# **Academic Promotion Criteria**

# **Research**

## **Framework Overview**

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**, **attainment** and **impact** in three primary areas:

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

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 (Research and Teaching, Teaching and Curriculum Leadership and Research)*.* 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.

A non-exhaustive set of indicative examples of evidence to support an application that may be helpful to applicants can be found separately in the [Indicative Examples of Meeting the Academic Promotion Criteria](https://www.nottingham.ac.uk/hr/guidesandsupport/promotionandregrading/promotion/documents/2023/indicative-examples-of-meeting-the-academic-promotion-criteria.docx) document. 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 document.

**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. Click the link to find more information on [DORA](https://sfdora.org).
* The documents referenced in this criteria can all be found on the [Academic Promotion web pages](https://www.nottingham.ac.uk/hr/guidesandsupport/promotionandregrading/promotion/index.aspx).

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| **Research career pathway summary** | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A** **(Minimum expectations for promotion to Professor)** |
| Individuals with a research emphasis at this level will have experience within their subject/discipline, normally supported by a relevant PhD or the equivalent in professional qualifications and experience. | Individuals with a research emphasis at this level will have a high level of research experience, normally supported by a relevant PhD and/or significant professional success and achievements. | Individuals with a research emphasis at this level will demonstrate sustained achievement at a nationally recognised level of excellence in research linked to clear evidence of the impact of that research, normally supported by a relevant PhD and extensive professional success and achievements. | 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 can demonstrate recognition for their development of research excellence within the discipline. | **Promotion to this level** will mean the individual has a substantial national and growing international reputation for the development of research excellence within the discipline. | **Promotion to this level** will mean the individual has a substantial international reputation for the 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. | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A**  **(Minimum expectations for promotion to Professor)** |
| * Effective performance of academic administrative duties, either within or on behalf of the subject. | * Sustained contribution to academic administrative duties, either within or on behalf of the Subject/School/ Department. | * Sustained delivery of projects/tasks, which improve School/Department performance as evidenced by e.g., student recruitment/widening participation activities or partnership development. | * All University of Nottingham Professors are leaders within our academic community. Their positive impact is expected to reach beyond personal outputs at this level. |
| * Successful involvement/ service within the subject community. | 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). | * Successful and sustained involvement/service within the wider subject community (e.g. external examining, committee service with learned bodies, major contribution to Subject/School/Faculty strategic planning or policy development.) | * Successful and sustained teaching leadership both within the institution and in the wider research/teaching community, taking account of the University’s Strategy and demonstrating impact. |
| * Providing advice and guidance to junior colleagues and/or support staff where such opportunities exist. | * Providing guidance, advice and mentoring to junior colleagues and/or support staff. | * Taking a leadership role in the professional development of others via mentoring/ management of staff including those within early career. | * 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 promoting the reputation of the University locally and globally e.g. knowledge exchange, public engagement, | * Evidence of promoting the reputation of the University locally and globally and/or maximising the external impact of University activities, e.g. knowledge exchange, public engagement, commercialisation of IP, technology transfer et | * Evidence of promoting the reputation of the University locally and globally and/or maximising the external impact of University activities, e.g. knowledge exchange, public engagement, commercialisation of IP, technology transfer etc. | * Evidence of promoting the reputation of the University locally and globally and/or maximising the external impact of University activities, e.g. knowledge exchange, public engagement, commercialisation of IP, technology transfer etc. |
| * Clear demonstration of actions and behaviours in line with the University [values](https://www.nottingham.ac.uk/strategy/values.aspx). | * Clear demonstration of actions and behaviours in line with the University [values](https://www.nottingham.ac.uk/strategy/values.aspx). | * Clear demonstration of actions and behaviours in line with the University [values](https://www.nottingham.ac.uk/strategy/values.aspx). | * Clear demonstration of actions and behaviours in line with the University [values](https://www.nottingham.ac.uk/strategy/values.aspx). |
| * Evidence of driving the advancement of the University's equality, diversity and inclusion agenda. | * Evidence of driving the advancement of the University's equality, diversity and inclusion agenda. | * Evidence of driving the advancement of the University's equality, diversity and inclusion agenda. | * Evidence of driving the advancement of the University's equality, diversity and inclusion agenda. |
| * Evidence of participating in continuous professional development. | * Evidence of participating in continuous professional development. | * Evidence of participating in continuous professional development. | * Evidence of participating in continuous professional development. |

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| **Career pathway specific expectations** | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A****(Minimum expectations for promotion to Professor)** |
| * A scholarly output or evidence of forthcoming publications which includes at least 2 publications likely to achieve an average 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 provided1. | * 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 provided1. | * Published research which continues to demonstrate an upward trajectory in terms of research quality consistently at an internationally excellent standard. A scholarly output which includes a significant contribution to at least 4 papers in the most recent 6 year period, which are likely to achieve an average rating of 3\* (using REF criteria). A substantial monograph of similar quality may substitute for 2 publications. Reference to contribution to Impact Case studies may also be provided1. | * 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 provided1. |
|  | * Evidence of independent research development including successful authorship of highly rated grant (e.g., RCUK/EU) applications. | * Evidence of independent research leadership including successful authorship of highly rated grant (e.g., RCUK/EU) applications. | * Evidence of being lead/principal investigator on substantial grants will normally be expected at this level. |
|  | * External research income commensurate with the level/discipline group. | * External research income commensurate with the level/discipline group. | * Sustained external research income commensurate with the level/discipline group. |
|  | * Involvement in PGR and research supervision in line with expectations of the role. | * Successful PGR supervision in line with the expectations of the role. | * Sustained record of successful completed PGR supervision, in line with the expectations of the role. |

[[1]](#footnote-2)

1. 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. [↑](#footnote-ref-2)