Career Framework for Faculty at NMiTE

Today, technology is not just changing what we do, but who we are. Mastering it to address the challenges of tomorrow, demands a new kind of engineer and that in turn demands a new kind of engineering higher education.

At NMiTE our mission is to find, equip and empower a new generation of minds from diverse backgrounds to meet these challenges. In prospective students we're seeking curiosity, passion and persistence over starred grades; and in our faculty, inspirational educators who will embrace wholly new ways of learning. If this is a mission that excites you, come and help us make it real.

NMiTE is unique. Here there are no separate 'Departments' or 'Faculties'. Instead, we'll be developing multidisciplinary learning teams designed around the delivery of our unique academic curriculum: one co-developed with employers and built to the highest international standards.

The NMiTE academic is an innovative, enterprising and visionary educator, who cares deeply about the development and achievement of their learners; who challenges convention, sees beyond traditional approaches - and who is not afraid of taking risks.

As a member of NMiTE you will design, develop and implement a completely new approach to engineering education. You will facilitate students' learning using a mentor/coach approach, through experiential group learning, whilst ensuring individual development and achievement in your area of expertise.

You will also be expected to help shape and contribute to different aspects of the student learning experience, as well as keeping abreast of innovative pedagogies - and state-of-the-art engineering.

The NMiTE academic will be appointed and recognised on the basis of their educational practice and impact. NMiTE has partnered with the Career Framework for University Teaching Project, sponsored by the Royal Academy in Engineering, to ensure that the appraisal processes for educators are consistent with the vision of NMiTE. The Career Framework for NMiTE Faculty is a direct adaptation of the Career Framework for University Teaching authored by Dr Ruth Jones and commissioned by the Royal Academy of Engineering.
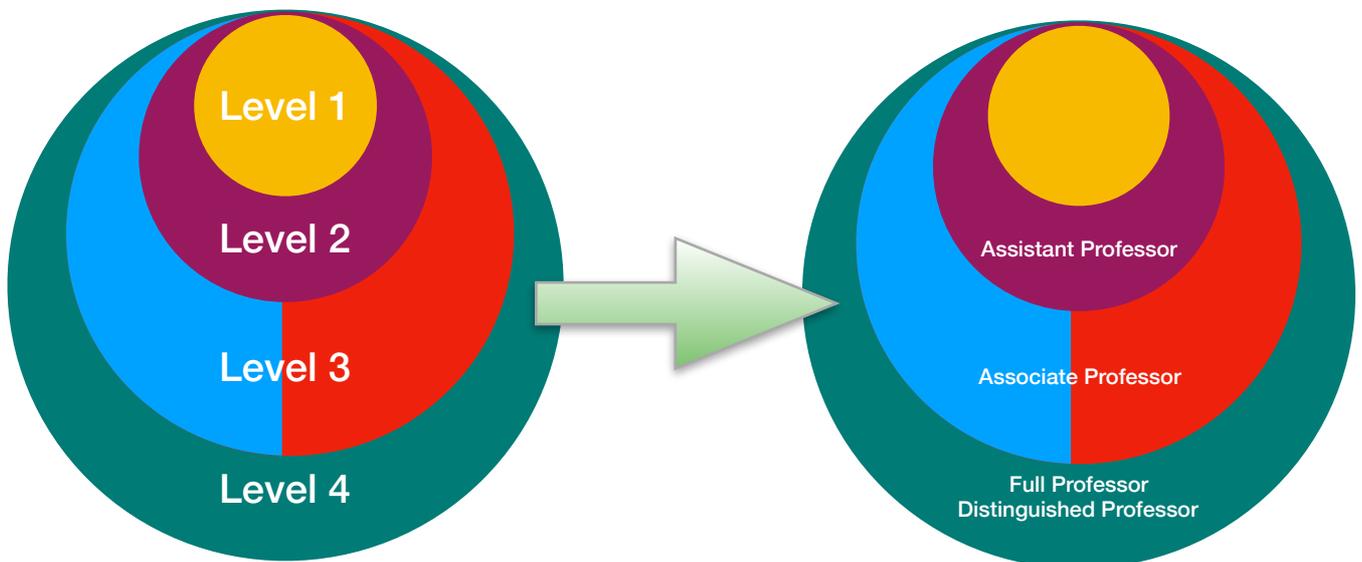
The Framework

The Career Framework is designed to guide and support Faculty appointments and academic career progression. The Framework rests on the principle that all Faculty must continue to strengthen the quality and impact of their practice as they progress through their career. The Framework is used alongside other mechanisms to evaluate and reward the contributions Faculty make to our institution and discipline.

