



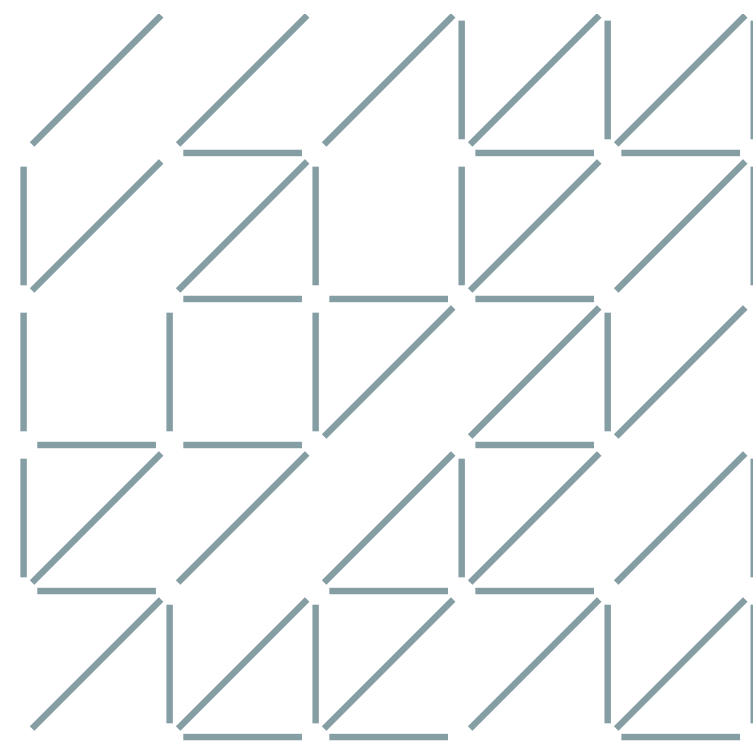
# Academic Appointment & Promotions Framework

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**Strategy 2020: Building Success** is ambitious for our staff and students, placing the academic growth of the University at its heart. It articulates our vision of becoming *“an enterprising and innovative community, renowned internationally, with an unrivalled student learning experience”* and sets out four key objectives:

- **To grow our academic reputation**
- **To deliver an excellent, personalised student experience**
- **To build innovation, enterprise and citizenship**
- **To internationalise our work**

Success in delivering this strategy will come from our staff, working in a context in which expectations are clear, with innovation and leadership actively encouraged.

The Academic Appointments and Promotions Framework described in this booklet was adopted in January 2015 following a period of widespread consultation and is a key element in creating that context for academic success. The framework is aligned to the priorities and objectives of Strategy 2020, providing well-defined progression pathways for academic staff that recognise and value individual achievement and contribution. The framework should encourage, attract and reward academic staff who share the goals and ambition expressed in Strategy 2020.

The promotions framework is benchmarked against other leading Universities and describes four distinct, but inter-related, pathways for academic career progression from Lecturer (Grade 6) to Professor (Grades 8-10), including an Associate Professor profile (Grade 7). These four pathways (Research, Learning & Teaching, Professional Practice and Enterprise) share the underpinning principle that promoted staff should be at the leading edge of their academic disciplines and influencing relevant communities. All of the promotion pathways also have an expectation of active leadership and capacity building within the University. This will link individual success to a wider responsibility for community building and academic growth within the University, sharing achievement with colleagues and students.

