



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 teaching excellence and	Promotion to this level will mean the individual will have a substantial international reputation for the development of research excellence and evidence of	Promotion to this level will mean the individual has a substantial international reputation for the development of research excellence within the discipline.



leadership of curriculum within the discipline, with clear evidence of impact within and outside of the institution.	teaching and learning 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.

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 (including student evaluation of teaching, student evaluation of module (SET and SEM) and other contextual indicators²); peer review and/or internal and external awards. • Success in obtaining external funding (where available) and/or national recognition for critical inquiry into higher education curriculum, pedagogy and student experience. • A sustained and effective record of impact from effective strategic leadership of academic practice/development (subject 	<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 (including student evaluation of teaching, student evaluation of module (SET and SEM) and other contextual indicators²); peer review and/or internal and external awards. • 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 	<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. • 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. • Sustained record of successful completed PGR supervision, in line with the expectations of the role.

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.



<p>pedagogy, innovative approaches) leading to the development and implementation of high quality student learning experiences.</p> <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. 	<p>monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided.⁵</p> <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. • 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.
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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.

⁴ 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.

⁵ 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.



- 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 (eg 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.