# **Academic Promotion Criteria**

# **Teaching and Curriculum Leadership**

## **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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| **Teaching and curriculum leadership career pathway summary** | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A****(Minimum expectations for promotion to Professor)** |
| Individuals at this level will have detailed understanding and knowledge of their subject/discipline, normally supported by an undergraduate or master’s degree or PhD and/or equivalent in professional qualification and must have or be working towards a HE teaching qualification e.g. PGCHE. | Individuals 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. | Individuals at this level will demonstrate sustained achievement at a nationally recognised level of excellence in teaching, supported by the appropriate level of teaching qualification/ recognition from Advance HE and extensive professional success and achievements. | Individuals at this level will demonstrate sustained and high-quality achievements in both teaching and curriculum leadership, supported by the appropriate level of teaching qualification/ recognition from Advance HE and extensive professional success and achievements. |
|  | **Promotion to this level** will mean the individual can **demonstrate reflective and insightful development** of teaching and learning excellence within the discipline. | **Promotion to this level** will mean the individual will have a **substantial and growing national reputation** for the development of teaching and learning excellence within the discipline. | **Promotion to this level** will mean the individual will have a **substantial national and growing international reputation** for teaching excellence and leadership of curriculum within the discipline, with clear evidence of impact within and outside of the institution. |

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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, 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. | * 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. |

[[1]](#footnote-2)

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| **Career pathway specific expectations**1 | | | |
| **Level 4** | **Level 5** | **Level 6** | **Level 7 – Band A** **(Minimum expectations for promotion to Professor)** |
| * Delivery of high-quality teaching as judged by student feedback and other contextual factors, and peer review to develop the ability of students and improve the overall student experience. | * 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 indicators, peer review and/or internal and external awards. | * 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 indicators, peer review and/or internal and external awards. | * 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 indicators, peer review and/or internal and external awards. |
| * Commitment to a reflective and improvement-based approach to teaching, supporting student learning and/or assessment. | * Evidence of an improvement-based approach to teaching, supporting student learning and/or assessment. * Success in developing projects/ teaching/ learning/ assessment, and/or collaborating in or supporting significant teaching & learning developments beyond own modules. | * Evidence of an improvement-based approach to teaching, supporting student learning and/or assessment. * Extensive teaching experience combining an emphasis on teaching and course/programme development with a significant contribution to curriculum development. | * 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. |
|  |  | * Success in obtaining internal or external funding for development of teaching and learning. | * Success in obtaining external funding (where available) and/or national recognition for critical inquiry into higher education curriculum, pedagogy and student experience. |
|  |  | * Evidence of high quality outputs (e.g. 1. textbooks/ chapters, articles in journals, e-learning software relevant to pedagogy. 2. Conference proceedings relevant to the teaching of the discipline. 3. Other forms of externally recognised professional practice or creative output of a standing equivalent to publication of original research will also be considered. | * 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 area2. |

[[2]](#footnote-3)

1. Please refer to the Guidelines for Evidence of Teaching and Curriculum Leadership (found on the [Academic Promotion Web page](https://www.nottingham.ac.uk/hr/guidesandsupport/promotionandregrading/promotion/index.aspx)). [↑](#footnote-ref-2)
2. 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. [↑](#footnote-ref-3)