

R&T pathway: Assessment Criteria for applicants

This section sets out the promotion criteria for academic staff on the R&T pathway as part of the ACP 10-12 process. Assessment is based on contributions in research and research leadership, teaching and researcher development, and service to the University and to the academic community. The Assessment Criteria for each office/post are given below together with generic Indicators of Excellence.

Each application will be considered and assessed on its own merit against the Assessment Criteria for the level in question, taking into equal account evidence of both inputs and outputs. For each assessment criteria, applicants may include evidence of their contribution regardless of where it has been undertaken. However, applicants are expected to demonstrate a rising career trajectory in their application, i.e. an active and progressive contribution to their field. Whilst they can provide evidence spanning their entire career to demonstrate their trajectory, they are expected to focus principally on achievements since their last promotion/appointment, to best demonstrate their continuing rising trajectory.

The generic Indicators of Excellence as well as the respective School/Institution-specific Indicators of Excellence provide examples of evidence of fulfilment of these criteria. All examples are suggestive in nature and non-exhaustive, and not all the indicators will be relevant to all applicants.

The onus is on the applicant to evidence their contribution according to the criteria above, as relevant to the stage of promotion being sought. Applicants for promotion should demonstrate how this contribution goes above and beyond the expectations of their role at the current grade of employment. Reference can be made to the applicant's role profile or to [generic academic R&T role profiles](#) for the relevant grade.

Applicants should refer to the committees section (in particular Overarching Considerations in the main guidance document) for more guidance on the approach that committees are expected to take in evaluating evidence.

School/Institution-specific Guidance and Indicators of Excellence

Each School/Institution is expected to adopt and publish its own specific guidance on expectations for promotion and exemplar Indicators of Excellence; these indicators are in addition to the more generic Indicators of Excellence set out in this guidance. The School/Institution-specific guidance will state the expectations with regard to the balance between teaching and researcher development for promotion.

To ensure parity of standards and expectations, the School/Institution-specific guidance must be approved by the respective School Councils prior to adoption. Each School will be expected to review their guidance annually and update it, as necessary, to ensure it remains relevant and fit for purpose. Schools may find it helpful to refer to the minutes of previous ACP exercises for examples of Indicators of Excellence for their disciplines.

Please see the School/Institution-specific information for further details.

- [Arts and Humanities](#)
- [Biological Sciences](#)
- Clinical Medicine: [Professors](#) and [Associate Professors \(Grade 10\)](#)
- [Humanities and Social Sciences](#)
- [Physical Sciences](#)
- [Technology](#)

R&T PATHWAY ONLY: Professor at Grade 12: Criteria for the Assessment of Research and Research Leadership

Promotion to Professor at Grade 12 requires **outstanding achievement in research and research leadership assessed by reference to international levels of excellence**. This includes both individual and collaborative contributions to research, as well as contributions to leading an excellent institutional research culture.

There are two criteria and outstanding achievement is normally required in both:

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• A substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet. • Makes a significant contribution to the advancement of knowledge in their research discipline. • Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development. • Engages in open, ethical, transparent and collaborative research practices, including making research processes and outputs as open as possible, in line with disciplinary norms and ethical guidelines/legal regulations.	• Frequently invited to present work at major national and international conferences and institutions. • A significant track record of winning competitive research funding. • In receipt of prizes and honours for research. • Broad reach, impact and trustworthiness of research, evidenced by a record of engaging in open research practices and where appropriate, increasing equitable access by making research outputs freely available and reusable.

CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and positive research culture

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Leads and contributes to collaborative research projects. • Elected/appointed to research-related leadership roles. • Creates and manages large research groups. • Convenes and leads major research conferences and seminar programmes. • Leads collaborative initiatives and mentors or supports others to engage in open research practices that increase the quality, transparency and accessibility, rather than quantity, of research. • Provides intellectual thought leadership which informs and contributes to setting the international research agenda in an individual's area. • Actively reflects on and develops personal leadership skills. • Fosters an environment which is inclusive and accessible.	• Participation in high-quality public, industrial and/or policy engagement activities linked to research. • Holds editorship positions (e.g. books, journals). • Promotes collaboration and develops cross-disciplinary research activities. • Seeks formal feedback from a diverse range of colleagues (e.g. through 360 degrees feedback processes or other forms of multi-source feedback processes and tools). • Engages with professional development opportunities for themselves and encourages those that they manage, teach and support to do so. • Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.

R&T PATHWAY ONLY: Professor (Grade 11): Criteria for the Assessment of Research and Research Leadership

Promotion to Professor (Grade 11) requires **outstanding achievement in research and research leadership assessed by reference to national levels of excellence and international recognition**. This includes both individual and collaborative contributions to research, as well as contributions to institutional research culture.

There are two criteria and outstanding achievement is normally required in both:

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• A substantial portfolio of high-quality research outputs that are internationally recognised in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet. • Contributes to the advancement of knowledge in their research discipline. • Engages in open, ethical, transparent and collaborative research practices, including making research processes and outputs as open as possible, in line with disciplinary norms and ethical guidelines/legal regulations.	• Produces research outputs that have an impact, for example in the REF. • A track record of winning competitive research funding. • Invited to present work at major national and international conferences and institutions. • Broad reach, impact and trustworthiness of research, evidenced by a record of engaging in open research practices and where appropriate, increasing equitable access by making research outputs freely available and reusable.