The Framework is structured around four progressive levels of teaching achievement. Level 1 – 'the effective educator' – represents a threshold of achievement which all Faculty must attain at all times. Level 1 must also be maintained to achieve (and retain) higher levels. To be appointed Assistant Professor, Levels 1 and 2 must be evidenced. For Associate Professor, in addition to the first two levels, Level 3 criteria must be met. Level 4 – 'the national leader in education' – is likely to be reserved for those progressing to full professorships. At Level 4, Faculty who are recognised as 'global leaders' may achieve 'Distinguished Professorship' status.

For each level of teaching achievement, the Framework addresses the following three questions:

- what is the academic's **sphere of impact** in their teaching and learning activities?

- what are the **promotion criteria** that define the academic's achievements in teaching and learning?

- what **forms of evidence** can be used to demonstrate the academic's teaching achievements?

Spheres of impact
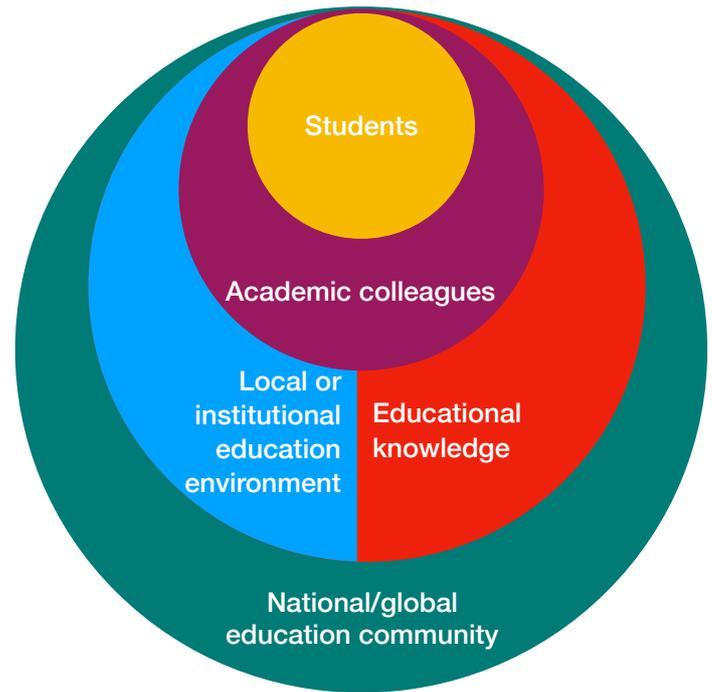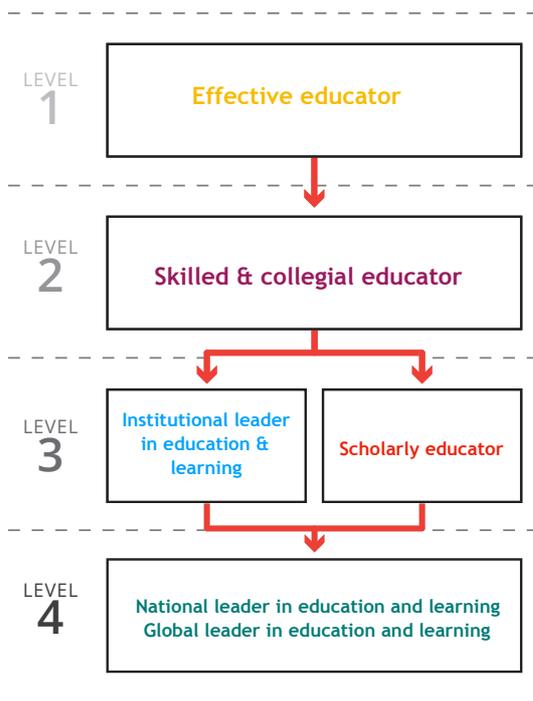
The four levels of the Framework can be characterised in terms of an academic's **sphere of impact** in learning practices, which expands as they progress to each level.

