

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 6-9 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 Promotion Panels section in the main guidance document (in particular Overarching Considerations in the main guidance document) for more guidance on the approach that panels are expected to take in evaluating evidence.

T&S PATHWAY ONLY: Criteria for Promotion to Grades 7, 8 and 9

The table below contains both the Teaching & Scholarship and Service criteria, specifying how many need to be evidenced, and outlining the weightings which are explained further in the section on performance descriptors and scoring below.

- 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.
- Applicants for promotion will evidence how their contribution under these criteria goes above and beyond the expectations of their role.
- Applicants who have already been successfully 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.

T&S CRITERIA				
		Grade 7	Grade 8	Grade 9
Core weighting requirements:	T&S: Service:	All (100%) No (0%)	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)
Alternative weighting requirements:	T&S: Service:	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)	At least three (70%) Yes (30%)
Teaching and Scholarship	1	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and plays an important role in, 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	An effective contribution to curriculum development and enhancement	An effective and influential contribution to curriculum development and enhancement	An effective and influential contribution to curriculum development and enhancement, where appropriate informed by scholarship

	3	Scholarly engagement with the development of good practice in teaching and learning	Evidence of scholarship in the discipline and/or related to the development of good practice in teaching and learning	A track record of effective scholarship in the discipline and/or related to the development and dissemination of good practice in teaching and learning
	4	Effective participation in strategic or developmental initiatives at disciplinary, Faculty or University levels		
Service to the Academic University		A contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect	An effective contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect	

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, and to 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 \(Teaching & Scholarship\) role profiles](#) for the relevant grade. Evidence of an increasing level of responsibility will be expected, the higher the level of promotion being sought.

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 under generic criterion headings. Reference will need to be made to the criterion descriptor for the appropriate level specified in the table above.

Example Indicators in relation to Teaching and Scholarship Criterion

CRITERION 1: Delivery of excellent research-informed and intellectually challenging teaching	
<i>Generic Indicators of Excellence and/or impact</i>	
• Provision of teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Effective 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	• 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 • 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 • Evidence of role-modelling good teaching and learning practice to others • Successful outcomes from supervision of undergraduate and/or graduate projects or dissertations • Receives excellent student feedback.

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"> • Revision and updating of course content, ensuring it is research-informed • Revision of course design ensuring the application appropriate teaching techniques and materials that embed the latest educational ideas and methods, including but not limited to the use of digital technologies • Contribution to the design and content of assessment tools (including exams) • 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"> • Evidence of the 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 • Proactive compliance with quality standards, regulations and any accreditation requirements. • Revision of assessment methods informed by best practice • Embedding of practice-oriented perspectives developed in professional contexts into taught provision • Contribution to multidisciplinary initiatives |
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CRITERION 3: Scholarship in the discipline and/or related to the development of good practice in teaching and learning

Generic Indicators of Excellence and/or impact

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| <ul style="list-style-type: none"> • Sustained engagement in CPD activities with demonstrable impact on own practice • Delivery of CPD and other forms of professional training to peers • Sharing of good practice at disciplinary or multidisciplinary levels, including contributions to Teaching & Learning webpages, blogs, social media etc • Exchange of teaching experiences and ideas with colleagues and the wider higher education community • External recognition of excellent teaching, invitations to join working groups/ projects etc., keynote speeches, etc. • Effective participation in external working groups/projects etc • Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula • Development of open educational resources which are adopted within and beyond the Department/Faculty | <ul style="list-style-type: none"> • Contribution to publications (including books/textbooks) which enhance knowledge in the discipline and/or are used in teaching of the discipline • Dissemination of scholarship in the subject and/or teaching and learning case studies / action research in conference/workshop presentations • Dissemination of the outcomes of own scholarship through publications in relevant journals/edited collections • Other contributions to relevant peer reviewed publications (e.g. as reviewer) • Effective engagement with professional practice contexts in the development of own teaching • Influence on the development of best practice in a professional context relevant to the applicant's discipline. • Achievement of qualifications / professional accreditation as relevant (e.g. Fellowship of HEA; Membership/Fellowship of relevant professional body; MEd; PGCHE) |
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CRITERION 4: Participation in 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 • Contribution to Department, Faculty or College activities which promote diversity, inclusion, widening participation and/or internationalisation | <ul style="list-style-type: none"> • Contribution to employability initiatives • Participation in strategic initiatives related to the discipline/subject area with other HE and/or non-HE institutions • Participation in collaborative partnerships for the development of excellence in Teaching, Learning and Assessment • Contribution to public engagement initiatives related to the study of the discipline • Success in securing funding for teaching and learning development/innovation projects • Significant contribution to the discipline within a College context |
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Example Indicators in relation to service contribution