CRITERION 2: Contributes to high-quality research leadership and supports an inclusive and positive research culture.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Makes a significant contribution to collaborative research projects. • Contributes to organisation of major research conferences and seminar programmes. • Leads collaborative initiatives and mentors or supports others to engage in open research practices that increase the quality, transparency and accessibility, rather than quantity, of research. • Actively reflects on and develops personal leadership skills. • Fosters an environment which is inclusive and accessible.	• Participation in high-quality public, industrial and/or policy engagement activities linked to research. • Holds editorship positions (e.g. books, journals). Promotes collaboration and develops cross-disciplinary research activities. • Seeks formal feedback from a diverse range of colleagues (e.g. through 360 degrees feedback processes or other forms of multi-source feedback processes and tools). • Engages with professional development opportunities for themselves and encourages those that they manage, teach and support to do so. • Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.

R&T PATHWAY ONLY: Professor (Grades 11 and 12): Criteria for the Assessment of Teaching and Researcher Development

Applicants are required to show that they have **made an effective contribution toward the University's goal of providing high-quality research-led teaching to undergraduate and postgraduate students and/or fostering the professional development of research students and early career research staff.** It is recognised that applicants may contribute in different ways at different points in their career and that effective contributions may differ between disciplines. Contributions will be assessed in the context of the relevant Institution's expectations, including the local workload model where applicable. In its guidance, each Institution should indicate the balance of expectation as between teaching (undergraduate/postgraduate) and researcher (PhD/Postdoc) development. An effective contribution must be shown by reference to all or some of the following criteria:

CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Designs and develops new programmes. • Leads/makes a significant contribution to internal teaching reviews. • Demonstrates breadth of knowledge and teaches effectively beyond immediate research area. • Receives prizes for teaching. • Undertakes examination/acts as a course examiner. • Provides educational leadership and organisation including curriculum development and learning design.	• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement. • Publishes major textbooks/e-learning materials (including high quality open educational resources) adopted in courses internal or external to the University. • National or global press coverage of the applicant's educational ideas or activities. • Holding an educational leadership position within a professional body • Receives excellent student feedback. • Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Consistently high research student completion rates. • Award of prizes and honours for researcher development. • Consistently receives positive feedback from research students.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Contributes significantly towards recruiting and winning support for research students. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.

CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Consistently receives positive feedback from postdoctoral researchers. • Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications. • Mentors or coaches early-career researchers in other groups or departments.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. • Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia. • Engages researchers or others for whom they have management responsibility in career development conversations. • Explicit celebration of achievements that go beyond traditional research outputs or celebrating former group members/colleagues who have moved to careers outside of research.

R&T PATHWAY ONLY: Professor (Grades 11 and 12): Criteria for the Assessment of Service to the University and to the Academic Community

Applicants are required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that individuals may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless, the University normally expects applicants to demonstrate a significant degree of service contribution that is internal to the University.

CRITERION: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Departmental/Faculty/University academic leadership roles. • Sits on Departmental/Faculty University committees and bodies. • Provides active mentoring and support for colleagues. • Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing. • Contributes to the running, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity.	• Contributes to leadership, administration and student support within Colleges. • Engages significantly in peer review activity. • Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. Industry, trusts and foundations, philanthropic donors). • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Significant and sustained public engagement activity.

R&T PATHWAY ONLY: Clinical Professor: Criteria for the Assessment of Research and Research Leadership

Promotion to Clinical Professor requires **outstanding achievement in research and research leadership assessed by reference to international levels of excellence**. This includes both individual and collaborative contributions to research, as well as contributions to leading an excellent institutional research culture. There are two criteria and outstanding achievement is normally required in both. Clinical academic applicants would be expected to demonstrate the same quality of contribution across both criteria as non-clinical applicants. However, in recognition of their clinical responsibilities, some adjustment may be made for expectations around volume of contribution, in particular in relation to Criterion 2.

Whilst expectations around quality and impact remain the same, there may be differences in the publications portfolio of applicants in research fields which are highly collaborative, and who have substantial involvement in consortia or clinical trials, for example. For these applicants, the balance of evidence under Criterion 2 may be greater. In such cases, it is particularly important that applicants clearly demonstrate their intellectual thought leadership and research-related leadership, in consortia/collaborative settings.

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• A substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet. • Makes a significant contribution to the advancement of knowledge in their research discipline. • Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development. • It is expected that significant contribution to the advancement of knowledge would be at least partly evidenced by authorship position. • Engages in open, ethical, transparent and collaborative research practices, including making research processes and outputs as open as possible, in line with disciplinary norms and ethical guidelines/legal regulations.	• Frequently invited to present work at major national and international conferences and institutions. • A significant track record of winning competitive research funding. • In receipt of prizes and honours for research. • Applicants working in highly collaborative methodological fields (for example in biostatistics, or imaging), would be expected to be producing high quality methodological papers, as well as publications in the field in which their methods are being used. • Broad reach, impact and trustworthiness of research, evidenced by a record of engaging in open research practices and where appropriate, increasing equitable access by making research outputs freely available and reusable.

CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and positive research culture

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Leads and contributes to collaborative research projects. • Elected/appointed to research-related leadership roles. • Creates and manages large research groups. • Convenes and leads major research conferences and seminar programmes. • Provides intellectual thought leadership which informs and contributes to setting the international research agenda in an individual's area. • Contribution to international healthcare policy and guidelines (for example, NICE, WHO). • Actively reflects on and develops personal leadership skills. • Fosters an environment which is inclusive and accessible.	• Participation in high-quality public, industrial and/or policy engagement activities linked to research. • Holds editorship positions (e.g. books, journals). Promotes and maintains high standards of research integrity. • Promotes collaboration and develops cross-disciplinary research activities. • Seeks formal feedback from a diverse range of colleagues (e.g. through 360 degrees feedback processes or other forms of multi-source feedback processes and tools). • Engages with professional development opportunities for themselves and encourages those that they manage, teach and support to do so. • Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.

