

# INDEX

Note: page numbers in *italic* and **bold** refers to figures and tables respectively & page numbers followed by 'n' refers to endnotes.

- Aalto University tenure track model, 111, 124n1
- academia, 4, 11, 16, 27, 34, 39, 43–44, 46, 47–50, 54–55, 70, 74, 80, 83, 108, 124
- academic careers and promotions, 105, 108–109, 114, 120
  - in Austria, 114
  - career scholars, 123–124
  - in Finland, 109–120
  - open vacancy and tenure track models, 121
  - strengths and weaknesses, 114, 120, **121**
- academic elite, 135–136, 138
- academic pathway, 6, 29, 85, 87, 100
- academic promotion, 3–10, 12, 17–21, 25–27, 30, 44, 48, 50, 54, 77, 79–80, 83, 85, 105, 117–118
- application, 4, 12, 26
- Asia, 10–11
- Australia and New Zealand, 7–8
- chances, 25–26
- Europe, 9
- framework, 12–17
- Latin America, 10
- North America, 6–9
- preparation, 31–32
- resources, 19–20
- typical application process, 18
- academic reward system, 4
- academic staff progress, 11
- academic teaching staff, 32
- adjunct position, 30–35, 38
- adjunct professor, 8
- application, 4, 12, 26
- areas of activity, 84
- Asia, 10

- assistant professor, 7, 10, 30, 88–90, 111, 113, 119–120
- associate professor, 7, 10–11, 21, 43, 52, 74, 88–90, 107, 111, 113, 118–120
- assurance, 89
- attention, 80
- audience, 19–20, 23, 29, 91–92, 94
- Australia, 8–9
- Austria, academic careers and promotions, 114, 115–116, 117–120
- Austrian tenure track model, 119, 119–120
- balance of time, 47
- belief, 92
- blind spots, 40, 42
- briefing for academic promotion, 20, 48
- Building Upon What We Already Do: Teaching Human Rights in Math*, 63
- career academics, 54, 80, 100, 132, 145, 151
- career ladder, 11, 80, 117, 127
- career narrative, 22–24, 26, 48–49
- career pathway, 18, 26, 29
- career position, 119
- Carnegie Classification of Institutions of Higher Education, 59
- civil servants, 105, 108, 117–118
- competencies, 87
- contract positions, 148
- contractual status, 110, 117
- contribution, 149–150
- core knowledge, 84
- co-teaching, 68
- Course Director and Administrator, 32
- curriculum development, 15, 32, 89, 116
- curriculum vitae (CV), 48, 149
- deadlines, 92
- diversity, 15–17, 43, 85–86, 88, 109, 124
- doctoral education, 64, 115–116
- document, 37–38
- early career scholar, 5, 42, 57–62, 67–68, 70, 73–74, 123–124, 127, 136–140
- education/teaching and learning, 12
- eligibility and access, 33
- engagement, 6, 12, 14–15, 70, 81–82, 85, 100, 135, 139, 143
- enhancement, 89

- enterprise and external engagement, 15–16
- Europe, 5, 7, 9, 46, 105, 108
- evidence, 4, 6, 8–9, 11, 18, 20, 22–27, 33, 38–39, 80, 82, 84, 93–95, 99–100, 144, 150
- experience, 58, 63
  - type of, 65
- faculty, advice from, 73–75
- faculty job, 62–65
- faculty members, 61, 70, 106, 108
- faculty position, 4, 5, 64, 65
- Faculty/Research Centre, 34
- Faculty Staffing Committee, 18
- feedback, 13, 24, 25–26, 38, 46, 50–51, 82, 84, 91, 93–94, 96, 116, 144–145
- Fellowship, 8, 83, 88, 96, 100
- female in academia, 39, 43–55
  - application, 49
  - belief, 92
  - future aspirations, 51
  - gratefulness, 54–55
  - journey, 5, 27, 29, 44, 47, 50
  - mentor, 36–37
  - record of achievements, 51
  - self-reflection, 52, 55
  - strength, 18, 24, 49, 51, 54, 91, 114, 120–122, 138, 144
- Finland, academic careers and promotions, 109–120
- Finnish university system, 109
- fixed-term basis, 48
- fixed-term contracts, 107, 123
- Forum for International Networking in Education (FINE), 68
- frameworks, 9, 12, 19, 27, 80, 85–87, 94, 100–101
  - Researcher Development Framework, 85–86
  - Research Excellence Framework, 82–83
  - Teaching Excellence and Student Outcomes Framework, 81–82
  - UK Professional Standards Framework, 83–85
- future aspirations, 51
- game of bowling, 65
- gaps, 18, 34, 52, 93, 101
- general course and student administration, 32

