Academic promotions briefing – educational research pathway

Briefings for staff
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Briefing for staff – contents

- Context and Strategy
- New Learning and Teaching career pathway - Educational Research
- The roles – criteria and expectations
- What is educational research?
- Process for application for promotion
- Next steps and questions
Our strategy

We are the first top research-intensive university to implement evidence-based transformation in education

• university-wide
• supported by digital and online technology
• in partnership with students
• with a substantial financial investment
Our ambition

- To provide first class education and a top student experience
- To be renowned for applying the evidential rigour of our research to the evaluation of our education
- To be sought out as a source of inspiration, aspiration and collaboration in the UK and abroad

_Educational research is crucial within this ambition_
Key priorities, informed by evidence

1. Fundamental review of our curricula and assessment
2. Transformation of our pedagogy, making our teaching more interactive and less lecture-based
3. Fostering an inclusive and diverse culture
4. Developing online and digital tools which enhance our curricula, pedagogy and community
A new framework for staff whose primary focus is learning and teaching

Designed to recognise achievements in:

- the delivery of the College’s educational mission
- educational leadership
- educational transformation, for example innovating curricula and pedagogy
- educational scholarship, research and evaluation
- national and international leadership roles which support the College's mission to excel and to lead in the field of Higher Education
What has changed?

- A revised career structure which allows for two distinct career pathways for learning and teaching staff:
  - A practitioner pathway enabling educational practitioners to access promotion based on their contribution and impact
  - An educational research pathway for staff focussed on scholarly activity and research within higher education, as opposed to research within their own subject discipline
- Revised role profiles setting out representative/exemplar activities
- Reader in Education, Associate Professor of Education and Professor of Education
New job family structure

Practitioner pathway

- Assistant Teaching Fellow/Assistant Learning Technologist Level 3a
- Teaching Fellow/Learning Technologist Level 3b
- Senior Teaching Fellow/Senior Learning Technologist Level 4
- Principal Teaching Fellow/Principal Learning Technologist Level 5
- Role specific title Level 6

Educational research pathway

- Associate Professor of/Reader in Education
- Professor of Education
Teaching Job family structure

- Assistant Teaching Fellow
- Teaching Fellow
- Senior Teaching Fellow
- Principal Teaching Fellow
- Role specific title / (& Imperial College Teaching Fellow)

Pathways:
- Practitioner pathway
- Educational Research pathway

Associate Professor of / Reader in Education
Professor of Education
Promotions criteria

• The academic promotions process takes into account contributions to
  – Education
  – Research
  – Leadership and management
  – Profession and practice

• Staff will be expected to
  – have influence and impact at Faculty/College Level
  – be making a significant contribution to the delivery of the College’s Learning and Teaching Strategy
  – be increasingly involved in educational scholarship, contributing to the field and enhancing day-to-day practice
Promotions criteria - education

- Effective, flexible approach; innovative practice; impact on learning and teaching in the relevant field
- Module design and management
- Critical self-evaluation and development; strategic role in driving educational innovation
- Evidence-based pedagogy
- Supporting others who teach; sharing best practice; strategic direction of unit
- Evaluation of teaching and learning
New job family structure

Practitioner pathway

Assistant Teaching Fellow/Assistant Learning Technologist Level 3a → Teaching Fellow/ Learning Technologist Level 3b → Senior Teaching Fellow/Senior Learning Technologist Level 4

Educational research pathway

Principal Teaching Fellow/Principal Learning Technologist Level 5 → Associate Professor of/Reader in Education

Role specific title Level 6 → Professor of Education
Promotions criteria

- The academic promotions process takes into account contributions to
  - Education
  - Research
  - Leadership and management
  - Profession and practice

- Staff will be expected to
  - have influence and impact at Faculty/College Level
  - be making a significant contribution to the delivery of the College’s Learning and Teaching Strategy
  - be increasingly involved in educational research and scholarship, contributing to the field and enhancing day-to-day practice
Educational research pathway

• A new career pathway for staff focused on educational research, leading to Professor of Education
• New titles Associate Professor of Education and Reader in Education
• Title conferred will reflect disciplinary context, e.g. Professor of Engineering Education, Associate Professor of Digital Education, Reader in Higher Education etc.
• To be considered staff will need to develop appropriate educational research activity
• Staff will have research responsibilities in their contract, and will therefore be considered as ‘research active’ for REF
Educational research pathway – promotions

• Promotion through the normal annual academic promotions process

• Staff currently within the Learning and Teaching job family and the Academic and Research job family may apply for promotion via this pathway

• Committee to include the Assistant Provost (Learning and Teaching) and the Director of Centre for Higher Education Research and Scholarship, in addition to the Vice-Provost (Education)
Promotions criteria - research

“Progression in research will involve a growing national and international reputation combined with individuals making an increasing impact on their discipline or profession. At all levels, appropriateness and originality are important. Seminal research and influence become of increasing importance in moving to Reader/Associate Professor and Professor.”
Types of literature

- **Practice** – reporting aspects of pedagogic practice. Written by practitioners, for practitioners; case-study type approach; local context.

- **Research** – reporting pedagogic research studies, presenting empirical data. Related to practice of authors or others, but focus is presenting data and conclusions; used as evidence.

- **Theoretical** – range of evidence to present, clarify or critique pedagogic theory or theoretical frameworks. Written by academic theorists.

- **Policy** – presenting vision of ‘best practice’, using evidence. Written by government, professional bodies, senior practitioners etc.
Educational research

*Types of pedagogic research and publication – concentric circles of influence*

- Research about one’s own practice, for other practitioners
- Research about one’s own practice, for a broader audience of practitioners
- Applying findings from practice to education more broadly
- Being recognised authority in the field as a result of experience
The quality of outputs in educational research is expected to be of the highest quality, in line with expectations from other disciplinary areas represented within the College.

It will take time to develop expertise to this level.

In this context, it is important to recognise that for publications in education and social science there may be other markers of quality, and different approaches to establishing a ‘profile’ and evidencing ‘impact’, which may not be typical in other disciplinary areas.

Further guidance available in Appendix 5, “Promotions Criteria for Associate Professor of Education, Reader in Education, Professor of Education (Learning and Teaching job family)"
### Paperwork and timetable (Guidance Notes)

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<td>Paperwork released on HR website</td>
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<td>Department submissions to HR</td>
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<td>Application forms submitted to HR</td>
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<td>Further candidate submissions to HR</td>
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Note: Academic Promotions process and Learning and Teaching promotions process are entirely separate; and application to one does not preclude an application to the other.
Further information

- Information available from the [HR website](#)
- Panopto recording of the South Kensington briefing session to be made available on the HR website
Any questions?

• Informal enquiries welcome
  – Professor Simone Buitendijk
  – Professor Martyn Kingsbury
  – Anna Demetriades, HR
  – Professor Nigel Gooderham, Assistant Provost (Academic Promotions)