R&T PATHWAY ONLY: Clinical Professor: Criteria for the Assessment of Teaching and Researcher Development

Applicants are required to show that they have **made an effective contribution toward the University's goal of providing high quality research-led teaching to undergraduate and postgraduate students and/or fostering the professional development of research students and early career research staff.** It is recognised that applicants may contribute in different ways at different points in their career and that effective contributions may differ between disciplines. Contributions will be assessed in the context of the relevant Institution's expectations, including the local workload model where applicable. In its guidance, each Institution should indicate the balance of expectation as between teaching (undergraduate/postgraduate) and researcher (PhD/Postdoc) development. An effective contribution must be shown by reference to all or some of the following criteria.

As the Clinical School has no Tripos courses and no 'standard' undergraduates, there are restricted opportunities for non-clinical applicants to become involved in teaching. Whilst non-clinical applicants would be expected to demonstrate the same quality of contribution as clinical applicants, the quantity of contribution under Criterion 1 and also Criterion 3 (which for clinical applicants includes postgraduate medical education) may be lower. The balance of evidence in Criterion 2 may therefore be greater for non-clinical applicants. Non-clinical applicants are able to demonstrate evidence under Criterion 1 relating to masters course teaching within the School, and also contributions to courses in other Schools within the University. Particularly for non-clinical applicants, College teaching may form a substantial portion of the evidence of contribution under Criterion 1.

CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Designs and develops new programmes. • Leads/makes a significant contribution to internal teaching reviews. • Demonstrates breadth of knowledge and teaches effectively beyond immediate research area. • Receives prizes for teaching. • Undertakes examination/acts as a course examiner. • Provides educational leadership and organisation including curriculum development and learning design. • Clinical applicants would be expected to be teaching clinical students in a variety of settings, for example on wards, in clinic, in outpatients. They may also be teaching more broadly across the clinical curriculum, for example, in communications skills or professionalism, and would be expected to be involved in the creation and/or delivery of assessments. • It would be appropriate to include as evidence of excellence, the creation of innovative or enhanced electronic learning resources, or the introduction of new technology to enhance learning/course delivery.	• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement. • Publishes major textbooks/e-learning materials (including high quality open educational resources) adopted in courses internal or external to the University. • National or global press coverage of the applicant's educational ideas or activities. • Holding an educational leadership position within a professional body • Receives excellent student feedback. • Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
- Consistently high research student completion rates. - Award of prizes and honours for researcher development. - Consistently receives positive feedback from research students. - Researcher training and development processes includes oversight of placement opportunities (where available) with industrial or other partners.	- Provides inclusive leadership and delivers excellence through the performance of others. - Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. - Contributes significantly towards recruiting and winning support for research students. - Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.

CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
- Consistently receives positive feedback from postdoctoral researchers. - Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications. - Mentors or coaches early-career researchers in other groups or departments. - For clinical applicants, contribution to postgraduate medical education will be considered under this criterion. Indicators of excellence will include contribution to postgraduate training and assessment, and evidence of excellent trainee feedback. - Rewards and celebrates the full range of research contributions and careers.	- Provides inclusive leadership and delivers excellence through the performance of others. - Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. - Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. - Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia. - Engages researchers or others for whom they have management responsibility in career development conversations. - Explicit celebration of achievements that go beyond traditional research outputs or celebrating former group members/colleagues who have moved to careers outside of research.

R&T PATHWAY ONLY: Clinical Professor: Criteria for the Assessment of Service to the University and to the Academic Community

Applicants are required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that individuals may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless, the University normally expects applicants to demonstrate a significant degree of service contribution that is internal to the University. For the Clinical School, service to the community (in broad terms), and to the public (including patients), are key components under this heading.

CRITERION: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Departmental/Faculty/University academic leadership roles. • Sits on demanding Departmental/Faculty University committees and bodies. • Provides active mentoring and support for colleagues. • Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing. • Contributes to the running, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity. • Evidence of excellence, impact and commitment to clinical practice and to the highest standards of professionalism. • Evidence of patient and public engagement. • Membership of national/international healthcare committees and advisory bodies. • Membership of relevant NHS committees and commitment to furthering the close relationship between the University and the NHS, particularly in the local context. • Widening participation activities can include junior doctors, and strengthening participation in under-represented specialties/areas. • Being asked to sit on/contribute to work of national curriculum and/or assessment committees (i.e. Royal Colleges, GMC Standards or medical schools council question banks).	• Engages significantly in peer review activity. • Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors). • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Significant and sustained public engagement activity. • Departmental/Faculty leadership roles also encompass Unit and Research Institute or Centre leadership roles.

R&T PATHWAY ONLY: Associate Professor (Grade 10): Criteria for the Assessment of Research and Research Leadership

An applicant is required to demonstrate **achievement in research assessed by reference to national levels of excellence**. This may include individual and/or collaborative contributions to research.

CRITERION: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field, whilst ensuring the highest standards of research integrity are promoted and maintained.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• A portfolio of high-quality research outputs that are nationally recognised as excellent. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet. • Invitations to present work externally. • Engages in open, ethical, transparent and collaborative research practices, including making research processes and outputs as open as possible, in line with disciplinary norms and ethical guidelines/legal regulations.	• Invitations to join research consortia. • Broad reach, impact and trustworthiness of research, evidenced by a record of engaging in open research practices and where appropriate, increasing equitable access by making research outputs freely available and reusable.

