



Academic Careers Pathway: Staff Guide

*Recognising excellence
in academia*



St Mary's
University
Twickenham
London



Introduction to the Academic Careers Pathway

Supporting your career development

The St Mary's University Academic Careers Framework is designed to support every type of academic career path. As such, it is an important tool to support the career development of all academic colleagues, whatever combination teaching & learning, research, enterprise & engagement, professional practice and leadership activities undertaken.

To help plan and support career development and recognise achievements, the pathway can be used by managers and staff for a number of activities. These could include:

- planning careers
- building a case for promotion
- assessing promotion applications
- identifying skills gaps and development opportunities in appraisals
- and succession planning

Professional Practice Pillar

The University gave an undertaking to develop a Professional Practice pillar to the Academic Career Pathway.

The aim of the pillar is to ensure colleagues from a professional practice background receive equal recognition for their professional expertise and impact in wider society, on an equivalence basis with traditional academic subjects where research and enterprise pillars are already well established.

Growth in vocational and professional programmes are central to the University's growth strategy and the University will need to identify talented individuals from outside academia and with industry relevant experience. Once employed we then need to provide these individuals with meaningful career progression to retain them in a challenging employment market. The Professional Practice pillar will recognise the skill, value and contribution of these staff groups, mapping a career path from Senior Lecturer to Professor. The industry knowledge and expertise will weave through our programmes, delivering the industry ready graduates we are renowned for.



The criteria clearly articulate the academic expectations associated with academic roles and the pathway being pursued. This provides colleagues with clarity about what they may be working towards, including the expectations and evidence of achievement required to be considered for the next role.

Within the pathway, academic colleagues will normally work across three of the five pathways identified in the framework.

The pathway allows the titles of Reader and Principal Lecturer to be consolidated into a single title of Associate Professor, and retains the principle of equal standing between the pathways. As such it remains the case that promotion to Professor can be achieved under all of the pathways.

The framework is designed to be relevant to all staff who hold an academic contract, and scholarship is expected of all academic colleagues in their pathway.



Career Pathway Criteria

A framework for all academic colleagues

CAREER PATHWAY CRITERIA

	TEACHING	RESEARCH	ENTERPRISE & ENGAGEMENT	LEADERSHIP	PROFESSIONAL PRACTICE
Senior Lecturer	<p>Evidence of consistently good performance, evidenced through teaching sessions which actively challenge, enthuse and engage students, eliciting high quality student work and sustaining a high quality of student intellectual responses;</p> <p>Good student evaluation data and peer reviews of teaching and evidence of continuous development and improvement in teaching skills and repertoire;</p> <p>Consistently positive reports on the delivery of courses which are seen by external examiners and / or professional bodies;</p> <p>Likelihood of evidence of significant contributions to student support;</p> <p>Evidence of success in a leadership role in teaching across the academic unit, with evidence of sustained leadership of course development and the use of a range of both innovative and traditional pedagogical practices;</p> <p>Track record of active student support and guidance, proactively identifying engagement issues at an early stage;</p> <p>Demonstrate effective academic and pastoral support for students and supporting positive student outcomes;</p>	<p>A portfolio of research outputs that are recognised nationally;</p> <p>Research which has considerable impact in terms of reach and significance (e.g., a contribution to a REF impact case study;</p> <p>A role in supervision of PGR students e.g., acting as second supervisor);</p> <p>Leading role in a research cluster or centre.</p>	<p>Evidence of academic enterprise across a narrow range of public and community engagement activities;</p> <p>Participation in enterprise initiated by others (e.g., helping with bids, teaching on short courses);</p> <p>Significant contribution to knowledge exchange projects;</p> <p>Promotion and maintenance of moderate levels of interaction with public and community organisations including the public sector;</p> <p>Contribute to the development of new collaborative partnerships with UK or global HE providers;</p> <p>Contribute to the development / enhancement of an effective external partnership addressing EDI, Sustainability or Widening Participation issues.</p>	<p>Evidence of success in a leadership role in relation to programmes or enterprise projects or research projects;</p> <p>The development of a successful new programme which contributes to institutional KPIs;</p> <p>Development of successful new enterprise projects;</p> <p>Evidence of good 'university citizenship' – e.g., a collegial approach to setting an example in supporting colleagues/ chairing working groups/ committees to facilitate University business;</p> <p>Actively participate in wider University strategic initiatives, groups and committees in EDI, Sustainability, Widening Participation or Staff Development;</p> <p>Informal / formal mentor to colleagues, including those wishing to progress or taking on new responsibilities.</p>	<p>Track record of high-quality relevant outcomes and/or outputs which are recognised nationally within the sector (e.g., consultancy, publications, creative works, performances);</p> <p>Undertaking community engagement activities in the UK and/or overseas;</p> <p>To make a significant contribution to professionally recognised texts, training programmes or equivalent artefacts (whether policy based, pedagogical, research, or other work aimed at a professional audience);</p> <p>Contribute to developing CPD or other professional and executive educational programmes for the mutual benefit of the University and partners;</p> <p>Be able to evidence recognition or external esteem as an expert in a field of professional practice, or (where it is applicable) membership of any relevant professional body.</p>

