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

Academic promotions consider evidence of a high level of contribution and attainment in three primary areas:

1. Research and scholarship;
2. Teaching and learning;
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 learning activity.

Equality, Diversity and Inclusion, and Collegiality are vital for everyone in our student and staff population. The University expects that staff being considered for promotion 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 and promotions 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 Learning 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 levels 4, 5, 6 or 7, and applying for promotion to levels 5, 6 or 7. For each level, three types of information are provided:

1. **Career Pathway Summary by staff level** – a summary of expectations by career pathway. For level 5, 6 and 7, information is included to demonstrate the expectations for promotion to this level.

2. **Core Area 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.*

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**Level 5**

**Level Summary** - Individuals at this level will have extensive experience within their subject/discipline, normally supported by a PhD and/or Higher Education teaching qualification. Additionally, individuals will have an emerging national reputation in their field.

<table>
<thead>
<tr>
<th>Career Pathway Summary</th>
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<tbody>
<tr>
<td><strong>Teaching &amp; Learning Pathway</strong></td>
</tr>
<tr>
<td>Individuals with a teaching emphasis at this level will have a high level of teaching experience, normally supported by a relevant PhD, PGCHE (or equivalent HE teaching qualification) and/or significant professional success and achievements.</td>
</tr>
</tbody>
</table>
### Core Expectations

**University and Academic Service and Good Citizenship**

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

- Sustained contribution to academic administrative duties, either within or on behalf of the Subject/School/Department.
- Successful and sustained involvement/service within the wider subject community (e.g. widening participation, committee service, student guidance/pastoral care and/or engagement in the professional arena outside the University).
- Providing guidance, advice and mentoring to junior colleagues and/or support staff.
- Evidence of participating in continuous professional development (CPD).

### Career Pathway Specific Expectations

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Pathway</th>
<th>Research &amp; Teaching Pathway</th>
<th>Research Pathway</th>
</tr>
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<tbody>
<tr>
<td>• Excellent standard of teaching performance at various levels, for example, UG &amp; PG (which may include continuous professional development provision) as judged by: student feedback (including student evaluation of teaching, student evaluation of module (SET and SEM) and other contextual indicators(^1)); peer review and/or internal and external awards.</td>
<td>• Excellent standard of teaching performance at various levels, for example, UG &amp; PG (which may include continuous professional development provision) as judged by: student feedback (including student evaluation of teaching, student evaluation of module (SET and SEM) and other contextual indicators(^3)); peer review and/or internal and external awards.</td>
<td>• Published research which demonstrates an upward trajectory in terms of research quality at an internationally excellent standard. A scholarly output which includes a significant contribution to a minimum of 4 publications in the most recent 6 year period likely to achieve an average rating of 3(^*) or above (using REF criteria). A substantial monograph of similar quality may substitute for two publications. Reference to contribution to Impact Case Studies may also be provided(^4).</td>
</tr>
</tbody>
</table>

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\(^1\) Please refer to the Evidence of Teaching & Learning Guidelines

\(^4\) Please note that target numbers of publications given here represent the minimum expected, and that normal expectations may be higher in some subject areas. Numbers may also vary depending on full time equivalent status/periods of absence from work.
supporting significant teaching & learning developments beyond own modules.  
- Evidence of an enhancement-based approach to teaching, supporting student learning and/or assessment.

| standard. A scholarly output which includes a significant contribution to a minimum of 4 publications in the most recent 6 year period with two at 3* and none of these below 2* (using REF criteria). A substantial monograph of similar quality may substitute for two publications. Reference to contribution to Impact Case Studies may also be provided.²  
- External research income commensurate with the level/discipline group.  
- Involvement in PGR and research supervision in line with expectations of the role.  
| Evidence of independent research development including successful authorship of highly rated grant (e.g. e.g. RCUK/EU) applications.  
| External research income commensurate with the level/discipline group.  
| Involvement in PGR and research supervision in line with expectations of the role. |

### Indicative Examples of Further Contribution

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

#### Research & Scholarship

- Engagement in peer review of publications/grants.  
- Effective research collaborations with industry and/or public sector organisations outside the HE Sector.  
- Lead supervision of project students as appropriate (e.g. final year UG, PGT).  
- Developing specialist teaching activities based on research for UG/PG students and/or industry.

#### Teaching & Learning

- Application of an enhancement-based approach to teaching, supporting student learning or assessment e.g. use of inquiry based approaches, effective assessment procedures.  
- Contribution to the teaching and learning policy/strategy/practice in the Department/School.  
- Contribution to wider module/course development and curriculum design.  
- Innovation including effective use of technology in curriculum development e.g. to promote retention, enhance employability, develop graduate attributes.  
- Evidence of high quality outputs related to teaching activity, module/course/programme design and development (e.g. production of teaching materials, software, videos, workbooks or publishing relevant articles).

² Please note that target numbers of publications given here represent the minimum expected, and that normal expectations may be higher in some subject areas. Numbers may also vary depending on full time equivalent status/periods of absence from work.
University/Academic Service and Good Citizenship

- Contribution to the planning, design and development of objectives and materials for innovative degree programmes that contribute to the growth of student numbers and/or new income streams.
- Contribution to the University's international profile via engagement with the Global Engagement Strategy.
- Success in obtaining external funding for development of teaching/learning/assessment, and/or collaboration in and/or support of significant research projects either in the subject discipline or in teaching related research.
- Contribution to knowledge exchange by collaboration on and development of original activities with colleagues outside the University, locally or nationally, with professions or professional bodies, business or other stakeholders.
- Evidence of commercialisation of intellectual property derived from scholarly work and active involvement in a University spin out company.
- Invited talks at national conferences/events and UK Higher Education Institutions.
- Contribution to 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).