R&T PATHWAY ONLY: Associate Professor (Grade 10): Criteria for the Assessment of Teaching and Researcher Development

An applicant seeking promotion to Associate Professor (Grade 10) is required to show consistent and sustained excellence in **providing high-quality undergraduate and postgraduate education that benefits from and engages with Cambridge's research-rich environment and/or nurturing the professional and personal development of research students and early-career research staff**. It is recognised that effective contributions may differ between disciplines and that an applicant's contribution is therefore to be assessed in the context of their Institution's expectations, including the local workload model where applicable. Sustained excellence must be shown by reference to all or some of the following criteria:

CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Designs and develops new programmes. • Contributes to internal teaching reviews. • Undertakes examination / acts as a course examiner. • Provides educational leadership and organisation, including curriculum development and learning design. • Demonstrates sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities.	• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement. • Publishes materials (including high quality open educational resources) adopted in courses internal or external to the University. • National or global press coverage of the applicant's educational ideas or activities. • Receives excellent student feedback.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Supervises research students effectively. • Consistently receives positive feedback from research students.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Contributes towards recruiting and winning support for research students. • Recognises and nurtures talent and engages with researcher training and development processes.

CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Consistently receives positive feedback from postdoctoral researchers. • Rewards and celebrates the full range of research contributions and careers.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Recognises and nurtures talent and engages with researcher training and development processes. • Engages researchers or others for whom they have management responsibility in career development conversations. • Explicit celebration of achievements that go beyond traditional research outputs or celebrating former group members/colleagues who have moved to careers outside of research.

R&T PATHWAY ONLY: Associate Professor (Grade 10): Criteria for the Assessment of Service to the University and to the Academic Community

An applicant is required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that people may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless, the University normally expects applicants to demonstrate some degree of service contribution that is internal to the University.

CRITERION: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Departmental/Faculty/University academic leadership roles. • Sits on Departmental/Faculty University committees and bodies. • Provides active mentoring and support for colleagues. • Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing.	• Contributes to leadership, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity. • Engages significantly in peer review activity. • Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors). • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Significant and sustained public engagement activity.

T&S pathway: Assessment Criteria for applicants

This section sets out the promotion criteria for academic staff on the T&S pathway as part of the ACP 10-12 process. Assessment is based on contributions in teaching and scholarship and service to the University and to the academic community. The Assessment Criteria for each office/post are given below together with generic Indicators of Excellence.

Each application will be considered and assessed on its own merit against the Assessment Criteria for the level in question, taking into equal account evidence of both inputs and outputs. For each assessment criteria, applicants may include evidence of their contribution regardless of where it has been undertaken. However, applicants are expected to demonstrate a rising career trajectory in their application, i.e. an active and progressive contribution to their field. Whilst they can provide evidence spanning their entire career to demonstrate their trajectory, they are expected to focus principally on achievements since their last promotion/appointment, to best demonstrate their continuing rising trajectory.

The generic Indicators of Excellence provide examples of evidence of fulfilment of these criteria. All examples are suggestive in nature and non-exhaustive, and not all the indicators will be relevant to all applicants.

Applicants should refer to the committees section (in particular Overarching Considerations in the main guidance document) in this guidance for more guidance on the approach that committees are expected to take in evaluating evidence.

T&S PATHWAY ONLY: Criteria for promotion to Grades 10, 11, 12 and Clinical (Teaching) Professor

Academic (teaching & scholarship) staff are expected to contribute significantly to excellence in teaching, learning and assessment and it is therefore expected that all will evidence fulfilment of T&S criteria 1 and 2 as well as 3 and/or 4, as well as the Service criterion.

T&S CRITERIA				
		Grade 10	Grade 11	Grade 12 or Clinical (Teaching) Professor
Teaching and Scholarship	1	Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.	Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.	
	2	A significant contribution to curriculum development and enhancement, informed by scholarship.	Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship.	
	3	A strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.	A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.	
	4	An effective contribution to strategic or developmental initiatives at University level and beyond.	Significant contribution to strategic or developmental education initiatives at disciplinary, Faculty, University, sector and national/international levels.	Effective leadership of strategic or developmental education initiatives at University, national or international levels.
Service to the Academic University		A consistent effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	A significant contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	A significant contribution of service and leadership to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

Applicants for promotion will need to evidence sustained excellence in relation to these criteria.

University Associate Professors and Associate Teaching Professors appointed at Grade 9 who have been confirmed in post following a successful probationary period will need to evidence the contribution made since the end of their probationary period when applying for promotion to a senior grade. However, for the purposes of promotion applications, passing probation is not a change in role. As such, applicants can include evidence of achievements during their probationary period in their promotion application.

University Associate Professors and Associate Teaching Professors who have previously been promoted and are now seeking promotion to a higher grade will need to evidence the contribution made since their previous promotion and which builds on previous contribution.

For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

Additional expectations for promotion to Grades 11 and 12, and Clinical (Teaching) Professor

Progression to Grade 11 and Grade 12 and Clinical (Teaching) Professor involves a broadening of the contribution to education from excellence in teaching practice, to an increasingly significant contribution to the organisation and management of departmental education and student support activity, leadership in educational transformation (including curricula and assessment, pedagogy and innovative use of technology enhanced learning), research relevant to subject knowledge in the discipline and/or of relevance to education in the discipline; and strategic involvement in education matters at Faculty/Department and University wide level.

