

ACP indicators of excellence and impact for the Faculty of Law

The following indicators of excellence and impact relate to the Faculty of Law — excluding, for this purpose, the Institute of Criminology — only. Separate indicators of excellence are being developed by the other institutions — the Institute of Criminology and the Department of Land Economy — that are represented within our Joint Faculty Promotions Committee. This document was considered and approved by the Faculty Board of Law in December 2020. It was updated in May 2021 to incorporate the new titles of academic posts from 2021-22.

Research and research leadership: Professor (Grade 12)

Faculty of Law narrative on expectations, including balance of contribution across criteria

Applicants are required to demonstrate outstanding achievement in research and research leadership. Within Law, much research is individual, but collaborative work, where appropriate, is also greatly valued. Candidates for promotion to Professor (Grade 12) are expected to have a strong record of publishing work of the highest quality, to have made significant and growing contributions to the development of the research culture of the Faculty and University, and to have a strong international profile in their field, as measured by external markers of recognition. They may also have applied for and secured external fellowships, grants and funding to support their research.

It is recognised that not all of the indicators of excellence and impact listed under the following two criteria will be relevant to every applicant, and there is no expectation that successful applicants will necessarily be in a position to demonstrate achievement against all of the indicators of excellence and impact. It is also recognised that the focus of those working within some legal subdisciplines is necessarily upon English or UK law, and this should be taken due account of when applying relevant indicators of excellence and impact.

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.

- Has a substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. In this context, account will be taken of the facts that the University acknowledges that the intellectual content of a publication is much more important than publication metrics or (in the case of a paper) the identity of the journal in which it was published; that patterns of publication within the sub-disciplines of Law vary; and that research publications take a variety of forms, including treatises (as sole or co-author), monographs, peer-reviewed journal articles, edited collections and essays published therein
- Makes a significant contribution to the advancement of knowledge in the relevant field
- Produces and disseminates research outputs that have an impact. Examples of impact for this purpose include informing public debate; contributing to the development of the law; giving evidence to or serving on law reform, governmental, parliamentary or equivalent bodies; influencing the development of policy at a national or international level
- Regularly invited to present work at major national and international conferences and/or institutions
- Has a significant track record of winning competitive research funding
- Is in receipt of research-related prizes and honours (including visiting chairs/fellowships)

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

- Undertakes research-related leadership roles (including in the Faculty/University, e.g. by leading a Faculty research centre, and in contexts external to the University)
- Leads and contributes to collaborative research projects
- Convenes or leads major research conferences or seminar programmes
- Provides intellectual thought leadership that informs and contributes to setting the national or international research agenda in the relevant field
- Participates in high-quality engagement activities linked to research (e.g. public engagement; engagement with the legal profession; engagement with law-reform or other policy-making bodies)
- Edits major academic journals or book series
- Promotes and maintains high standards of research integrity
- Promotes collaboration and develops cross-disciplinary research activities

Research and research leadership: Professor (Grade 11)

Faculty of Law narrative on expectations, including balance of contribution across criteria

Applicants are required to demonstrate outstanding achievement in research and research leadership. Within Law, much research is individual, but collaborative work, where appropriate, is also greatly valued. Candidates for promotion to Professor (Grade 11) are expected to have a strong record of publishing work of the highest quality, to have made significant and growing contributions to the development of the research culture of the Faculty and University, and to be establishing a strong international profile in their field, as measured by external markers of recognition. They may also have applied for and secured external fellowships, grants and funding to support their research.

It is recognised that not all of the indicators of excellence and impact listed under the following two criteria will be relevant to every applicant, and there is no expectation that successful applicants will necessarily be in a position to demonstrate achievement against all of the indicators of excellence and impact. It is also recognised that the focus of those working within some legal subdisciplines is necessarily upon English or UK law, and this should be taken due account of when applying relevant indicators of excellence and impact.

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

- Has a substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. In this context, account will be taken of the facts that: the University acknowledges that the intellectual content of a publication is much more important than publication metrics or (in the case of papers) the identity of the journal in which the paper is published; that patterns of publication within the sub-disciplines of Law vary; and that research publications take a variety of forms, including treatises (as sole or co-author), monographs, peer-reviewed journal articles, edited collections and essays published therein
- Contributes to the advancement of knowledge in their research discipline
- Produces research outputs that have an impact. Examples of impact for this purpose include informing public debate; contributing to the development of the law; giving evidence to or serving on law reform, governmental, parliamentary or equivalent bodies; influencing the development of policy at a national or international level
- Invited to present work at major national and international conferences and institutions

- Has a track record of winning competitive research funding

Criterion 2: Contributes to high-quality research leadership and supports an inclusive and productive research culture