**Professor Alistair Sambell**

**Senior Vice-Principal & Deputy Vice-Chancellor**

Four promotion pathways based on academic achievement have been defined for progression to Associate Professor (Grade 7) and Professor levels 1 – 3 (Grades 8 – 10):

- **Research**
- **Learning and Teaching**
- **Enterprise**
- **Professional Practice**

Criteria for each of the promotion and award of title pathways are defined in terms of:

- **Esteem**  
Academic Profile – recognition of national and international reputation.  
Public Engagement – press and media, events and exhibitions and public liaison.
- **Innovation and Impact**  
Contribution to Knowledge – publication, presentation and performance or exhibitions.  
Impact – demonstrable influence on practice, performance, knowledge, products or public policy.
- **Contribution**  
Income Generation – sustained grants, external funding and business growth.  
Institutional Citizenship – collaboration with colleagues, active contribution to the successful operation of the University, committee and working group engagement.
- **Academic Leadership**  
Leadership – building formal and informal teams and communities of practice within the University.  
Successful Management – managing teams, projects and resources.  
Capacity Building – mentoring staff, postgraduate research supervision, diversification of University activity.

The panel will exercise balanced academic judgement as to the overall profile, level of achievement and the inherent quality of the research outputs. As a signatory of DORA the University recognises the importance of using a range of qualitative and quantitative metrics to evidence the intrinsic value of research outputs. Applicants for promotion should clearly explain the context and significance of their work and not rely solely on journal impact factors and citations.

	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p><b>Lecturer (grade 6)</b> Evidenced achievement against the criteria for Esteem, Innovation, Contribution and Academic Leadership.</p>	Profile that demonstrates at least national standing.	Record of outputs in terms of originality, significance and rigour.	Contribution to generation of external income.  Engagement with relevant communities internally and potentially externally.	Providing leadership and support to colleagues within the University, for example as Module Leader or Programme Leader of a small/medium programme.
<p><b>Associate Professor (grade 7)</b> Evidenced achievement against the criteria for national reputation.</p>	Profile that demonstrates at least national standing and some international engagement.	Sustained record of outputs of international quality in terms of originality, significance and rigour.	Generation of external income.  Engagement with relevant communities internally and externally.	Providing leadership and support to colleagues within the University, for example as Programme Leader of a major programme.
<p><b>Professor Level 1 (grade 8)</b> Emerging international reputation and sustained excellent performance.</p>	<p>Developing international reputation as a leader in the field.</p> <p>Leadership positions or awards at national and increasingly international levels, for example, research or professional forums, national/international bodies.</p> <p>Raising profile of the University at the highest national or international levels (for example awards and invitations).</p>	<p>Sustained track record of outputs of quality which are internationally excellent.</p> <p>Demonstrable impact of scholarship on users, for example: high citations and references to contribution, honours by external institutions, development and exploitation of intellectual property.</p>	<p>A track record of securing external funding and support for research activity (as Principal Investigator or key contributor).</p> <p>Track record of networking and collaboration within the university.</p> <p>Leadership in relation to management, support and development of postgraduate research students.</p>	<p>Reputation for supporting, mentoring and bringing on other members of staff in area of scholarship, including Early Career Researchers.</p> <p>School or faculty level leadership and engagement with University wide groups, committees and projects.</p> <p>Responsibility for organising and deploying resources within area of responsibility.</p>
<p><b>Professor Level 2 (grade 9)</b> Considerable academic distinction and ongoing excellent performance with an established international reputation for academic leadership.</p>	<p>International distinction with high level awards and invitations.</p> <p>Evidence of international reputation as a leader in the field.</p>	Work and outputs demonstrating high levels of impact in user groups and academic community.	<p>An established track record of securing external funding and support for research activity (as Principal Investigator or key contributor).*</p> <p>An established track record of networking and collaboration groups within the university.</p>	<p>Influencing and shaping institutional policies and strategy and/or leadership of University wide projects, committees and initiatives.</p> <p>Substantial initiative in leading, developing and supporting colleagues and building of crossinstitutional teams at national and possibly international levels.</p> <p>Responsibility for organising and deploying resources within large projects or area of work.</p>
<p><b>Professor Level 3 (grade 10)</b> Excellent academic distinction internationally with a leading reputation for shaping the relevant field of study.</p>	<p>Significant and sustained international reputation e.g. awards (prizes of international high order).</p> <p>Influencing national and/or international policy makers.</p>	Evidence of reputation as academically excellent in the field with outputs that are recognised as outstanding at an international level in terms of originality, significance and rigour and work that has significant impact outside the University.	<p>Sustained and substantial income generation track record.*</p> <p>Identifying new opportunities, initiating new and original solutions and approaches within the University.</p>	<p>Advising University Leadership on relevant policy matters and influencing institutional decisions.</p> <p>Creating sustainable teams of communities of practice in relevant area, including developing less experienced staff in leadership roles.</p>

\*Funding level should be referenced to UK median for subject area (HESA data).



