ual:

Academic Career Pathways

In this document we have set out the criteria for our three career pathways. These have been developed to provide a clear focus for all our academic staff in improve career progression. The three Pathways are

- **Teaching Excellence**
- **Knowledge Exchange Excellence**
- **Research Excellence**

For all three Pathways staff will be required to carry out core duties:

Teaching, curriculum development, academic administration, assessment, scholarly activity and practice.

Transferring Pathways

A key principle with our pathways is that staff will have the opportunity to transfer from one pathway to another as their careers develop.

The three criteria are set out below

1 Teaching Excellence Pathway

Below is the criteria for our Teaching Excellence Pathway. Its five headings are:

Professional Development
- uses rigorous student, peer and self-evaluation to enhance their teaching
- employs approaches to teaching that are informed by pedagogic scholarship, professional practice, industry developments and/or disciplinary research
- advances the practice at local and/or disciplinary level by engaging in creative, innovative or transformative educational practice
- engages in their own and others professional development and recognition including teaching qualifications, Higher Education Academy Fellowship and awards

Influence and Leadership
- demonstrates a commitment to initiating, supporting or leading learning communities of
- students, peers and professional networks
- contributes to the wider community through teaching leadership roles, course validation,
- peer review or relevant committee service at an institutional, national or international level
- engages in pedagogic evaluation and research through teaching grants, conference/workshop presentation and/or publication
- makes connections and promotes productive knowledge exchange within or between disciplines, professional practice or specialisms

Student Engagement
- approachable, engaging and committed to engendering a challenging learning experience
- fosters collaborative and cooperative experience to engage students as peers in learning
- balances teacher input with supporting independent, self-regulated, enquiry-based and student-centred learning
- respects and engages inclusively with issues of equality, diversity and different ways of learning

Disciplinary & Practice Knowledge
- passionate and enthusiastic about the subject matter, making or professional practices and how to teach them
- has expertise and currency in their disciplinary, technical and/or professional field
- cultivates curiosity and enables students to have the confidence to challenge received knowledge, practices and orthodox ideas
- reflects critically on expertise and experience in professional practice, industry and research contexts to enhance student learning

Pedagogic Design
- is well-prepared to manage learning tasks and/or co-ordinate teaching teams effectively using studio, lecture, workshop, online, gallery, performance or library spaces to promote learning
- challenges students to take risks and respond to uncertainty, ambiguity and open-ended briefs through enquiry and creative experimentation
- incorporates a range of appropriate teaching and/or assessment methods, including opportunities for the use of new technologies, to support high impact and inclusive learning experiences
- communicates clear assessment criteria and facilitates high quality feedback, including through peer- and self-assessment

2 Knowledge Exchange Excellence Pathway

The term 'knowledge exchange' (KE) is shorthand for the multiple interactions between HEIs and businesses, public services, charities and communities to create societal and economic benefit."

2.1   5 main criteria of Knowledge Exchange are set out below
To join this pathway we are looking for leaders of Knowledge Exchange who have initiated, designed or lead on particular KE activities. We require evidence to be provided for 2 or more of the main criteria. You will also need to indicate how you meet some of the peer esteem criteria detailed at the end of this section. (A Personal Knowledge Exchange Plan proforma is currently being developed.)

A)   Industry engagement / innovation and growth
       Initiating, designing and/or leading on the development and delivery of:

- in-curriculum and extra-curricula projects that enable students and graduates to work on 'live projects', where the brief has been co-developed with a client or partner from the private, public or third sector
- funded collaborative KE projects with partner organisations from the private, public or third sector, such as Knowledge Transfer Partnerships (KTPs)
- the UAL provision of consultancy services to organisations from the private, public or third sector, based on your academic area of expertise
- start-up and growth support to external businesses, as part of wider University business support programmes

B)   Employer engagement & skills pipeline
       Initiating, designing and/or leading on the development and delivery of:

- the management and organization of placements, internships and/or volunteering
- curriculum development in liaison with private, public or third sector partners and advisors
- student and graduate enterprise and employability initiatives, particularly those that reinforce the Creative Attributes Framework