- German-speaking countries, 120
- global education
  - committee, 67
- graduate assistant (GA)
  - position, 64
- Graduate Teaching Assistant (GTA), 31
- gratefulness, 54–55
- guidelines, 17–19, 21, 25, 50
- HEA. *see* Higher Education Academy (HEA)
- Head of Department, 8, 18–21, 116
- higher education (HE),
  - 45–46, 52, 55, 57–59, 63, 71–73, 79, 88, 96, 100, 109, 117, 128–131. *see also* UK, academic promotion
  - advice from faculty, 73–75
  - cultural and academic contexts, 72
  - faculty job, 62–65
  - Latin America, 129–131
  - US system of, 57–58
- Higher Education Academy (HEA), 83
- Human Resource, 19
- IHEs. *see* institutions of higher education (IHEs)
- impactful, 58, 62, 72
- ineligibility for funding, 34
- informal position, 137
- insights and guidance, 90–93
- institutional citizenship, 16
- institutional commitment, 79, 134
- institutional dynamics, 128
- institutional funding, 33
- institutional heritage, 129
- institutional mission and classification, 58
- institutional mission continuum, 61
- institutional opportunities, 118
- institution promotion
  - processes, 18
- institutions of higher education (IHEs), 58–59
- interdisciplinary approach, 72
- job application, 33, 38, 40, 46–47, 52
- job search experience, 30
- journey, 44–47
- Latin America, 10, 137–140
  - academic profession, 137
  - higher education, 129
  - professional identity, 135–137
  - twentieth and twenty-first century, 130–134

- leadership, 99–100
- leadership and service, 12
- learning environment, 13, 81–82, 84, **96**
- lecturers, 7, 11, 110, 118, 136, 138
- Lehrstuhl* (professorial chair) tradition, 105
- levels of responsibility, 88–90
- marketization, 86
- markets, 33, 108, 130, 134
- Mathematics Education, 63–64, 66–67, 69, 74
- mentor, 20, 23, 36–38, 53, 73, 75, **97**, **116**
- metrics, 80–81, 83, 86, 94, 100–101, 143–144
- Ministry of Culture and Education (MEC), 109
- motivation, 67, 79, **122**, 149
- National Councils for Research, 132–133
- navigation, 147–151
- Neag School of Education, 73, 75
- New Zealand, 5, 7–9, 32, 149
- North America, 6–9, 30, 33, 38, 128
- Nottingham Mathematics Program, 69–70
- old academic oligarchy, 135
- online learning management system (CANVAS) responsibilities, 32
- open vacancy model, 105–106, 108–110, 114, 119–120, **121**, 151n1
- opportunities, 34–37 and insights, 34
- panel discussions and symposiums, 71
- paperwork, 92
- peer observation, **97**, 144–145
- PgCert, 88, **96**, 100
- PhD qualification, 30
- preparation time, 31–32
- private employees, 108, 117–118
- private institutions, 128, 138, 140
- Professional Development (PD), 33, 71, 83–84, 88, 92, 151
- professional identity, 68, 135–137
- professional values, 84, 101
- professor, 74, 88–90, 107, 109, 111, 117, 120–**122**, 130–131, 135–136
- Progress Review meetings, 92

- “Promoting Teaching: making evidence count,” 94
- promotion, 105–124.
  - see also* academic careers and promotions
  - academic promotion, 3–6, 8–10, 12, 17–21, 25 (*see also* academic promotion)
  - committees, 19, 25, 83, 94, 148–149, 151
  - navigation, 147–151
  - parameters of, 143–146
  - regulations, 118
- proofing, 38
- public universities, 131, 138
- pursuing interests, 67–68
- qualification agreement, 119
- quality, 10–13, 16, 24, 35, 45, 79–84, 89–90, 101, 115–116, 119, 128–129, 143
- record of achievements, 51
- reputation, 93
- research and research training, 12
- Researcher Development Framework (RDF), 85
- Research Excellence Framework (REF), 82–83
- research expectations, 61–62
- research merits, 122–124
- research-only role, 47–48
- resources, 19–20
- role profiles, 88–90
- Royal Academy of Engineering, 150
- Russell Group university, 87, 90
- school approval, 18
- school of education, 67, 69
- search committees, 33–34, 39
- self-reflection, 52, 55
- service, 145–146
- service swap method, 36
- small-scale enquiries, 95
- soft money, 48, 50
- step-by-step promotion, 107
- strength, 51
- student evaluation, 144–145
- student outcomes and learning gains, 81–82
- teaching, 81–94, 99–100, 111, 113, 116
  - courses, 65, 70
  - quality, 82
  - and research, 86
  - responsibilities, 61–62
- Teaching Excellence and Student Outcomes Framework (TEF), 81

- tenure, 4, 5, 10
- tenure track model,
  - 105–108, 110–111,
  - 112, 114, 117, 119,
  - 120, 121–122, 123,
  - 124n1, 151n1
- tenure track position, 5, 29
- time allocation, 113
- traditional tenure track,
  - 119
- UK, academic promotion,
  - 85–86
  - career academics, 80–81
  - competencies, 87–88
  - diversity, 85–86
  - evidence, 93–95, 96–98,
  - 99
  - insights and guidance,
  - 90–93
  - leadership, 99–100
  - Researcher
    - Development
    - Framework, 85–86
  - Research Excellence
    - Framework, 82–83
  - role profiles and levels
    - of responsibility,
    - 88–90
  - Teaching Excellence and Student Outcomes Framework, 81
  - UK Professional Standards Framework (UKPSF), 83–85
  - UK Department of Education, 81
  - United States' (US) system, 57
  - University of Connecticut, 59–60, 69–70, 73
  - University of Nottingham, 69–70
  - university teacher, 88–89
  - U21 universities, 70
  - vacant position model, 107–108
  - visibility, 41–42
  - vision, 37–38
  - VITAE, 85
  - website, 21, 46, 51, 82, 84, 99
  - word count, 92
  - writing concisely, 150