Evidence would be expected to show:	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p><b>E1</b> Indicators of standing in academic community such as: member/ fellow of professional and subject specific bodies and societies; awards and prizes; conference organising committees; editorial boards and editorships; prestigious visiting appointments; research degree examining; grant awarding committees; peer review of promotion applications.</p> <p><b>E2</b> Dissemination of research findings at national and international level; invited key-note speaker at other UK universities and international conferences.</p> <p><b>E3</b> Peer review of journal publications in a subject area and associated fields;</p> <p>Book proposals and grant applications for major national or international funding bodies;</p> <p>Chairing at national and international conferences.</p>	<p><b>I1</b> Track record of 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* (REF equivalent, judged against current criteria), and with none of these below 2*. (A substantial monograph may substitute for two publications.)</p> <p><b>I2</b> Demonstrable growing impact of research on users, for example: high citations, honours by external institutions, references to work by others, recognised contribution to society and the economy; development and exploitation of intellectual property.</p> <p><b>I3</b> Leading the development of new programmes and activity built upon research, for example: Knowledge Exchange, Consultancy, CPD or postgraduate provision.</p>	<p><b>C1</b> A sustained track record of securing external funding and support for research activity as Principal Investigator, institutional lead or key contributor.</p> <p><b>C2</b> Successful delivery of externally funded projects.</p> <p><b>C3</b> Substantial record of networking and collaboration within the university.</p> <p><b>C4</b> Integrating research into teaching to enhance the student experience.</p> <p><b>C5</b> Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, HEA accreditation.</p> <p><b>C6</b> Leadership in the management, support and development of research students.</p> <p><b>C7</b> Serving on relevant school or University committees and groups.</p>	<p><b>AL1</b> Supporting, mentoring and bringing on other members of staff in research area, including Early Career Researchers, to build capacity and capability.</p> <p><b>AL2</b> Successful supervision of postgraduate and doctoral students to completion.</p> <p><b>AL3</b> Management of specific research projects with evidence of achieving deliverables.</p> <p><b>AL4</b> Leading capacity building initiatives and staff development activity and a track record in mentoring or management of staff.</p> <p><b>AL5</b> Major contribution to Subject / School / strategic planning or policy development.</p> <p><b>AL6</b> Contribution to the University international profile through the leadership and development of successful research or teaching partnerships.</p>	

