

## **Expectations of achievement for UAFs (updated 7 July 2016) – Cohort 1**

UAFs will be appointed to grade 8 posts and be expected to achieve a level of performance consistent with confirmation into a substantive grade 9 (Associate Professor) role on the successful completion of a five year, two stage supportive probation plan. Although the initial years of the fellowships will have enhanced focus on research, fellows will be expected to engage with student education from the beginning of the fellowship, typically at a level equivalent to no more than 6 hours per week on average (including preparation time). For some Fellows, e.g. those with significant prior experience or who are able to progress at a faster rate, early completion of probation over a shorter period may be appropriate – in such cases the timing of the stages may be adjusted by agreement between the Fellow and the appropriate Head of School either from the outset or at annual review meetings during the probationary period.

**The framework below indicates appropriate objectives for a 5-year plan and has been revised from the original set of expectations in line with the new criteria for promotion to grade 9.**

### **Section A: Core Activity**

The table below indicates the core activity required for progression to grade 9 these have been re-ordered and grouped according to their fit to the revised promotions criteria. Some of the original expectations have been moved to the table 2.1 as these are now options, from which you are required to agree 3 to be assessed against.

| <b>Core Activity</b>                  | <b>Promotions criteria</b>   | <b>3 years</b>  | <b>5 years</b>   |
|---------------------------------------|--|---|--|
| <b>Research and Innovation</b>        |  |   |  |
| <b>RIA1 &amp; RIA4</b><br>Conferences | You have an established reputation for innovative research or for the application, translation and impact of your research beyond the academic arena.                        | Two posters or oral presentations accepted at international conferences (may be presented by group members) | Regular attendance (or representation by group members) at international conferences and meetings relevant to field.<br>One invitation to talk at an international conference in each 2 year period. |
| External profile                      | You play an active role in the wider academic or professional community, making a contribution to internal/external networks to facilitate the development of the discipline | Develop national profile consistent with being recognised as a 'specialist' within their field              | Evidence external recognition as an independent researcher at international level within research area<br><br>Evidence a significant role in the wider research community                            |

| Core Activity  | Promotions criteria  | 3 years  | 5 years   |
|--|--|--|---|
| <b>RIA2</b><br>Research grant applications<br><br>Research expenditure<br><br>Impact | You have played a clearly identified role in obtaining the resources to successfully undertake significant research projects, which may be through bids for grants or other awards as appropriate to the discipline. | Submit at least 2 PI (or lead discipline Co-I on multi-disciplinary grants ) internally-reviewed significant grants, e.g. an advanced fellowship bid   | Sustained record of grant applications including at least one grant application p.a. as PI (or lead discipline Co-I on multi-disciplinary grants )  |
|  |  | Winning at least one substantial 3-year grant or equivalent that includes salary for research staff as PI (or lead discipline Co-I on multi-disciplinary grants ) (as appropriate to the discipline)   | Sustained record of grant funding: typical level is £120-£150k research income p.a. in STEM (but with caveats for Schools such as Maths) £20-25k in BASS  |
|  |  | Have developed clear 'pathway to impact' statements that are part of grants held by fellow or the production of a specific impact pathway statement of their own. Supported through UAF development programme.   | Demonstrate delivery on pathways to impact set in grants or otherwise of generation of actual impact from original research   |
| <b>RIA3</b><br>Publications  | You have a sustained record of academically excellent research outputs as evidenced within an international context.   | Be on track to achieve 5-year target: in many disciplines this will typically be of the order of at least 3 publications in high quality international journals or equivalent – one as lead author or specialist/lead methodologist author from research conducted during current fellowship | Sustained record of publication or equivalent outputs appropriate to discipline from activity in fellowship: outputs will be evidenced as being internationally excellent in terms of originality, significance and rigour with some potentially 'world leading' consistent with inclusion in future REF exercises. |
| <b>RIA5</b><br>PhD students  | You carry out effective PhD student supervision  | Evidence of being on target for the 5-year target. In many disciplines this may be through successful involvement in supervision or co-  | Successful supervision of 2-3 PGR students including one to completion (or close to completion where students are part time).   |

| Core Activity                                | Promotions criteria  | 3 years   | 5 years  |
|--|--|---|--|
|  |  | supervision of at least 1 PGR student through appropriate early stage progression and support to other students in, e.g. publication of papers  |  |
| <b>RIA6</b><br>Administration and Leadership | You contribute to the strategic direction of research and innovation within your school, faculty or subject area   | Successful prosecution of a defined admin task with guidance available.<br><br>For example organising research seminar series for group, any appropriate role in running or maintaining a facility for wider access   | Successful delivery of more substantial projects or tasks requiring the provision of strategic leadership and direction (either to a body of people or an area of work).<br><br>Defined contributions to major strategic issues affecting School/Faculty or area beyond own research area.   |
| <b>RIA7</b><br><i>New core requirement</i>   | You have a sustainable research plan for research which reflects the University's direction  | Have refined and begun to deliver a clear research plan based on the plan submitted at your application   | Have defined an on-going research plan which reflects the University's direction   |
| <b>Student Education<sup>1</sup></b>         |  |   |  |
| <b>RIA8</b>                                  | You make a high quality contribution to taught student provision and the student experience, providing effective personal tutoring or other support and guidance to students | Diligent and effective contribution to student education, e.g. lectures to a specialist final-year, M-level or similar module as part of module team based on own research area, or if appropriate to the disciplinary area, a specific module.<br><br>There will be a requirement to obtain student feedback and reflect on this and adjust material in response as appropriate, assessment of students but with clear 'mentorship' and guidance and definitely at a low volume. | Achieve fellowship of the Higher Education Academy (or agreed equivalent)<br><br>Delivery of a normal teaching load by end of year 5 at a level that creates increased capacity for recruitment of quality students where available.<br><br>Effective teaching as evidenced by student feedback and ability to respond positively to such feedback |