	Actively engaged with student employability and embedded it within your programmes.				
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CAREER PATHWAY CRITERIA

	TEACHING	RESEARCH	ENTERPRISE & ENGAGEMENT	LEADERSHIP	PROFESSIONAL PRACTICE
Associate Professor	<p>Highly effective teaching that is reflective and informed by knowledge of pedagogical scholarship and has been benchmarked to at a minimum D2 of the UK Professional Standards Framework;</p> <p>Evidence of remaining in good standing with Advance HE e.g., attending CPD courses;</p> <p>Excellent supervision of undergraduate and / or postgraduate student research, work placements and / or field work at undergraduate and postgraduate levels;</p> <p>Effective dissemination of innovation in teaching and learning through contribution to the Curriculum Framework as well as external channels (e.g., conferences, presentations, networks, collaborations, workshops, publications, websites);</p> <p>A sustained record of effectiveness in relation to teaching and learning and supporting, mentoring and supervising others in specific aspects of teaching and learning provision;</p> <p>Supporting others meaningfully to make links between research, scholarship and teaching in order to improve the student learning experience;</p>	<p>A substantial body of research outputs of international level of significance;</p> <p>Being an internationally recognised authority in the subject area (e.g., by citations or by invitations to present major conference plenaries or to join major conference colloquia in the UK and / or abroad);</p> <p>Carrying out independent subjects' specific research studies of 3*/4* quality;</p> <p>Regular delivery of presentations at Faculty Research seminars;</p> <p>A role in supervising PG students;</p> <p>Research supervisor and/or Director of Studies roles on PGR teams;</p> <p>Examination of M.Phil. or PhD students;</p> <p>External funding for research projects, either alone or in collaboration with colleagues, internal or external to the institution;</p> <p>Providing academic leadership in research within the Faculty and University, e.g., by cluster or centre leadership and by mentoring other staff;</p>	<p>Initiation and development of collaborations with other organisations, such as other education providers, industry, business, the public sector, the third sector;</p> <p>A developing track record of generating income for the University from consultancy, business and public sector contracts or professional development activities;</p> <p>Contribution, through the provision of expert opinion and consultancy, to the enhancement of professional policy or practice which impacts on the local, regional or national economy;</p> <p>Exploitation of intellectual property rights, such as through patents and / or licences that result in a contribution to University income and / or a more general benefit to society;</p> <p>Contribution to a spin-out company for the University that is of benefit to the local, regional or national economy;</p> <p>Contribution to developmental / training activities in connection with enterprise and innovation within the University;</p> <p>Exceptional performance in transferring knowledge from research and scholarship activity;</p>	<p>Evidence of success in a leadership role at programme / departmental level across the academic unit, with evidence of sustained leadership of course development;</p> <p>Providing academic leadership in research / teaching / enterprise within the Faculty and University;</p> <p>The development of a successful new programme which contributes to institutional KPIs;</p> <p>Significant leadership role in the development of knowledge exchange projects;</p> <p>Membership/chairing of Faculty and University Committees;</p> <p>Contribution to faculty and university initiatives, decision making and governance related to the enhancement of learning and teaching;</p> <p>Contribution to faculty and university initiatives, decision making and governance related to Knowledge Transfer;</p> <p>Mentoring less experienced colleagues, and supporting their professional development through CPD;</p> <p>Contribution to faculty and university initiatives, decision making and governance related to research projects;</p>	<p>A substantial track record of high-quality relevant outcomes and/or outputs which impact within the sector at national or international level (e.g., consultancy, publications, creative works, performances);</p> <p>To make substantial contributions and content to professionally recognised texts, training programmes or equivalent artefacts (whether policy based, pedagogical, research, or other work aimed at a professional audience);</p> <p>Evidence of contributing to strategic development in a professional setting to benefit key stakeholders;</p> <p>Manage or advice at a national level on the development of professional practice to improve translation of knowledge into application;</p> <p>To have a leading role in developing CPD or other professional and executive education programmes for the mutual benefit of the University and partners;</p> <p>Be able to evidence recognition or external esteem as an expert in a field of professional practice, or (where it is applicable) hold advisory status of any relevant professional body;</p>