Learning & Teaching	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p><b>Evidence would be expected to show:</b></p>	<p><b>E1</b> Nationally recognised expertise on relevant aspect of learning and teaching in Higher Education with excellent reputation for contribution to improving student learning as evidenced through, for example, awards and prizes; membership of editorial boards and conference organising committees; visiting scholar and keynote invitations; external examining; national HE policy making forums.</p> <p><b>E2</b> National or international external invitations in relation to learning, teaching and assessment developments, such as: QAA reviewer, professional body accreditation; external review events.</p> <p><b>E3</b> Significant contribution to national networks to support disciplinary and/or generic improvements in the quality of learning and teaching.</p> <p><b>E4</b> Dissemination of pedagogical initiatives at a national and international level.</p>	<p><b>I1</b> Sustained record of high-quality outputs relating to pedagogic innovation and /or disciplinary research that has informed teaching at national or international level (including conference peer reviewed and journal publications or textbooks/ textbook chapters, guidance on learning and teaching such as QAA, HEA reports/ guidance).</p> <p><b>I2</b> Sustained track-record of contribution to the enhancement of student learning via pedagogic innovation (e.g. in assessment, student engagement, work-related learning, online learning, student retention, graduate employability), evidenced by external examiner’s report, improved student recruitment and satisfaction, and improved employability rates.</p> <p><b>I3</b> Evidence of influence and impact in the subject group, school and externally.</p> <p><b>I4</b> Engagement in, and leadership of, national initiatives to support disciplinary and/or generic improvements in the quality of learning and teaching (for example through professional bodies, QAA or HEA enhancement networks).</p> <p><b>I5</b> Integration of research with teaching and learning evidenced through e.g. peer review, external examiner comments.</p>	<p><b>C1</b> Evidence of obtaining external funding for teaching related research or the development of teaching, learning or assessment (e.g. JISC, HEA, QAA, SFC/ HEFCE).</p> <p><b>C2</b> Design and developing new programmes and curricula contributing to the sustained growth of the student population, new income streams and/ or outstanding student feedback and improved employability.</p> <p><b>C3</b> Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, external examiner comments, HEA accreditation.</p> <p><b>C4</b> Sustained and strategic engagement with student body (e.g. Students’ Association) to enhance the student learning experience.</p> <p><b>C5</b> Demonstrable influence on University learning and teaching practice with improvement in the student experience.</p> <p><b>C6</b> Serving on relevant school or University committees and groups.</p>	<p><b>AL1</b> Mentoring and supporting academic and teaching-related staff.</p> <p><b>AL2</b> Leading capacity building initiatives to enhance learning and teaching practice, including (for example) staff development.</p> <p><b>AL3</b> Track record of successful supervision of postgraduate research students and/or students for professional qualifications.</p> <p><b>AL4</b> Successful track record of leading a team within the University e.g. programme leadership evidenced, for example, by good programme NSS scores.</p> <p><b>AL5</b> Supporting others in the development of research into learning and teaching.</p> <p><b>AL6</b> Major contribution to Subject/School strategic planning or policy development.</p> <p><b>AL7</b> Contribution to the University international profile through the leadership and development of educational partnerships.</p>

Enterprise	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p><b>Evidence would be expected to show:</b></p>	<p><b>E1</b> Record of success in knowledge transfer to demonstrably improve the performance of business, commerce or industry.</p> <p><b>E2</b> High standing in relevant national professional organisations.</p> <p><b>E3</b> Active relationships with external bodies or organisations, for example as invited advisory roles and membership of appropriate boards.</p> <p><b>E4</b> Contribution to the development of policies and practice in the relevant sector.</p> <p><b>E5</b> Major strategic contribution to enhancing the status of the University in enterprise and innovation.</p> <p><b>E6</b> Raising the profile of the University through significant public events or communication of research results to external audiences and bodies.</p>	<p><b>I1</b> Track record of outputs either academic or enterprise related at national and international level (journal papers, conferences publications, books).</p> <p><b>I2</b> Development of new working relationships with business or other external partners for mutual benefit of the University and external organisation.</p> <p><b>I3</b> Introduction of new partners to the University in line with strategic ambitions.</p> <p><b>I4</b> Discoveries, inventions, patents, exploitation of Intellectual Property Rights and other outputs from entrepreneurial and commercial activities that lead (or are likely to lead) to benefit for the University or society.</p> <p><b>I5</b> Leading contribution to the advancement of knowledge transfer at national or international level.</p> <p><b>I6</b> Establishing relevant networks or interest groups.</p> <p><b>I7</b> Communication of research results to corporate, professional, community and public bodies, leading to changes in practice and policy.</p>	<p><b>C1</b> Track record of securing external funding leading to business growth and significant new (profitable) income streams for the University.</p> <p><b>C2</b> Application of knowledge to improve corporate and /or public sector performance and quality of life by informing practice, public policy and government and/ or through partnership with the voluntary sector, or the cultural and heritage sector.</p> <p><b>C3</b> Linking enterprise to the curricula, enhancing engagement of employers with students and the curricula and development of workrelated opportunities for students.</p> <p><b>C4</b> Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, HEA accreditation.</p> <p><b>C5</b> Influencing and shaping University policy and process to ensure effective mechanisms are developed for enterprise activity.</p> <p><b>C6</b> Serving on relevant school or University committees and groups.</p>	<p><b>AL1</b> Successful delivery of enterprise-related projects.</p> <p><b>AL2</b> Leadership in the design and delivery of enterprise or “applied” projects, such as knowledge exchange with industry, consultancy services, training or CPD activities.</p> <p><b>AL3</b> Effective mentoring of colleagues, developing the skills base in enterprise activity.</p> <p><b>AL4</b> Successful track record of leading a team within the University e.g. programme leadership evidenced, for example, by good programme NSS scores.</p> <p><b>AL5</b> Track record of successful supervision of postgraduate research students and / or students for professional qualifications.</p> <p><b>AL6</b> Leading capacity building initiatives and staff development activity.</p> <p><b>AL7</b> Collaboration with, and influencing of, colleagues within the University in the development of enterprise activity.</p>