C)   Social innovation and community engagement
       Initiating, designing and/or leading on the development and delivery of:

- students, graduates and/or staff social and community engagement projects, , which either address specific challenges faced by these communities, or which otherwise impact positively upon their environment including:

    o Place-making
    o Tackling local issues
    o Participation / Co-creation
    o Creating cultural capital
    o (Social) Entrepreneurship

D)   Workforce development / Lifelong Learning provision:
       Initiating, designing and/or leading on the development of:

- credit-bearing executive education or other professional training provision, which draws on the input of industry partners/networks

E) **Engaging publics through creative practice / discipline leadership:**
Initiating, designing and/or leading on the development of:

- the production of work in public / industry domain: designs, artefacts, shows, exhibitions, performances, events, publications which demonstrate excellence in creative practice and/or subject leadership (where such work is not intended to meet the eligibility criteria for REF submission)
- consultancy services to organisations from the private, public or third sector, based on your academic area of expertise
- undertaking secondments, exchanges or placements with external organisations from the private, public or third sector, for the purposes of delivering a structured form of KE activity, (via sabbaticals/staff development etc.)

UAL will expect the above activities to generate significant positive outcomes and impacts for UAL and/or third parties (e.g. reputational, financial, educational, social, cultural or environmental). KE activities should leverage additional external resources (income or in-kind) into UAL to help enhance the delivery of UAL's academic mission. Activities undertaken will need to specify what these outcomes and impacts are, and how their achievements are evidenced.

2.2 **In addition to identifying which of the above criteria you rely on, you should also indicate, by ticking the appropriate boxes, which of the Peer Esteem Criteria you believe you meet and provide brief details:**

☐ membership of external national or international judging/selection/evaluation panel
☐ executive-level membership of professional/cultural/charitable organisation (e.g. Fellow of RSA, Board Membership)
☐ invitation to act as sector/discipline expert witness
☐ invitation to speak at nationally or internationally significant sector events
☐ invitation to curate/lead the organisation of nationally or internationally significant sector events
☐ invitation to exhibit at nationally or internationally significant sector events
☐ award winner or short-listed for nationally or internationally significant sector awards or prizes
☐ invitation to editor or author nationally or internationally significant sector publications (non-research publications)

3 Research Excellence Pathway

The criteria for the Research Excellence Pathway are detailed below, please note there are separate criteria for staff participating in the Early Career Researcher.

3.1 Research Excellence Pathway Full time and Part-time staff (i.e. not pro rata)

A) Required

☐ At least one three star* or better research output in the public domain for the first time since January 2014 and available on UAL Research Online

Or

☐ External evidence of projected publication/exhibition of at least one three star or better output by December 2018.

> *A Three star research output is defined as quality that is internationally excellent in terms of originality, significance and rigour but which falls short of 4* which is the highest standard of excellence.*

B) Additionally to the above, at least one of the following

☐ Has supervised at least one PhD to successful completion

☐ As an individual, has been in receipt of research funding counted as research income (that is at least £10,000 returned to HEFCE as such by a research organisation) since August 2013

☐ Has a proven track record of research achievement (i.e. submission to previous Research Assessment Exercises (RAE/REF), evidence of sustained research-based practice in the public domain)

☐ Can evidence peer esteem for research activity (i.e. membership of editorial boards, peer review college membership, juries, selection panels for acquisitions etc.)

3.2 Early Career Researchers:
Required

The member of staff:

A) Has been approved as an ECR within the UAL ECR scheme since 2012/13

☐ At least one two star* research output in the public domain for the first time since January 2014 and available on UAL Research Online

Or

☐ External evidence of projected publication/exhibition of at least one two star output by December 2018.

> *A Two star research output is defined as quality that is recognised internationally in terms of originality, significance and rigour.*

Note: It should be noted that for recently recruited staff, the outputs may not have been produced when employed by UAL but may still meet this criteria for pathway placement.