LEVEL 1.   The **effective educator** takes a conscientious and reflective approach, creating positive conditions for student learning and demonstrating effective teaching delivery that develops over time. *Their primary sphere of impact is the students they educate and mentor.*

LEVEL 2.   The **skilled and collegial educator** takes an evidence-informed approach to their development as a teacher and provides mentorship to their peers to promote a collegial and collaborative educational environment across NMiTE. *Their sphere of impact encompasses their academic colleagues (as well as students).*

LEVEL 3a.   The **institutional leader in education** makes a significant contribution to enhancing the environment for inclusion and excellence in teaching and learning within and beyond NMiTE. *Their sphere of impact encompasses the educational environment at NMiTE (as well as their impact on academics peers and students).*

LEVEL 3b: The **scholarly educator** makes a significant contribution to pedagogical knowledge by engaging with and contributing to the scholarly research literature. *Their sphere of impact encompasses 'educational knowledge', including the national and global pedagogical community within their disciplinary area and/or specific pedagogical fields of interest (as well as their impact on academic peers and students).*

LEVEL 4.   The **national and global leader in education** makes exceptional contributions to teaching and learning in higher education through national and international influence and leadership in educational practice and/or in pedagogical research. *Their sphere of impact encompasses the national and global education community (as well as the relevant spheres noted above).*

Forms of evidence
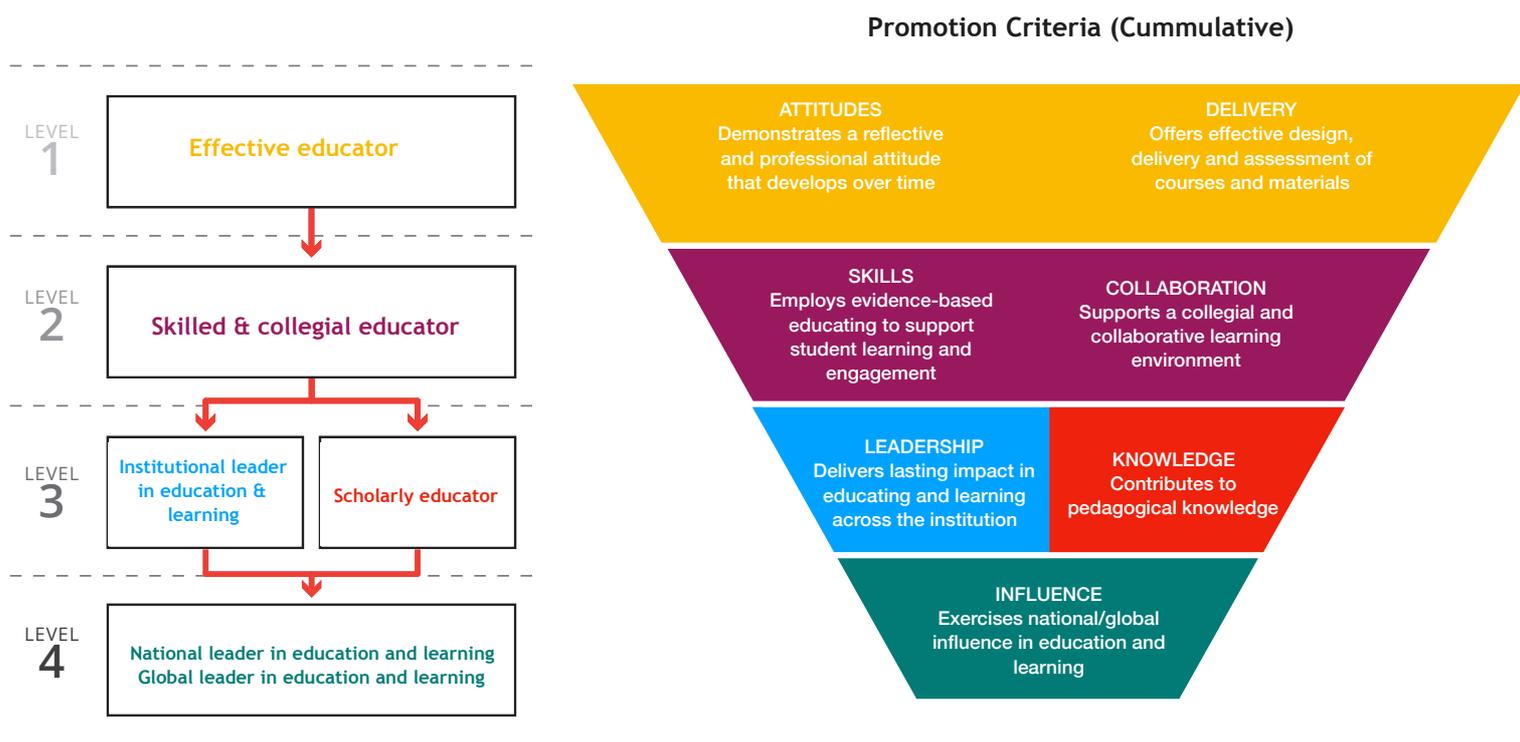
It should be noted that, at level 3, career progression splits into two parallel branches – one focused on the impact on the educational environment and the other focused on impact on educational knowledge. Individuals can opt to focus on one or a combination of these branches. Both branches offer progression to the fourth level, as a recognised national leader in education.