Professional Practice	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p><b>Evidence would be expected to show:</b></p>	<p><b>E1</b> Indicators of standing in the professional community such as: membership or fellowship of professional or subject specific bodies or learned societies; awards and prizes; conference organising committees; editorial boards, grant awarding committees prestigious visiting appointments; consultant or advisor to government or professional bodies at national or international level.</p> <p><b>E2</b> Excellent reputation as an intellectual leader within the relevant profession as evidenced by: awards, invited talks, appointment as external expert; service on advisory boards, national and international organisations and agencies; contribution to policy development or implementation.</p> <p><b>E3</b> Raising the profile of the University through significant public events or communication of research results to external audiences and bodies.</p>	<p><b>I1</b> Track record of high quality relevant outputs at national or international level (peer reviewed journal papers, conferences publications, books/chapters, creative works, performances).</p> <p><b>I2</b> Other forms of externally recognised professional practice of a standing equivalent to regular publication of original research.</p> <p><b>I3</b> Evidence of changing professional practice or thinking within the profession, including beyond the education sector.</p> <p><b>I4</b> Influence on national policy debates within the field.</p> <p><b>I5</b> Development of new working relationships with external partners for the mutual benefit of the University and partners.</p> <p><b>I6</b> Developing new ways of engaging students in professional practice, through innovative curricula design or teaching.</p>	<p><b>C1</b> Generation of external funding for scholarly work.</p> <p><b>C2</b> Evidence of influencing policy or practice within the discipline external to Higher Education.</p> <p><b>C3</b> Demonstrable commitment to public engagement.</p> <p><b>C4</b> Linking professional practice to the curricula, enhancing engagement of employers with students and the curricula.</p> <p><b>C5</b> Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, HEA accreditation.</p> <p><b>C6</b> Development of practice related, work based or volunteering opportunities for students.</p> <p><b>C7</b> Influencing and shaping University policy and practice to enhance engagement with external communities and practitioners.</p> <p><b>C8</b> Collaboration with, and influencing of, colleagues within the University in the development of professional activities.</p> <p><b>C9</b> Serving on relevant school or University committees and groups.</p>	<p><b>AL1</b> Leadership and mentoring of colleagues in developing professional networks, activities and profile.</p> <p><b>AL2</b> Successful track record of leading a team within the University e.g. programme leadership evidenced, for example, by good programme NSS scores.</p> <p><b>AL3</b> Effective engagement with and mentoring of, colleagues.</p> <p><b>AL4</b> Influencing strategy and policy development within the School or wider University.</p> <p><b>AL5</b> Track record of successful supervision of postgraduate research students and/or students for professional qualifications.</p> <p><b>AL6</b> Leading capacity building initiatives and staff development activity and evidence of continuous improvement of training programmes.</p> <p><b>AL7</b> Leadership in embedding and implementing evidence based practice in the professional discipline.</p>

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