<sup>1</sup> Academic fellows will be expected to engage with student education throughout their fellowship although fellows will typically be allocated duties in this area corresponding to no more than 6 hours per week in early years of the fellowship.

| Core Activity   | Promotions criteria  | 3 years   | 5 years   |
|---|--|---|---|
|   |  | Acting as personal tutor to at least one group. <b>(now a year 5 requirement)</b>   |   |
| <b>Citizenship/<br/>General/University<br/>values</b> | All staff are expected to operate in line with the University values and standards | To engage with the cohort of other UAFs appointed under this scheme and specific training and events provided   | To continue to engage with the cohort of other UAFs appointed under this scheme and specific training and events provided   |
|   |  | <p>Meet all personal Health and Safety responsibilities and those for any staff or students s/he supervises.</p> <p>Demonstrate behaviour consistent with the University's values and standards including the dignity and mutual respect policy, equal opportunities standards and the leadership behaviours.</p> | <p>Meet all personal Health and Safety responsibilities and those for any staff or students s/he supervises.</p> <p>Demonstrate behaviour consistent with the University's values and standards including the dignity and mutual respect policy, equal opportunities standards and the leadership behaviours.</p> |

## **Section B: Optional activity for selection**

**In addition to the core activity, you are required to meet 3 optional activities:** it is expected that you will have identified which three areas are likely to be your choices by the end of stage 1 (year 3) through discussion with your Head of School.

The first table (B1) below sets out expectations which were included as mandatory in the original UAF expectations document. You may wish to select 3 of these to be assessed against but you can also choose from the optional expectations set out in the second table (B2) below. Once you have agreed the 3 you will focus on, you may discard the remaining optional criteria.

**Table B1: Original core expectations which now form some of the optional expectations**

| <b>Optional Activities</b> | <b>Criteria</b>   | <b>3 years</b>   | <b>5 years</b>  |
|----------------------------|---|--|---|
| RIB2                       | You deliver external collaborative research, innovation or knowledge exchange through your work with organisations, industry, government, public and third sectors or other equivalent groups or networks | Establish research links with relevant interdisciplinary groups in Leeds, nationally and/or internationally                | Demonstrate active collaborations within Leeds and with major national or international groups  |
| RIB3                       | You have developed or managed modules, programmes or co-curricular activities and review and develop the curriculum   | Likely to have agreed which modules or other relevant activity you will be leading on and have a plan to take this forward | Module leadership or significant participation in module team<br>Evidence of teaching at a range of levels<br>Input into design of teaching, ability to assess student work and provide constructive feedback to students |
| RIB6                       | You contribute to the direction of teaching and learning within the school, faculty or discipline   | Engagement in Teaching Enhancement scheme  | Evidence of having delivered contribution through engagement in Teaching Enhancement scheme or otherwise  |
| RIB7                       | You have contributed to public or education engagement activities within your academic area   | Contribution to recruitment, outreach or public engagement activities  | Contribution to recruitment, outreach or public engagement activities   |
| RIB10                      | You routinely provide mentoring or support to colleagues helping them to develop or improve   | PGR or similar level mentoring   | Mentoring junior colleagues including PDRAs providing advice, support and direction as appropriate  |

**Table B2: These additional ‘optionals’ were not set out in the original expectations document but are in the ‘cohort 2’ document as they are optional criteria in the new grade 9 criteria for promotion:**

| <b>Optional Activities</b> | <b>Criteria</b>  | <b>3 years</b>  | <b>5 years</b>  |
|----------------------------|--|---|---|
| RIB1                       | You engage in translational activity with demonstrable impact  | Potential external opportunities have been identified, including potential external partners                          | Research findings are applied externally in ways which have a positive impact on the wider economy and society.                                       |
| RIB4                       | You have contributed to the direction of teaching, learning and assessment policy and practice within the discipline or subject area | Some record of developing innovative approaches to own contribution to student education.                             | Involvement in shaping policies and developments in teaching, learning and assessment   |
| RIB5                       | You contribute to the quality of the student experience making a positive impact on student learning                                 | Likely to have identified the areas in which you would deliver this contribution and agreed this with HoS             | Evidence of specific contributions that have changed positively the student experience in identified areas  |
| RIB8                       | You actively participate in groups and committees within the University to influence strategic requirements and priorities           | Member of a group or committee with representatives from across the University  | Contribution to the development of strategy as part of the group or committee with representatives from across the University.                        |
| RIB9                       | You have led a significant strategic innovation, facilitating effective working between areas and managing resources and/or staff    | Likely to have agreed the project area in which this activity will be delivered and developed a plan for its delivery | Planned and delivered a significant initiative or project that is strategic and innovative and includes team working and managing staff or resources. |