The full promotion criteria corresponding to each level of the Framework can be accessed using the hyperlinks in the table below.

LEVEL	ROLE	CUMULATIVE CAPABILITIES	PROMOTION CRITERIA
1	effective educator	**attitudes** and **delivery**	**LINK**
2	skilled and collegial educator	**skills** and **collaboration**	**LINK**
3a	institutional leader in education & learning	educational **leadership**	**LINK**
3b	scholarly educator	educational **knowledge**	**LINK**
4	national and global leader in education & learning	national and global **influence** in teaching and learning – in education knowledge and/or in educational practice	**LINK**

Demonstration

There is a range of different forms of evidence that can be used to demonstrate an individual's achievement. These forms of evidence have been grouped into four broad domains:

- **Self-assessment:** a self-reflective narrative describing the individual's educational approach, including how and why it has developed over time, as well as its impact.

- **Professional activities:** a description of the individual's professional activities in their practice, providing insight into the nature, volume and range of contributions made, as well as their particular areas of interest and/or expertise.

> Using these four domains as a guide, examples of the types of evidence that academics could use to demonstrate their teaching achievement are given at teachingframework.com/framework/evidence and are summarised overleaf

- **Measures of student learning:** measures of student learning can be 'indirect' or 'direct'. 'Indirect' measures are evidence that has been shown to correlate with student learning, while not measuring it directly (e.g., pass rates, unsolicited student feedback, employer feedback). 'Direct' measures of student learning capture the knowledge/skills/attitudes of the student cohort, enabling evaluation of student performance over time or against a defined benchmark.

- **Peer evaluation and recognition:** assessments from peers, both internal and external to the university. Peer assessments can relate to a range of different aspects of an individual's achievements, including their: (i) impact on education within their institution; (ii) impact and influence beyond their own institution, including contributions to pedagogical knowledge; and (iii) esteem and recognition, through indicators such as learning and teaching awards.

Using evidence in an appointment/promotion case

Education achievement can be seen to rest on two key components: approach and impact. Where possible, candidates (e.g. for appointment or promotion) should present evidence from at least one approach domain and at least one impact domain within their education portfolios:

- **APPROACH:** a candidate's approach can be viewed as the 'input', or the prerequisite, for achievement, and is typically demonstrated by a candidate's self-assessment and, at early career stages, their professional activities;

- **IMPACT:** a candidate's impact can be viewed as the 'output' for achievement and is captured through a wider range of evidence, including professional activities at more advanced levels, direct and indirect measures of student learning and peer assessment.
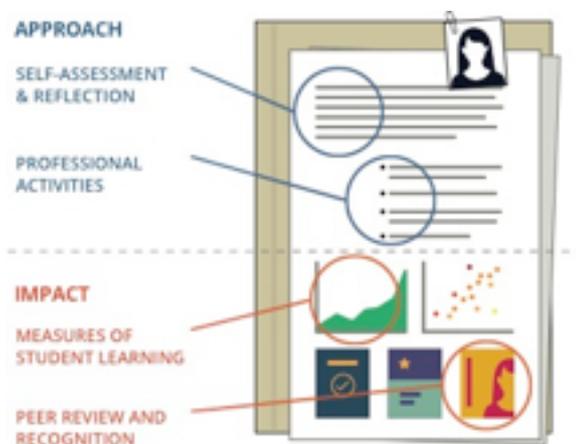
The blend of evidence sources used by candidates will vary considerably, depending on the nature of their teaching contribution. However, a candidate's 'approach' is likely to play a more prominent role at levels 1 and 2 of the Framework, while their 'impact' is likely to play a more prominent role at levels 3 and 4.