A national/international reputation would be expected for promotion to Grade 11, Grade 12 or Clinical (Teaching) Professor.

Example Indicators of Excellence and Impact

Examples are provided below of the kinds of Indicators of Excellence which applicants may wish to evidence in their application. It is important for all applicants to note that these examples are suggestive in nature and non-exhaustive; not all the indicators will be relevant to all applicants, contexts or disciplines.

The onus is on the applicant to evidence their contribution according to the criteria above, as relevant to the stage of promotion being sought. Applicants for promotion should demonstrate how this contribution goes above and beyond the expectations of their role at the current grade of employment. Reference can be made to the applicant's role profile or to [generic academic T&S role profiles](#) for the relevant grade. Evidence of an increasing level of responsibility/leadership is expected to be evidenced, the higher the level of promotion being sought. A contribution at national/international level and a national/international reputation are expected for promotion to (Teaching) Professorships at Grades 11 and 12, and Clinical (Teaching) Professorships.

Beyond the applicant's own teaching, reflection is also invited on the role they themselves have played in any developments, initiatives, projects, committees (etc.) and the impact of this contribution on students / the wider discipline / Department / Faculty and/or on the work of their colleagues.

The example Indicators of Excellence and impact below have been clustered around generic criterion headings. Reference will need to be made to the criterion descriptor for the appropriate level specified in the table above.

Example Indicators of Excellence in relation to the Teaching and Scholarship criterion

CRITERION 1: Delivery of excellent research-informed and intellectually challenging teaching

Generic Indicators of Excellence and/or impact

- | | |
|---|---|
| <ul style="list-style-type: none"> • Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices, with evidence of effectiveness • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • (Significant) contribution to the content and marking of examinations and other assessment tools • Evidence of continued improvement in own teaching practice driven by student and peer review of teaching feedback • Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research • Clinical applicants would be expected to be teaching clinical students in a variety of settings, for example on wards, in clinic, in outpatients. They may also be teaching more broadly across the clinical curriculum, for example, in communication skills or professionalism, and would be expected to be involved in the creation and/or delivery of assessments | <ul style="list-style-type: none"> • It would be appropriate to include as evidence of excellence, the creation of innovative or enhanced electronic learning resources, or the introduction of new technology to enhance learning/course delivery • Positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • (Significant) contribution to internal teaching reviews • Recognition by their institution and/or by students of their excellence in teaching. • Nomination for the award of a prize for teaching • Demonstration of the use of evidence-informed approaches to enhance student learning • Demonstrable impact from role-modelling good teaching and learning practice to others • Consistently successful outcomes from supervision of undergraduate and/or graduate projects or dissertations • Receives excellent student feedback. |
|---|---|

In addition, for promotion to Grades 11 and 12 and Clinical (Teaching) Professorships

Generic Indicators of Excellence and/or impact

- | | |
|--|--|
| <ul style="list-style-type: none"> • Significant contribution to the organisation and management of departmental educational provision and student support activity • Successful leadership of multidisciplinary teaching programmes involving other departments | <ul style="list-style-type: none"> • Evidence of excellence in teaching and/or innovative practice, which has greatly enhanced and/or changed the nature of learning and teaching in the applicant's field and has had an impact on the University's reputation for teaching excellence internationally |
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CRITERION 2: Contribution to curriculum development and enhancement

Generic Indicators of Excellence and/or impact

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|--|---|
| <ul style="list-style-type: none"> • (Leadership) of revision and updating of course content, ensuring it is research-informed • (Leadership in) development, revision and updating course design ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Design and review of assessment methods and tools, informed by best practice and in line with research and strategic drivers • Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes | <ul style="list-style-type: none"> • Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Proactive (leading) compliance with quality assurance regulations and any accreditation requirements (Leadership) in embedding of practice-oriented perspectives developed in professional contexts into taught provision • Significant (leading) contribution to multidisciplinary initiatives |
|--|---|

In addition, for promotion to Grades 11 and 12 and Clinical (Teaching) Professorships

Generic Indicators of Excellence and/or impact

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leadership in educational transformation within/beyond own discipline / sector • Evidence of embedding relevant literature or theory and/or best practice from other HEIs nationally/internationally into educational design • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience • Impact on curriculum development & enhancement beyond own department or discipline | <ul style="list-style-type: none"> • Leadership of programme review (e.g. Tripos, MPhil, MSt, lifelong learning / exec ed) • Design of new programme (e.g. Tripos, MPhil, MSt, lifelong learning / exec ed) • Participation in curriculum / quality review at other Universities (national and international) with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review |
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CRITERION 3: Track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment

