorial life at the University:

- Substantial contribution to fostering the collegial environment and to leadership within the School, Department, Faculty & University, demonstrating impact.



- Role holders at this level are professors with a high level of contribution and with a widely acknowledged international reputation in their field of study. They will have an international and well-established record in their chosen field with a sustained record of significant academic achievement.

Core Expectations:

University and Academic Service, and Good Citizenship

Examples (including output/result/impact) should be provided when evidencing the below criteria.

All UoN professors are leaders within our academic community. Their positive impact is expected to reach beyond personal outputs at this level. Example expectations include:

- Substantial contribution to the development, mentoring and career development of significant numbers of colleagues, researchers and students.
- Evidence of outputs/activities relating to University citizenship and demonstrable impact of these activities/outputs.
- Significant leadership in terms of responsibility, commitment of time, and/or line management.

Career Pathway Specific Expectations

Teaching & Curriculum Leadership Pathway	Research & Teaching Pathway	Research Pathway
<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback and other contextual indicators³; peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback (and other contextual indicators³; peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 4 outputs in the most recent 6-year period which are likely to achieve rating 4* (using REF criteria). A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided⁴.
<ul style="list-style-type: none"> • Sustained record of high quality outputs to include a minimum of 4 outputs, from both within and beyond the institution, in the most recent 6 year period which are significant (as evidenced by peer review) e.g. textbook chapters, articles in journals relevant to the discipline or its teaching and e-learning 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 4 outputs in the most recent 6-year period including some which are likely to achieve rating 4* (using REF criteria) and with none of these four outputs 	<ul style="list-style-type: none"> • Sustained external research income commensurate with the level/discipline group. Evidence of PI responsibility or equivalent research leadership on internationally recognised portfolio of grants (e.g. RCUK, EU, industry).

³ Indicators would include being a recipient of a Lord Dearing Award (internal), recognition through Advanced HE fellowships (external)

⁴ Please note that target numbers of publications given here represent the minimum expected, and that expectations may be higher in some subject areas. Numbers may also vary depending on full time equivalent status/periods of absence from work.



<p>software; other forms of externally recognised professional practice or creative output of a standing equivalent to regular publication of original research; outputs to have influenced the practice of teaching or improved the student experience within the subject area.</p>	<p>below 3*. A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided.⁴</p>	
<ul style="list-style-type: none"> • A sustained and effective record of impact from effective strategic leadership of academic practice/ development (subject pedagogy, innovative approaches) leading to the development and implementation of high-quality student learning experiences. 	<ul style="list-style-type: none"> • Sustained external research income commensurate with the level/discipline group. Evidence of PI responsibility on internationally recognised portfolio of grants (e.g. RCUK, EU, industry, charities). 	<ul style="list-style-type: none"> • Sustained record of successful completed PGR supervision, in line with the expectations of the role.
<ul style="list-style-type: none"> • An outstanding national/international reputation as a teaching specialist, making a sustained and high-quality contribution/impact to scholarly activity (including where relevant the development of specialist clinical training programmes) with widely recognised excellence in a specialist subject field among peers. 	<ul style="list-style-type: none"> • Sustained record of successful completed PGR supervision, in line with the expectations of the role. 	<ul style="list-style-type: none"> • Sustained performance of academic administrative duties, either within or on behalf of the subject/school and evidence of impact from these activities.
<ul style="list-style-type: none"> • Success in obtaining substantial external funding leading to national recognition for critical inquiry into higher education curriculum, pedagogy and student experience. 	<ul style="list-style-type: none"> • Significant engagement with industry or other end-users of research, internally and externally. 	<ul style="list-style-type: none"> • Significant engagement with industry or other end-users of research, internally and externally.



Indicative Examples of Further Contribution

Research & Scholarship

- Contributing to a major initiative in the growth of PGR numbers resulting in new income streams.
- Editorship of internationally eminent journals.
- High level association with an internationally prestigious University.
- International visiting Professorships.
- Invitations to deliver distinguished named lectures/lecture series (ideally leading to publication).
- Invitations to deliver master classes or workshops and top-echelon participation at an international or prestigious national level.
- Significant awards or prizes from international bodies in recognition of research excellence.

Teaching & Curriculum Leadership

- Contributing to a major initiative in the growth of UG and/or PGT numbers resulting in new income streams.
- Evidence of significant promotion of the university's strategic aims with regard to education and active involvement in the development and achievement of the education and student experience strategy within the Faculty/University.
- Established and widely recognised excellence of reputation as a teaching specialist and/or in the specialist subject areas among peers internationally.
- Leading a major Faculty/University initiative in the growth of UG or PGT numbers resulting in new income streams.
- Leadership of significant teaching, curriculum and student experience related initiatives at Faculty/University level addressing key strategic priorities such as retention, graduate attributes, improving assessment, TEF, NSS and APP.
- Member of an editorial board of an internationally eminent journal in the field of educational policy or practice (both generic and discipline specific).
- Significant awards or prizes from international bodies in recognition of teaching excellence.