CRITERION: Service to the University and wider academic community	
<i>Generic Indicators of Excellence and/or impact</i>	
• Service on committees / working groups at Departmental/Faculty level • Convening of informal groups or networks • Administrative contribution to equality, diversity and inclusion activity • Active contribution to the development of widening participation and/or other outreach activity • Engagement in cross-disciplinary collaboration and knowledge sharing	• Positive role model, promoting the University's value of mutual respect • Successful coaching, mentoring or supervision of other staff • Engagement in peer review activity as a reviewer • Engagement with strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining)

R pathway: Assessment Criteria for applicants

This section sets out the promotion criteria for the ACP 6-9 process, which apply to all staff on the R pathway. 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 Promotion Panels section in the main guidance document (in particular Overarching Considerations in the main guidance document) for more guidance on the approach that panels are expected to take in evaluating evidence.

R PATHWAY ONLY: Criteria for Promotion to Grades 6, 7, 8 and 9

The table below contains both the Research and Researcher Development and Service criteria, specifying how many need to be evidenced, and outlining the weightings which are explained further in the section on performance descriptors and scoring below.

- Applicants for promotion will evidence how their contribution under these criteria goes above and beyond the expectations of their role.
- Applicants who have already been successfully 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.

R CRITERIA					
		Grade 6	Grade 7	Grade 8	Grade 9
Core weighting requirements:	R: Service:	All (100%) No (0%)	All (100%) No (0%)	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)
Alternative weighting requirements:	R: Service:	At least three (90%) Yes (10%)	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)	At least three (70%) Yes (30%)
Research and Researcher Development	1	Shows some autonomy in research activities with responsibility for experimental design. Develops new skills sets and engages in continuous professional development.	Research activity demonstrates academic judgement and originality, including the interpretation and clear presentation of results. Exercises some responsibility over aspects of project/research activity.	Demonstrates a high level of competence and some evidence of independent standing as a researcher. Contributes to determining the direction of future research for the group/project. Starting to develop a reputation as a researcher in their field.	Demonstrates significant independence in managing or supervising a research program. Has a national reputation in their field. Has independent responsibility for all or a major part of a research project.

				Has operational responsibility for aspects of a major project or research facility Assists with grant applications and may have obtained some independent funding with permission.	Has obtained / holds independent grants or is a co-applicant on substantive grants.
	2	Liaises with colleagues and students on routine matters.	Builds internal and external contacts and participates in networks for exchange of information and to form relationships for future collaborations.	Develops and maintains links with external contacts such as other educational or research bodies. Has started to originate or develop external networks.	Initiates, maintains or plays substantive roles in University, national or international collaborations. Fosters an environment which is inclusive and accessible.
	3	Has some oversight of research performed by students or technicians. May assist in the supervision of student projects.	May assist in the supervision of student projects and in the development of student research skills. May provide guidance to staff at lower grades.	Mentors PhD students. May provide guidance to staff at lower grades.	May supervise Masters, co-supervise or supervise PhD students. Provides guidance and support for staff at lower grades. May line manage staff at lower grades.
Service to the Academic University		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.			

Assistant Research Professor (Grade 9): Example Indicators in relation to Research and Researcher Development

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field

Generic Indicators of Excellence and/or impact

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| <ul style="list-style-type: none"> • A track-record of excellent research that demonstrates evidence of independent standing as a researcher beyond Cambridge. • Contributes significantly to the design and development of future research. • Demonstrates effective leadership of significant aspects of a research project, including possible oversight of equipment, or facilities. • Produces research outputs that demonstrate originality (the extent to which the research makes an important and innovative contribution to understanding and knowledge), significance (the influence, reach and value of the research on the field, academic thought, policy-making, practice or society) and rigour (the intellectual precision, systematic approach and technical or methodological accuracy applied to the research process). • Has obtained / holds independent grants or is a co-applicant on substantive grants. • Invited to present work at national or international conferences and institutions and/or in other relevant fora e.g. to industry bodies. | <ul style="list-style-type: none"> • A track-record of facilitating effective research collaboration with partners in other sectors, e.g. industry or business; healthcare; creative, charitable, or public bodies. • A track-record of successful patent applications. • Leads successful Knowledge Exchange activities. • Engages in consultancy with external organisations on the basis of personal expertise. • Has obtained / holds awards or other recognition for research. • Consistently role-models best practice in research integrity, open research, data management, etc. • Leads successful reproducibility initiatives. • Demonstrates excellence as evidenced in references from international collaborators and/or colleagues in sectors beyond academia. |
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CRITERION 2: Contributes to high-quality research through research leadership, research and individual endeavour and supports an inclusive and positive research culture

Generic Indicators of Excellence and/or impact

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| <ul style="list-style-type: none"> • Consistently builds and leads positive working relationships with colleagues and other stakeholders. • Initiates, maintains, or plays a substantive or leadership role in University, national or international collaborations. • Contributes to organisation of research conferences, workshops and seminar programmes. • Invited speaker, panel chair, or keynote at conferences or disciplinary meetings. • Promotes collaboration that leads to new insights and develops cross-disciplinary research activities. | <ul style="list-style-type: none"> • Contributes to activities promoting an inclusive and positive research culture. • Has obtained / holds an award or recognition for personal contributions to research culture. • Regularly provides peer review, e.g. for journals, funders, or University peer review committees. • Achieves excellent feedback (formal or informal) from colleagues on proactive and effective support, e.g. via references, 360 feedback, testimonials. |
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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.