Generic Indicators of Excellence and/or impact

- Sustained engagement in CPD activities with demonstrable impact on practice within the discipline and beyond
- Well received delivery of CPD and other forms of professional training including for early career academic staff
- Evidence of scholarly evaluation of programmes and courses applied to developments in higher education and beyond
- Sharing and promoting good practice within and beyond the University through well-regarded contributions to Teaching & Learning webpages, blogs, social media etc
- Participation in debate/dialogue on teaching with the wider (higher) education community
- External recognition of teaching/subject expertise through invitations to disseminate practices and scholarship externally
- Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula beyond the University
- Engages in open, ethical, transparent and collaborative research practices, including making research processes and outputs as open as possible, in line with disciplinary norms and ethical guidelines/legal regulations.
- Sustained track record of development of high quality open educational resources which are adopted within and beyond the University
- A significant contribution (e.g. as lead/sole author) to publications (including books/text books) which enhance knowledge in the discipline and/or are exploited in teaching of the discipline in Higher Education or in other sectors, or in professional/training contexts. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet.
- Published online teaching or learning materials (i.e. either for exploitation by educators or directly by students/learners) which teach aspects of the subject matter/discipline, whether for Higher Education or in other sectors, or in professional/training contexts
- Dissemination of scholarship in the subject and/or teaching and learning case studies / action research in conference/workshop presentations
- Invitations to speak at conferences/deliver keynotes based on reputation in the field
- Publications record in relevant journals, books or edited collections evidencing scholarship in / about the discipline
- Original research of an applied nature, for example pedagogic research into ways of teaching a particular subject/discipline, which may or may not be derived from applied research into one's own practice of teaching in Higher Education
- Roles as editor/peer reviewer
- Press coverage of the applicant's scholarship or activities
- Contributions in a variety of media on strategic issues related to teaching and learning of the discipline, or in relation to public understanding of the discipline
- Impactful engagement with professional practice contexts in the development of teaching/course design & content
- An evidence-based influence on best practice in a professional context relevant to the applicant's discipline
- Achievement of qualifications / professional accreditation as relevant (e.g. Senior/Principal Fellowship of HEA; Membership/Fellowship of relevant professional body; MEd; EdD; PGCHE)
- Broad reach, impact and trustworthiness of research, evidenced by a record of engaging in open research practices and where appropriate, increasing equitable access by making research outputs freely available and reusable.

In addition, for promotion to Grades 11 and 12, and Clinical (Teaching) Professorships

Generic Indicators of Excellence and/or impact

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|---|---|
| <ul style="list-style-type: none"> • Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula • Evidence of influencing practice in their field of expertise nationally/internationally • National/international conference papers | <ul style="list-style-type: none"> • International publication / editorial track record • Reputation nationally/internationally as an expert in their field • Scholarship-driven influence on government / public policy / professional bodies • National/international reputation as a leading expert in their field |
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CRITERION 4: Contribution to strategic or developmental initiatives

Generic Indicators of Excellence and/or impact

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|---|---|
| <ul style="list-style-type: none"> • Contribution to University initiatives to promote innovation and excellence in teaching, learning and assessment (e.g. in collaboration with the Centre for Teaching and Learning) • Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals • (Leading) contribution to the development and delivery of Department, Faculty and/or College activities which promote diversity, inclusion, widening participation and/or internationalisation • (Leading) development and delivery of initiatives related to employability | <ul style="list-style-type: none"> • (Leading) contribution to strategic initiatives related to the discipline/subject area in collaboration with other HE and/or non-HE institutions • (Leading) development of external partnerships or networks for strategic purposes • Contribution to strategic initiatives involving related professional bodies / national associations • Contribution to public engagement initiatives related to the study of the discipline • Track record in securing internal or external funding for teaching and learning development projects • Strategic contribution to the discipline within a College context |
|---|---|

In addition, for promotion to Grades 11 and 12, and Clinical (Teaching) Professorships

Generic Indicators of Excellence and/or impact

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|--|--|
| <ul style="list-style-type: none"> • Significant contribution to leadership in education within the Faculty/Department and/or the University • Contribution to the governance and/or strategic direction of educational provision within the University • An impact on the University's reputation in education within the wider community / sector • A strategic role in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration • Contribution to national/international strategic education-related initiatives | <ul style="list-style-type: none"> • Acting as a national and international champion for the discipline and/or for education reform or innovation • Nationally / internationally respected provider of leading discipline / educational advice to government bodies or other large organisations with impact on policy and practice • Significant contribution to relevant national/ international committees, associations or professional bodies • Track record in securing philanthropic donations for strategic purposes • Influence on strategic developments in the teaching of the subject beyond the University, nationally/internationally |
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Example Indicators of Excellence in relation to the Service criterion

CRITERION: Service to the University and wider academic community

Generic Indicators of Excellence and/or impact

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|--|---|
| <ul style="list-style-type: none"> • Effective contribution to the work of committees / working groups at Departmental / Faculty / University level • Convening of relevant groups or networks to achieve specific goals • A significant contribution to the administration of assessment procedures, including examinations • (Leading) contribution to equality, diversity, inclusion activity • Leading role in devising/delivering widening participation and/or other outreach initiatives • Promotion of cross-disciplinary collaboration and knowledge sharing • Significant role in cross-HEI projects and initiatives, including as a project lead or convenor | <ul style="list-style-type: none"> • Creation of a positive working environment acting as a positive role model in promoting the University's value of mutual respect • Successful management, coaching or mentoring of other staff • Positive contribution to staff development and review • Fostering of strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining / membership of review panels) • Service on and/or chairing of external committees / reviews / policy reviews • Service on national bodies/committees representing the discipline |
|--|---|

In addition, for promotion to Grades 11 and 12, and Clinical (Teaching) Professorships

Generic Indicators of Excellence and/or impact

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|---|---|
| <ul style="list-style-type: none"> • Effective in a senior leadership or administrative role in Department / Faculty / School • Line manager of colleagues with evidence of impact on their career development • Evidence of personal impact in leading, motivating and developing colleagues • Leadership to establish a mentoring and sponsoring culture within a Faculty/Department • Promotion of effective use of the Staff Review and Development Scheme | <ul style="list-style-type: none"> • Effective contribution to demanding Faculty / University committees or other bodies • Significant and sustained personal contribution to the collegiate running and strategic direction of the University • Leading/serving on national and/or international bodies/boards/associations representing the discipline or chairing special interest groups at international levels • Advisor to national/international governmental or other policy bodies • External examining nationally/internationally • Significant contribution to Higher Education more widely |
|---|---|

R pathway: Assessment Criteria for applicants

This section sets out the promotion criteria for staff on the R pathway as part of the ACP 10-12 process. Assessment is based on contributions in research and researcher development, and service to the University and to the academic community. The Assessment Criteria for each post are given below together with generic Indicators of Excellence.