University/Academic Service and Good Citizenship

- Achieving recognition both personally and for the University, through leadership of high-prestige collaborations of international significance with public, private and/or third-sector partners.
- A sustained collaboration with external partner(s), evidenced by contract, licence, consultancy or income (including provision of services, co-production, co-authorship).
- A strong and sustained track record of success in knowledge creation and exchange, illustrated by research and teaching contracts, IP commercialisation and/or consultancy.
- Elected executive membership of distinguished learned societies.
- Membership of education or training committees of professional institutions and/or public bodies.
- Membership of senior University Committees, contributing to strategic planning at a University level.
- Plenary/keynote talks at major international conferences.
- Principal Fellowships of subject/discipline specific society.
- Significant contribution to the development of policy at School/Department and/or Faculty Level.



Level 7 – Band C

Level Summary – This level will be achieved and sustained by a limited number of UoN Professors whose academic distinction means they are likely to be a world leader in their field of study.

- Outstanding contribution to fostering the collegial environment, and to leadership within the Department, Faculty, University and/or Discipline demonstrating impact.
- Professors of outstanding academic distinction with an established reputation for academic excellence at an international level who are recognised for their contribution in shaping their field of study.

Core Expectations:

University and Academic Service, and Good Citizenship

Examples (including output/result/impact) should be provided when evidencing the below criteria.

All UoN professors are leaders within our academic community. Their positive impact is expected to reach beyond personal outputs at this level, example expectations include:

- Outputs which demonstrably contribute in shaping an academic discipline and which clearly evidence institutional or external impact.
- Influencing and shaping strategic plans to meet the current and future needs of the University, including a significant impact on the direction, objectives and results of the Department/School/Faculty/University.
- Significant leadership in terms of responsibility, commitment of time, and/or line management.

Career Pathway Specific Expectations

Teaching & Curriculum Leadership Pathway	Research & Teaching Pathway	Research Pathway
<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback and other contextual indicators⁵); peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback and other contextual indicators⁵); peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 6 outputs in the most recent 6-year period all of which are likely to achieve rating 4* (using REF criteria). A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided.⁷

⁵ Indicators would include being a recipient of a Lord Dearing Award (internal), recognition through Advanced HE (external)

⁶ For staff on contracts that mean they are ineligible for REF, contribution to recruitment may be the main income generating and institutional-esteem raising activity.

⁷ Please note that target numbers of publications given here represent the minimum expected, and that expectations may be higher in some subject areas. Numbers may also vary depending on full time equivalent status/periods of absence from work.



<ul style="list-style-type: none"> • Sustained record of high quality outputs to include a minimum of 4 outputs, from both within and beyond the institution, in the most recent 6 year period which are significant (as evidenced by peer review) e.g. textbook chapters, articles in journals relevant to the discipline or its teaching and e-learning software; other forms of externally recognised professional practice or creative output of a standing equivalent to regular publication of original research; outputs to have influenced the practice of teaching or improved the student experience within the subject area⁶. 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 4 outputs in the most recent 6-year period all of which are likely to achieve rating 4* (using REF criteria). A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided.⁷ 	<ul style="list-style-type: none"> • Research income supporting activity that shapes the subject, with evidence over the career that exceeds the norms for your discipline or sub discipline (disciplinary norms will be determined and reviewed by Schools/ Departments drawing on data relating to the discipline or sub discipline). Evidence of PI responsibility or equivalent research leadership on internationally recognised portfolio of grants (e.g. RCUK, EU, industry).
<ul style="list-style-type: none"> • A sustained and effective record of impact from effective strategic leadership of academic practice/ development (subject pedagogy, innovative approaches) leading to the development and implementation of high quality student learning experiences. 	<ul style="list-style-type: none"> • Research income, with evidence over the career that exceeds the norms for your discipline or sub discipline (disciplinary norms will be determined and reviewed by Schools/Departments drawing on data relating to the discipline or sub discipline). Evidence of PI responsibility on internationally recognised portfolio of grants (e.g. RCUK, EU, industry, charities). 	<ul style="list-style-type: none"> • Sustained performance of academic administrative duties, either within or on behalf of the subject/school and evidence of impact from these activities.
<ul style="list-style-type: none"> • An outstanding international reputation as a teaching specialist, making a sustained and high quality contribution to scholarly activity (including where relevant the development of specialist clinical training programmes) with widely recognised excellence in a specialist subject field among peers. 	<ul style="list-style-type: none"> • Significant engagement with industry or other end-users of research with demonstrable outcomes evidenced. 	<ul style="list-style-type: none"> • Significant engagement with industry or other end-users of research with demonstrable outcomes evidenced.