Generic Indicators of Excellence and/or impact

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| <ul style="list-style-type: none"> • A track-record of assisting in the supervision of student projects and/or contributing significantly to the development of others' research skills. • Consistently provides advice, oversight, or mentoring to staff at lower grades. • Mentors or coaches early-career researchers. • Track record of providing effective mentorship to students or junior colleagues | <ul style="list-style-type: none"> • Recognition of supervision, skills development, or professional development support, e.g. through national schemes or awards • Leads inclusively and enables the effective performance of others. • Positively facilitates early-career researchers to be creative about their futures and take active steps to investigate career pathways both in and beyond academia. |
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Assistant Research Professor (Grade 9): Example Indicators in relation to service contribution

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: Service to the University and wider academic community	
<i>Generic Indicators of Excellence and/or impact</i>	
• Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect. • Takes leading roles in wider activities that support the research and academic community. • Significant and sustained contribution to appropriate committees, institutional projects, or working groups. • Significant and sustained contribution to equality, diversity, and inclusion activity; and/or access, outreach, or widening participation initiatives. • Promotes and demonstrates effective use of the Staff Review and Development (SRD) Scheme. • Leads/co-leads successful public engagement initiatives or other activities aimed at audience beyond academia, with evidence of impact. • Engages in sector-level or national policy activities.	• Engages effectively with the media in order to promote and increase the relevance of research to society. • Has obtained / holds an award or recognition for public engagement or dissemination. • Builds external relationships and networks with substantial impact on research field. • 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. • References or feedback demonstrating significant personal contribution of service. • Teaching duties for a College or Colleges.

Senior Research Associate (Grade 8): Example Indicators in relation to Research and Researcher Development

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field

Generic Indicators of Excellence and/or impact

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| <ul style="list-style-type: none"> • Demonstrates a track-record of high-quality research that shows some evidence of independent standing as a researcher, within and beyond Cambridge. • Contributes effectively to the design and development of future research directions for the group and/or grant applications. • May have operational responsibility for significant aspects of a research project, including possible oversight of equipment or facilities. • Produces research outputs with some demonstrable evidence of impact, e.g. how others have taken up/used the work. • May have obtained some independent funding. • Invited to present at national conferences or exhibit work at other appropriate events. | <ul style="list-style-type: none"> • Participates in effective collaborations within and outside the University to complete research projects and advance thinking. • Contributes significantly to patent applications. • Significant contribution to Knowledge Exchange activities. • Maintains knowledge of best practice in research integrity, open research, data management, etc -- and consistently integrates that practice into own work. • Contributes effectively to reproducibility initiatives. • Maintains a proactive approach to achieving research impact. • Demonstrates excellence as evidenced in references from colleagues across the disciplinary community. |
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CRITERION 2: Contributes to high-quality research through research leadership, research and individual endeavour and supports an inclusive and positive research culture

Generic Indicators of Excellence and/or impact

- A track-record of building and maintaining positive working relationships with colleagues and other stakeholders.
- Sustained participation in wider research and academic networks to enhance existing and potential future research projects.
- Demonstrates impact from participation in conferences, networking events, or other disciplinary programmes.
- Supports the organisation of research conferences, workshops and seminar programmes.
- Achieves consistent feedback (formal or informal) from colleagues on proactive and effective support, e.g. via references, 360 feedback, testimonials.
- May contribute to activities promoting an inclusive and positive research culture.
- Contributes to peer review for research journals or other publications.

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.

Generic Indicators of Excellence and/or impact

- Assists in the supervision of student projects and/or contributes significantly to the development of others' research skills.
- Provides advice, oversight, or mentoring to staff at lower grades.
- Develops successful skills training or professional development activities with evidence of effectiveness such as through participant feedback.
- Presents seminars and participates in the research group's teaching programme.
- A track record of excellent feedback, testimonials, or formal evaluations demonstrating effectiveness.