Each application will be considered and assessed on its own merit against the Assessment Criteria for the level in question, taking into equal account evidence of both inputs and outputs. For each assessment criteria, applicants may include evidence of their contribution regardless of where it has been undertaken. However, applicants are expected to demonstrate a rising career trajectory in their application, i.e. an active and progressive contribution to their field. Whilst they can provide evidence spanning their entire career to demonstrate their trajectory, they are expected to focus principally on achievements since their last promotion/appointment, to best demonstrate their continuing rising trajectory.

The generic Indicators of Excellence as well as the respective School/Institution-specific Indicators of Excellence provide examples of evidence of fulfilment of these criteria. All examples are suggestive in nature and non-exhaustive, and not all the indicators will be relevant to all applicants.

The onus is on the applicant to evidence their contribution according to the criteria above, as relevant to the stage of promotion being sought. Applicants for promotion should demonstrate how this contribution goes above and beyond the expectations of their role at the current grade of employment. Reference can be made to the applicant's role profile or to [generic research role profiles](#) for the relevant grade.

Applicants should refer to the committees section (in particular Overarching Considerations in the main guidance document) for more guidance on the approach that committees are expected to take in evaluating evidence.

School/Institution-specific Guidance and Indicators of Excellence

In some cases, Schools/Institution have published their own specific Indicators of Excellence for the Research pathway; these indicators are in addition to the more generic Indicators of Excellence set out in this guidance.

To ensure parity of standards and expectations, the School/Institution-specific guidance must be approved by the respective School Councils prior to adoption. Each School will be expected to review their guidance annually and update it, as necessary, to ensure it remains relevant and fit for purpose. Schools may find it helpful to refer to the minutes of previous ACP exercises for examples of Indicators of Excellence for their disciplines.

Where available, please see the School/Institution-specific information for further details.

- [Biological Sciences](#)
- Clinical Medicine: [Associate Research Professors \(Grade 10\) only](#)

R PATHWAY ONLY: Research Professor at Grade 12: Criteria for the Assessment of Research and Researcher Development

Promotion to Research Professor at Grade 12 requires **outstanding achievement in research and researcher development** assessed by reference to international levels of excellence. This includes both individual and collaborative contributions to research, as well as contributions to leading an excellent institutional research culture. There are three research criteria and outstanding achievement is normally required in all:

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• A very substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet. • Makes a significant contribution to the advancement of knowledge in their research discipline. • Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development or practice. • Initiatives, participates in and where appropriate, leads effective and impactful national and international research collaborations, including beyond their discipline where appropriate. • Engages in open, ethical, transparent and collaborative research practices, including making research processes and outputs as open as possible, in line with disciplinary norms and ethical guidelines/legal regulations.	• Frequently invited to present work at major national and international conferences and institutions. • A sustained track record of directly securing significant research funding or otherwise ensuring research activity is sustainable. • Award of prizes and honours for research. Election to membership or fellowship of distinguished scholarly and professional organisations.

CRITERION 2: Consistently delivers high-quality research through research leadership, research group leadership and individual endeavour, strategically planning for the future and supporting an inclusive and positive research culture

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Successfully brings research projects to completion, whether collaborative or individual. • Elected/appointed to research-related leadership roles. • Creates and manages research groups. • Convenes and leads major research conferences and seminar programmes. • Leads collaborative initiatives and mentors or supports others to engage in open research practices that increase the quality, transparency and accessibility, rather than quantity, of research. • Provides intellectual research leadership which informs and contributes to setting the international research agenda in an individual's area. • Actively reflects on and develops personal leadership skills. • Fosters an environment which is inclusive and accessible.	• Participation in high-quality public, industrial and/or policy engagement activities linked to research and/or knowledge transfer activities. • Holds editorship positions (e.g. books, journals, conferences, grant applications). • Promotes and maintains high standards of research integrity and professional conduct. • Promotes collaboration that leads to new insights and develops cross-disciplinary research activities. • Seeks formal feedback from a diverse range of colleagues (e.g. through 360 degrees feedback processes or other forms of multi-source feedback processes and tools). • Engages with professional development opportunities for themselves and encourages those that they manage, teach and support to do so. • Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.

CRITERION 3: Consistently delivers high-quality research supervision that is intellectually challenging and supportive and ensures that researchers receive excellent opportunities to develop their potential and prepare them for future success.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Provides consistently high-quality research supervision, either daily or through teaching or committee work. • Consistently high research student completion rates and mentoring. • Consistently receives positive feedback from research students and/or postdoctoral researchers. • Encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications. • Positively supports early-career researchers, enabling them to be creative about their futures and take active steps to investigate career pathways both in and beyond academia.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect. • Contributes to the process of recruiting and selecting research students. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. • Provides underpinning support for and encourages team science.