<ul style="list-style-type: none"> Leading programme review and development which has had a substantial and sustained positive impact on the recruitment, retention, progress, completion and employability outcomes of students at an institutional level. 	<ul style="list-style-type: none"> Evidence of supporting a substantial number of externally funded post-doctoral researchers (typically at least one each year as primary supervisor, although expectation may be adjusted dependent upon disciplinary norms). 	<ul style="list-style-type: none"> Evidence of supporting a substantial number of externally funded post-doctoral researchers (typically at least one each year as primary supervisor, although expectations may be adjusted dependent upon disciplinary norms).
<ul style="list-style-type: none"> Sustained success in obtaining substantial external funding for critical inquiry into higher education curriculum and pedagogy. 		
<ul style="list-style-type: none"> Demonstration of impact upon teaching practice at an institutional and national level which may include the leadership, co-ordination and delivery of scholarly activity/projects through the management of collaborative partnerships with other bodies. 		

Indicative Examples of Further Contribution

Research & Scholarship

- Evidence of agenda setting in research through participation/advisory roles in professional or government bodies.
- Chairing of major external research committees.
- Delivery of distinguished named lectures/lecture series.
- Management of research centres of national/international importance.
- Receipt of senior Research Fellowships awarded by funding bodies or learned societies, as appropriate to the discipline, or similar fellowships competitively awarded.
- Research-based leadership of evidenced policy change.
- Senior Visiting Position at research intensive universities with a high international standing.
- Successful commercialisation of research outputs.

Teaching & Curriculum Leadership

- Evidence of agenda setting in teaching through participation/advisory roles in professional or government bodies.
- Leadership of national or international teaching, curriculum and student experience agendas.
- Significant awards / prizes from international bodies in recognition of teaching excellence.
- Sustained record in leading teaching developments at School, Faculty or University level.

University/Academic Service and Good Citizenship

- A strong and sustained track record of success in knowledge creation and exchange, illustrated by research and teaching contracts, IP commercialisation and/or consultancy.



- Achievement of economic and/or social impacts of international significance.
- Chairing of significant regional/national organisations, charitable boards, governing bodies or trusts.
- Chair of editorial board of high impact (upper quartile) journal(s).
- Chairing of significant regional/national organisations, charitable boards, governing bodies or trusts.
- Expertise in significant demand from international partners within and beyond academia, influencing policy and/or driving innovation.
- Initiating and leading complex inter-disciplinary large-scale projects across institutions and national boundaries.
- Leadership/management responsibilities that positively impact the future of the relevant discipline at Faculty or University level.
- Leadership of world-renowned centres or institutes.
- Leading national/international inquiries.
- Member of an RCUK Council (or equivalent).
- Principal Fellowships of subject/discipline specific society.
- Recognised position of leadership at national level in discipline, as evidenced by activities such as advising a major funding council.

Level 7 – Band D

Level Summary – This level will be achieved and sustained by relatively few UoN Professors who are preeminent in their field throughout the world.

- Outstanding and sustained contribution to fostering the collegial environment, and to leadership within the Department, Faculty, University and/or Discipline demonstrating impact.
- The highest level of Professor, exceptional and sustained academic achievement and internationally recognised as a leader in their field. Professors who bring significant ongoing prestige to the University, which may include iconic appointments.

Core Expectations:

University and Academic Service, and Good Citizenship

Examples (including output/result/impact) should be provided when evidencing the below criteria.

All UoN professors are leaders within our academic community. Their positive impact is expected to reach beyond personal outputs at this level, example expectations include:

- Outputs which shape an academic discipline, and which clearly evidence both institutional and external impact.
- Influencing and shaping resources to meet the current and future needs of the University, including a significant impact on the direction, strategy, objectives and results of the Faculty/University.
- Substantial leadership in terms of responsibility, commitment of time, and/or line management.