<p>Associate Professor</p>	<p>Undertaking a role in course innovation/ design, including use of technology, ideas for planning and delivery, and methods for evaluating changes, all underpinned by a sound understanding of how students learn;</p> <p>Active participation in relevant professional bodies at national and/or international level;</p> <p>A developing external profile in learning, teaching and scholarship, e.g., through contributions to peer review bodies or organisations such as Advanced HE. Acting as a subject expert for internal QA purposes (e.g., by writing validation documents, Charing panels or chiring programme Exam Boards;</p> <p>The invention and generation of ideas, images, performances and artefacts where these lead to new or improved insights;</p> <p>A lead role in ensuring exemplary standards of student support, guidance and supervision is maintained;</p> <p>Effective academic and pastoral support for students and supporting positive student outcomes, providing leadership at programme or departmental (or University) level;</p>	<p>Membership of editorial boards of journals or active participation in subject associations or professional bodies;</p> <p>Further research output that is internationally excellent for which there must be evidence of work in preparation;</p> <p>A leading role in an impact case study which will have very considerable impact.</p>	<p>Participating in Knowledge Transfer Partnerships (KTPs) and other similar schemes; Income or in-kind benefit generation through external bids and Consultancy;</p> <p>Lead a sustained external partnership recognised for its contribution to EDI, Sustainability or Widening Participation issues.</p>	<p>Informal / formal mentor to colleagues, including early career and recently promoted colleagues wishing to progress;</p> <p>Mentoring less experienced colleagues, and supporting their professional development through engagement with the UKPSF and / or research or enterprise and innovation;</p> <p>Successful development and delivery of initiatives which improve faculty performance on KPIs;</p> <p>Active participation in University and Faculty committees;</p> <p>Lead School or Faculty strategic initiatives in EDI, Sustainability, Widening Participation or Staff Development.</p>	<p>Demonstrable influence on the national debate in the relevant field;</p> <p>Evidence of a substantial contribution in the engagement with employers to collaborate in the advancement of professional practice services for mutual benefit.</p>
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	Active engagement and mentoring with colleagues to embed student employability within multiple programmes.				
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CAREER PATHWAY CRITERIA

	TEACHING	RESEARCH	ENTERPRISE & ENGAGEMENT	LEADERSHIP	PROFESSIONAL PRACTICE
Professor	<p>Achieved D2 evidence of remaining in good standing with Advance HE, and if drawing extensively on teaching and learning, be able to evidence practice aligned to D3;</p> <p>Active participation in relevant professional bodies at national and / or international level;</p> <p>Significant contribution to teaching & learning strategy at Faculty and / or University level;</p> <p>Sustained and effective strategic impact in relation to teaching and learning, with evidence of effective curriculum development and innovation in course delivery, and evidence of mentoring and coordinating learning and teaching practice of colleagues;</p> <p>Providing academic leadership in teaching & learning within the Faculty and University;</p> <p>An established and prominent external profile in teaching & learning, e.g., through contributions to regulatory and peer review bodies and / or professional institutions;</p> <p>Effective external dissemination of innovation in teaching & learning, which could include conferences, presentations, networks, collaborations, joint projects,</p>	<p>A substantial body of research outputs which are internationally excellent or better. This should include evidence that one or more outputs is close to being world-leading. Research impact will be taken into account when assessing this criterion;</p> <p>Being an internationally recognised authority in the subject area (e.g., by citations or by invitations to present major conference plenaries or to join major conference colloquia in the UK and/or abroad);</p> <p>Successful postgraduate supervision of research projects at PGR level;</p> <p>Examination of PhD students within the University or externally;</p> <p>Successful applications for substantial external research funding, either alone or in collaboration with colleagues, either internal or external to the institution;</p> <p>Editorship of journals and books, leading role in subject organisations, reviewing external programmes and degrees;</p>	<p>Enterprise and innovation achievement of high distinction with national or international recognition;</p> <p>Significant success in generating income for the University from consultancy, business and public sector contracts or professional development activities;</p> <p>Significant contribution to the enhancement of professional policy or practice which impacts on the local, regional or national context;</p> <p>Proven success in leadership and management of enterprise /innovation projects, which could include management of financial, human, and physical resources and production of timely and appropriate outputs;</p> <p>Generation and exploitation of intellectual property rights, such as through patents and/or licences that result in a substantial contribution to University income and/or a more general benefit to the University and society;</p> <p>A leading role in a successful spin-out company or licensing process for the University, of benefit to the local, regional or national economy;</p> <p>A leading role and contributing to developmental</p>	<p>Evidence of success in a leadership role at faculty and or university level e.g., Associate Dean Head of Department; Programme Director;</p> <p>A proven contribution to public debate on key issues of national debate;</p> <p>Recognition as an external authority, by example of publications, invitations to present key notes addresses or national policy related roles;</p> <p>Acting as a subject expert for national purposes (e.g., by serving as an external reviewer at other universities or for national bodies);</p> <p>A leading role in developmental / training activities in connection with teaching & learning within the University and/or in the HE sector;</p> <p>Chairing university committees, working parties and review groups;</p> <p>Significant involvement in university-wide planning exercises;</p> <p>Informal / formal mentor to colleagues, including early / mid-career colleagues and those wishing to progress or taking on new responsibilities;</p>	<p>A substantial track record of high-quality relevant outcomes and/or outputs which impact within the sector at national and/or international level (e.g., consultancy, publications, creative works, performances);</p> <p>Demonstrate an externally-recognised track record of sustained outstanding professional practice competence at a national or international level;</p> <p>To lead in the development of professionally recognised texts, training programmes or equivalent artefacts (whether policy based, pedagogical, research, or other work aimed at a professional audience);</p> <p>Direct or provide high quality strategic advice at a national or international level on the development of professional practice to improve translation of knowledge into application;</p> <p>Achieved highest fellowship (or the equivalent) status of the relevant professional body, where applicable;</p> <p>Leadership of/chair national education / training committee or other relevant committee of professional body;</p> <p>Direct the national debate, or contribute to the international debate in the relevant field;</p>