Senior Research Associate (Grade 8): Example Indicators in relation to service contribution

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: Service to the University and wider academic community	
<i>Generic Indicators of Excellence and/or impact</i>	
- Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect. - A track-record of contributing effectively to wider activities that support the research and academic community. - Contributes effectively to appropriate committees and/or demonstrates evidence of impactful engagement with institutional projects or working groups. - Sustained contribution to equality, diversity, and inclusion activity; and/or access, outreach, or widening participation initiatives. - Performs other positions of responsibility within research group or department.	- Leads/co-leads successful public engagement initiatives or other activities aimed at audience beyond academia. - Contributes to policy activities such as meetings, events, engagement programmes, consultations. - Engages with the media in order to promote and increase the relevance of research to society. - Has other evidence of personal impact beyond the University, e.g. reports, evaluations, testimonials. - References or feedback demonstrating consistent personal contribution of service.

Research Associate (Grade 7): Example Indicators in relation to Research and Researcher Development

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field

Generic Indicators of Excellence and/or impact

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| <ul style="list-style-type: none"> • Produces high-quality research that demonstrates academic judgement and originality, including in the interpretation and effective presentation of findings. • Exercises some autonomy over aspects of research activity, translating knowledge of advances in the subject area(s) into research activity. • Assists with grant administration and the writing of reports for funding bodies. • Participates in collaborations within and outside the University to complete research projects and advance thinking. • Contributes to research outputs that are recognised externally, e.g. peer-reviewed journal articles, book chapters, creative or design outputs, appropriate to discipline and career stage. | <ul style="list-style-type: none"> • Disseminates findings effectively through refereed conference posters and papers. • Develops new research skills and applies these successfully to enhance the research project. • Engages in open research practices such as making manuscripts, source data, and protocols openly available. • May contribute to reproducibility initiatives. • Contributes to patent applications. • Participates in Knowledge Exchange activities. • Demonstrates excellence as evidenced in references from group leader(s), supervisor(s), immediate collaborator(s), etc. |
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CRITERION 2: Contributes to high-quality research through research leadership, research and individual endeavour and supports an inclusive and positive research culture

Generic Indicators of Excellence and/or impact

- Evidence of building and maintaining positive working relationships with colleagues and other stakeholders.
- Participates effectively in wider research and academic networks to enhance existing and potential future research projects.
- Builds external relationships and networks with impact on research field.
- Engages in activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate.
- May contribute to activities promoting an inclusive and positive research culture.
- May act as an occasional reviewer for research journals or other publications.

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.

Generic Indicators of Excellence and/or impact

- May assist in the supervision of student projects and/or contribute significantly to the development of others' research skills.
- May provide advice, oversight, or mentoring to staff at lower grades.
- Contributes to skills training or professional development programmes for the benefit of others.
- Assists in the presentation of seminars and/or participates in the research group's teaching programme.
- Demonstrates effectiveness through feedback, testimonials, or formal evaluations.

Research Associate (Grade 7): Example Indicators in relation to service contribution

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: Service to the University and wider academic community	
<i>Generic Indicators of Excellence and/or impact</i>	
- Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect. - Contributes effectively to wider activities that support the research and academic community. - Contributes to department or other local committees. - Contributes to equality, diversity, and inclusion activity; and/or access, outreach, or widening participation initiatives. - Participates in impact activities with evidence of effectiveness.	- Participates in policy activities such as meetings, events, engagement programmes, consultations. - Invited speaker or contributor at events beyond academia. - Maintains active membership of a professional body or society. - References or feedback demonstrating personal contribution to service, collegiality, and mutual respect.

Senior Research Assistant (Grade 6): Example Indicators in relation to Research and Researcher Development

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field	
<i>Generic Indicators of Excellence and/or impact</i>	
• Contributes effectively to high-quality research. • Shows some autonomy in research such as contributing to research design, responsibility for data collection or analysis, presentation of findings. • May contribute to research outputs that are recognised externally.	• May develop new research skills and apply these successfully to enhance the research project. • May contribute to reproducibility initiatives.
CRITERION 2: Contributes to high-quality research through research leadership, research and individual endeavour and supports an inclusive and positive research culture	
<i>Generic Indicators of Excellence and/or impact</i>	
• Makes internal and external contacts to develop knowledge and understanding and form relationships for future collaboration. • Participates in relevant conferences and networking events.	• Makes a significant contribution to the day-to-day running of the research project, including maintenance of positive working relationships with colleagues and students.
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 Indicators of Excellence and/or impact</i>	
• May assist in the supervision of student projects.	

Senior Research Assistant (Grade 6): Example Indicators in relation to service contribution

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: Service to the University and wider academic community	
<i>Generic Indicators of Excellence and/or impact</i>	
- Creates a positive working environment and adheres to the University's value of mutual respect. - May contribute to wider activities that support the research and academic community.	- May contribute to department committees. - References or feedback from manager and colleagues demonstrating commitment to collegiality and mutual respect.