Career Pathway Specific Expectations

Teaching & Curriculum
Leadership Pathway

Research & Teaching
Pathway

Research Pathway



<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback and other contextual indicators⁸); peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • Excellent standard of teaching performance at various levels, for example, UG & PG (which may include continuous professional development provision) as judged by: student feedback of teaching, and other contextual indicators⁸); peer review and/or internal and external awards. 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 6 outputs in the most recent 6-year period all of which are likely to achieve rating 4* (using REF criteria). A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided.⁹
<ul style="list-style-type: none"> • A sustained and effective record of impact from effective strategic leadership of academic practice/ development (subject pedagogy, innovative approaches) leading to the development and implementation of high-quality student learning experiences. 	<ul style="list-style-type: none"> • A sustained record of scholarly output of international excellence over career to date, which includes a significant contribution to a minimum of 4 outputs in the most recent 6-year period all of which are likely to achieve rating 4* (using REF criteria). A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided⁹. 	<ul style="list-style-type: none"> • Sustained performance of academic administrative duties, either within or on behalf of the subject/school and evidence of impact from these activities.
<ul style="list-style-type: none"> • Sustained record of high quality outputs to include a minimum of 4 outputs, from both within and beyond the institution, in the most recent 6 year period which are significant (as evidenced by peer review) e.g. textbook chapters, articles in journals relevant to the discipline or its teaching and e-learning software; other forms of externally recognised professional practice or creative output of a standing equivalent to regular 	<ul style="list-style-type: none"> • Evidence of supporting a substantial number of externally funded post-doctoral researchers (typically at least one each year as primary supervisor, although expectation may be adjusted dependent upon disciplinary norms). 	<ul style="list-style-type: none"> • Evidence of supporting a substantial number of externally funded post-doctoral researchers (typically at least one each year as primary supervisor, although expectations may be adjusted dependent upon disciplinary norms).

⁸ Indicators would include being a recipient of a Lord Dearing Award (internal), recognition through Advanced HE fellowships (external)

⁹ Please note that target numbers of publications given here represent the minimum expected, and that expectations may be higher in some subject areas. Numbers may also vary depending on full time equivalent status/periods of absence from work.



<p>publication of original research; outputs to have influenced the practice of teaching or improved the student experience within the subject area¹⁰.</p>		
<ul style="list-style-type: none"> • Sustained success in obtaining substantial external funding for critical inquiry into higher education curriculum and pedagogy. 	<ul style="list-style-type: none"> • Research income, with evidence over the career that significantly exceeds the norms for your discipline or sub discipline (disciplinary norms will be determined and reviewed by Schools/ Departments drawing on data relating to the discipline or sub discipline). Sustained evidence of PI responsibility on an internationally leading portfolio of grants including funding for a substantial number of post-doctoral researchers (i.e. RCUK, EU). 	<ul style="list-style-type: none"> • Research income, with evidence over the career that significantly exceeds the norms for your discipline or sub discipline (disciplinary norms will be determined and reviewed by Schools/ Departments drawing on data relating to the discipline or sub discipline). Sustained evidence of PI responsibility or equivalent research leadership on an internationally leading portfolio of grants including funding for a substantial number of post-doctoral researchers (i.e. RCUK, EU).
<ul style="list-style-type: none"> • Internationally renowned as a teaching specialist, making a sustained and high-quality contribution to scholarly activity (including where relevant the development of specialist clinical training programmes) with widely recognised international leadership in a specialist subject field among peers. 	<ul style="list-style-type: none"> • Significant and sustained engagement with industry or other internal/external end-users of research with demonstrable and substantial outcomes evidenced. 	<ul style="list-style-type: none"> • Significant and sustained engagement with industry or other internal/external end-users of research with demonstrable and substantial outcomes evidenced.
<ul style="list-style-type: none"> • Demonstration of impact upon teaching practice at an institutional and international level which includes leadership, co-ordination and delivery of scholarly activity/projects through the management of collaborative partnerships with other bodies. 		



<ul style="list-style-type: none"> Leading programme review and development which has had a substantial and sustained positive impact on the recruitment, retention, progress, completion and employability outcomes of students at an institutional level and beyond. 		
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Indicative Examples of Further Contribution

<p>Research & Scholarship</p> <ul style="list-style-type: none"> Achievement of internationally celebrated research awards and iconic appointments. Attainment of celebrated international awards/prizes. Election to the most prestigious scholarly societies (e.g. British Academy, Royal Academy of Engineering, Royal Society). Leadership of research centres of international importance. <p>Teaching & Curriculum Leadership</p> <ul style="list-style-type: none"> Achievement of internationally celebrated teaching awards. Leading externally commissioned reviews which shape the discipline internationally. <p>University/Academic Service and Good Citizenship</p> <ul style="list-style-type: none"> Chairing or leading senior University Committees, significantly contributing to strategic planning at a University level. Chairing specific committees/panels (e.g. REF Unit of Assessment/TEF panels or equivalent). Extensive experience of advising governmental and non-governmental agencies on higher education policy. Leadership of the development of policy or research at a national level.
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