<p>workshops, publications, websites;</p> <p>Proven success in leadership and management of University and sector-led teaching & learning related project;</p> <p>Organisation of national or international educational meetings and conferences;</p> <p>A leading role in developmental / training activities in connection with teaching & learning within the University and / or in the HE sectors;</p> <p>Pedagogical or technological innovations with demonstrable uptake and value within and beyond the UK;</p> <p>Predominantly world leading/ internationally excellent attainment and performance;</p> <p>Lead and shape student support initiatives at subject, Faculty or University level;</p> <p>Provide leadership to enhance the quality of learning opportunities provided to students and student outcomes, mentoring and support less experienced colleagues;</p> <p>Lead Department, Faculty or University initiatives embedding employability within multiple programmes.</p>	<p>Further external funding for research projects, either alone or in collaboration with colleagues within or external to the institution;</p> <p>Further postgraduate supervision at PGR level;</p> <p>Chairing and acting as a panel member in external PGR Vivas.</p>	<p>/ training activities in connection with enterprise and innovation within the University;</p> <p>A leading role in at least one impact case-study likely to be graded 3* or above by the REF process;</p> <p>A record of significant engagement with successful collaboration initiatives, e.g., through a leading contribution to the development of professional practise, or through a leading role in the development and/or maintenance of industry, public sector, third sector or international partnerships;</p> <p>A significant contribution to the development of and leadership in academic enterprise across a broad range of enterprise and cultural activities;</p> <p>Exceptional contribution to the public good;</p> <p>Exceptional levels of interaction with business, professional bodies and/or government;</p> <p>Exceptional performance in transferring knowledge from research activity;</p> <p>Leadership of a substantive and sustained external partnership recognised for its impact on EDI, Sustainability or Widening Participation issues.</p>	<p>Engage in a contribution to the leadership to University strategies and policies in EDI, Sustainability, Widening Participation, or Staff Development.</p>	<p>Lead in the development and delivery of a sustained profile of CPD courses, create new enterprises, attract new clients / repeat business for the mutual benefit of the University and partners;</p> <p>A sustained track record of being consulted as a professional practice expert on policy matters to influence service;</p> <p>To lead in the engagement with employers to collaborate in the advancement of professional practice services for mutual benefit.</p>
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Academic Careers Pathway: Promotion

Supporting your career
development

Promotion will be assessed against the criteria set out in the Academic Career Pathways document. The framework tracks hierarchical changes across the different dimensions of academic work and professional practice.

Within the promotion process we have embedded the concept of the three dimensional academic, with an **80% requirement across three of the five pathways** required to achieve promotion.

The concept of promotion as a result of time served has been removed and replaced with promotion on merit and reflective of academic standing relative to the criteria at Senior Lecturer, Associate Professor and Professor levels.

Movement from Lecturer to Senior Lecturer is no longer progression, with promotion to Senior Lecturer assessed on the basis of merit and against the career pathway criteria. Colleagues are able to apply for promotion to Senior Lecturer as soon as they feel they meet the criteria, and are no longer required to be on an identified spine point to apply.

Promotion from Lecturer to Senior Lecturer will be assessed at Faculty level, with the right to an appeal at University level. The broad processes for promotion to Associate Professor and Professor will remain consistent with previous years.

Given the nature of modern academic careers, overlap between the pathways is anticipated and colleagues should consider the most effective means of presenting their achievements.