TABLE: Examples of evidence that may be included in an appointment or promotion case for each level of education achievement, structured within four evidence domains

	Self-assessment	Professional activities	Measures of student learning	Peer review and recognition
LEVEL 1: Effective educator	Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution	- Details of courses (student numbers, nature of teaching, assessment methods, etc.) - Details of student support and guidance provided - Participation in certification and training in educating and learning - Samples of course materials - Construction of a education portfolio	- Student evaluation surveys and student interview feedback - Informal and unsolicited student feedback - Pass rates, attrition rates and student progression that can be attributed to specific courses - Examination/assessment results, benchmarked against other cohorts - Evaluation of student products or projects	- Peer observation of educating - Peer review of course content, objectives and materials and/or education portfolio - Review and letters of reference from educating mentor - Letters of reference from: students, alumni, Director of Studies, Head of School and course/programme leaders
LEVEL 2: Skilled & collegial educator	Reflects on their personal teaching philosophy and its development over time, as well as the role they play in nurturing an academic environment that advances collective educational excellence	Sources listed for Effective Educator, plus - Mentoring and peer-coaching of teaching colleagues - Participation in programmes of educational reform, innovation and/or development - Membership of institutional educational committee - External examiner/trainer - Participation in teaching and learning confernces/events within and/or beyond their school or dicipline	Sources listed for Effective Educator, plus: - Retrospective assessment by alumni - Assessments made by graduate recruiters and employers with respect to specific courses/experiences - Student and/or institutional prizes/achievements that can be linked to specific course/programme - Student learning journals - Concept tests (course level)	Sources listed for Effective Educator, plus: - Letters of reference from: staff mentees, external examiners and collaborators - Authorship of widely-used text books - Pedagogical conference presentations - Institutional and national teaching awards/fellowships/prizes
LEVEL 3: Institutional leader in education & learning	Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning	Sources listed for Skilled and Collegial Educator, plus: - Leadership role in strategic institutional curriculum and/or policy development - Design and delivery of high-impact course innovation - Leadership of QA or accreditation processes - External reviewer/trainer/advisor	Sources listed for Skilled and Collegial Educator, plus: - Assessments made by graduate recruiters and employers - Students' self-reported learning gains, student engagement surveys (programme or institutional level) - Programme pass rates/progression rates - Concept tests or standardised tests (programme level)	Sources listed for Skilled and Collegial Educator, plus: - Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches - Reports from collaborators, external impact reports/case studies
LEVEL 4: Scholarly educator	Reflects on their personal teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge	Sources listed for Skilled and Collegial Educator, plus: - Invited speaker at key events in teaching and learning - Reviewer of scientific papers and articles about teaching and learning within and/or beyond own discipline - Visiting/honorary position held at other institutions - Active member of teaching and learning research group - Active use of 'Action Research' methods in their educational practises	Sources listed for Skilled and Collegial Educator, plus: - Students' self-reported learning gains (course level) - Student engagement surveys (course level)	Sources listed for Skilled and Collegial Educator, plus: - Letters of reference from research collaborators - Refereed conference and journal publications in teaching and learning - Research grants and income for teaching and learning development projects
LEVEL 5: National/global leader in education & learning	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	Sources listed for Institutional Leader in Education and Learning, plus: - Participation in government consultation committees - Invited speaker at national/global events in teaching and learning - Participation in and leadership of high-impact national and global educational programmes	Sources listed for Institutional Leader in Education and Learning, plus: - Institutional surveys of student perception or experience - Institutional pass rates/progression rates - Standardised tests (institutional level)	Sources listed for Institutional Leader in Education and Learning, plus: - Publications, citations, research grants and income within the field of teaching and learning - National and global press coverage - National/global awards and prizes