R PATHWAY ONLY: Research Professor (Grade 11): Criteria for the Assessment of Research and Researcher Development

Promotion to Research Professor (Grade 11) requires **outstanding achievement in research and researcher development** assessed by reference to national levels of excellence and international recognition. This includes both individual and collaborative contributions to research, as well as contributions to leading an excellent institutional research culture. There are three research criteria and outstanding achievement is normally required in all:

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• A substantial portfolio of high-quality research outputs that are internationally recognised in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet. • Contributes to the advancement of knowledge in their research discipline. • Produces research outputs that have an impact, for example in the REF or informs policy development or practice.	• Invited to present work at national and international conferences and institutions and/or in other relevant fora e.g. to industry bodies. • A track record of securing research funding directly or indirectly, according to the rules of the funding body (or otherwise ensuring research activity is sustainable). • Initiates and participates in effective and impactful research collaborations, including beyond discipline where appropriate.

CRITERION 2: Contributes to high-quality research through research leadership, research and individual endeavour, and supports an inclusive and positive research culture

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Successfully brings research projects to completion, whether collaborative or individual. • Contributes to organisation of research conferences, workshops and seminar programmes. • Actively reflects on and develops personal leadership skills. • Fosters an environment which is inclusive and accessible.	• Participation in public, industrial and/or policy engagement activities linked to research and/or knowledge transfer activities. • Holds editorship positions (e.g. books, journals, conferences, grant applications). • Promotes and maintains high standards of research integrity and professional conduct. • Promotes collaboration that leads to new insights and develops cross-disciplinary research activities. • Seeks formal feedback from a diverse range of colleagues (e.g. through 360 degrees feedback processes or other forms of multi-source feedback processes and tools). • Engages with professional development opportunities for themselves and encourages those that they manage, teach and support to do so.

	• Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.
CRITERION 3: Delivers high-quality research supervision that is intellectually challenging and supportive and ensures that researchers receive excellent opportunities to develop their potential and prepare them for future success.	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Provides consistently high-quality research supervision/mentoring, either daily or through teaching or committee work. • Consistently receives positive feedback from research students. • Mentors or coaches early-career researchers. • Provides underpinning support for and encourages team science.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes in line with the standards for their discipline. • Positively facilitates early-career researchers to be creative about their futures and take active steps to investigate career pathways both in and beyond academia.

R PATHWAY ONLY: Associate Research Professor (Grade 10): Criteria for the Assessment of Research and Researcher Development

Promotion to Associate Research Professor (Grade 10) requires **achievement in research and researcher development** assessed by reference to national levels of excellence. This may include individual and/or collaborative contributions to research. There are three research criteria and outstanding achievement is normally required in all:

CRITERION 1: Conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• A portfolio of high-quality research outputs that are nationally and beginning to be internationally recognised in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, or the identity of a book publisher or other dissemination outlet. • Contributes to the advancement of knowledge in their research discipline. • Produces research outputs that have an impact, for example in the REF or informs policy development or practice.	• Invited to present work at national and international conferences and institutions and/or in other relevant fora e.g. to industry bodies. • Evidence of a significant contribution to securing research funding directly or indirectly, according to the rules of the funding body (or otherwise ensuring research activity is sustainable). • Participates in effective and impactful research collaborations, including beyond discipline where appropriate.

CRITERION 2: Contributes to high-quality research through research leadership, research and individual endeavour, and supports an inclusive and positive research culture

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Plays a major part in successfully bringing research projects to completion, whether collaborative or individual. • Contributes to organisation of research conferences, workshops and seminar programmes. • Actively reflects on and develops personal leadership skills. • Fosters an environment which is inclusive and accessible.	• Participation in public, industrial and/or policy engagement activities linked to research and/or knowledge transfer activities. • Holds editorship positions (e.g. books, journals, conferences, grant applications). • Promotes and maintains high standards of research integrity and professional conduct. • Makes a contribution to promoting collaboration that leads to new insights and develops cross-disciplinary research activities. • Seeks formal feedback from a diverse range of colleagues (e.g. through 360 degrees feedback processes or other forms of multi-source feedback processes and tools). • Engages with professional development opportunities for themselves and encourages those that they manage, teach and support to do so. • Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.

CRITERION 3: Delivers high-quality research supervision that is intellectually challenging and supportive and ensures that researchers receive excellent opportunities to develop their potential and prepare them for future success.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Provides consistently high-quality research supervision/mentoring, either daily or through teaching or committee work. • Consistently receives positive feedback from research students. • Mentors or coaches early-career researchers. • Provides underpinning support for and encourages team science.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes in line with the standards for their discipline. • Positively facilitates early-career researchers to be creative about their futures and take active steps to investigate career pathways both in and beyond academia.

R PATHWAY ONLY: Criterion for the Assessment of Service to the University and to the academic community

All applicants are required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that individuals may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless the University normally expects applicants to demonstrate a significant degree of service contribution that is internal to the University.

CRITERION: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
• Service to public engagement and to knowledge exchange. • Departmental/Faculty/University/College academic or non-academic leadership roles. • Sits on Departmental/Faculty/University committees and bodies, including EDI, Race Equality and Governmental panels. • Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Creates and manages multi-institutional national/international research facilities, and runs these facilities/laboratories. • Contributes to the teaching and learning programmes in the department. • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Contributes to widening participation and access-for-all activities through Outreach, Public Engagement activities.	• Involves the public, private or third party sector in the research process and increases the relevance of research to society. • Leadership on committees, panels and advisory committees evaluating and/or recommending policy or practice at local, national or international level and providing information through the press and on social media. • A (sustained) record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate. • Builds external relationships and networks with substantial impact on research field. • Teaching duties for a college or colleges. • For applicants with clinical duties, participation in regional and national medical education or veterinary education committees and other bodies concerned with undergraduate and postgraduate medical and veterinary education.