- Contributes to research-related leadership (including in the Faculty/University, e.g. by contributing to the direction of a Faculty research centre, and in contexts external to the University)
- Makes a significant contribution to collaborative research projects
- Participates in high-quality engagement activities linked to research (e.g. public engagement; engagement with the legal profession; engagement with law-reform or other policy-making bodies)
- Edits major academic journals or book series
- Promotes collaboration and develops cross-disciplinary research activities

Teaching and researcher development: Professor (Grades 11 and 12)

Faculty of Law narrative on expectations, including balance of contribution across criteria

Applicants for Professorships at both grades are expected to have made an effective contribution towards the University's goal of providing high-quality research-led teaching to undergraduate and postgraduate students (recognising that some applicants' teaching may fall mainly or exclusively in either the undergraduate or postgraduate category). Applicants are also expected — where relevant, and recognising that opportunities for supervising research students and fostering the professional development of early-career research staff vary significantly as between different fields of Law — to show an effective contribution towards the University's goal of fostering the professional development of research students and early-career research staff. To the extent that student feedback on teaching is taken into account, the possibility of unconscious and other forms of bias affecting such feedback is noted, as is the need to treat such data with appropriate caution.

It is likely that the first and second criteria will be relevant to all applicants, albeit the volume of research supervision that applicants will have undertaken for the purpose of the second criterion may vary from applicant to applicant; in applying the second criterion, account should be taken of the extent of the opportunities that applicants have had to undertake research supervision, in the light (for example) of the demand for research supervision within their particular field. The third criterion should be taken into account in relation to applicants to whom it is relevant, recognising that the extent, if any, to which applicants have had opportunities to foster the development of early-career researchers will vary significantly across different fields within Law.

It is recognised that not all of the indicators of excellence and impact listed under the following three criteria will be relevant to every applicant, and that there is no expectation that successful applicants will necessarily be in a position to demonstrate achievement against all of the indicators of excellence and impact. References below to teaching should be taken to include all relevant forms of teaching, including lectures, seminars, workshops, small-group teaching and supervisions.

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

- Contributes to high-quality teaching in and, where relevant, renewal of existing programmes or papers
- Provides educational leadership and organisation, e.g. by designing or developing new programmes or papers or by contributing to curriculum development or learning design
- Leads or makes a significant contribution to internal teaching reviews
- Demonstrates breadth of knowledge and teaches effectively beyond immediate research area

- Receives prizes for or other external recognition of teaching (e.g. the Pilkington Prize; student-led teaching prizes)
- Plays an effective role in the assessment process
- Receives excellent student feedback
- Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement
- Publishes major textbooks or other pedagogical materials adopted in courses internal or external to the University
- Holds an educational leadership position (e.g. within a professional body)
- 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

- Has consistently high research student completion rates
- Where available, consistently receives positive feedback from research students
- Receives prizes for or other external recognition of contribution to research development

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

- Where available, 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 Faculties 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 the University's values relating to 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

Service to the University and to the academic community: Professor (Grades 11 and 12)

Faculty of Law narrative on expectations

Applicants for Professorships at both grades are required to show an effective service contribution and are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. Relevant contributions are likely to involve service within the Faculty/University and contributions beyond the University. It is recognised that the balance of internal and external contributions is likely to vary from applicant to applicant, including as a result of the fact that as individuals become more senior, they may be asked to take on a greater number of external commitments. Nevertheless, it is noted that the University's expectation is that all applicants will normally demonstrate a significant degree of service contribution that is internal to the University (including the Faculty).

It is recognised that not all of the indicators of excellence and impact listed under the following criterion will be relevant to every applicant, and there is no expectation that successful applicants will necessarily be in a position to demonstrate achievement against all of the following indicators of excellence and impact.

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

- Has undertaken Faculty and/or University academic leadership roles
- Sits on Faculty and/or University committees and bodies
- Provides active mentoring and support for colleagues
- Has made significant and sustained contributions to equality, diversity and inclusion activities
- Creates a positive working environment and acts as a role model in promoting the University's values relating to mutual respect
- Promotes cross-disciplinary collaboration and knowledge sharing
- Contributes to leadership, administration or student support within a College
- Makes a significant and sustained contribution to widening participation activity
- Engages significantly in peer review activity
- Advises (whether in the UK or elsewhere) governmental bodies, parliamentary committees or non-governmental organisations
- Sits on relevant public bodies
- Significant and sustained contributions to fostering strategic partnerships (eg with legal profession, professional or research bodies, philanthropic donors)
- Supports the work of other HEIs (eg significant external examining; participation in research/teaching and learning reviews)

Teaching and researcher development: Associate Professor (Grade 10)

Faculty narrative on expectations, including balance of contribution across criteria

Candidates for promotion to Associate Professorships (Grade 10) are 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. To the extent that student feedback on teaching is taken into account, the possibility of unconscious and other forms of bias affecting such feedback is noted, as is the need to treat such data with appropriate caution.

It is likely that the first and second criteria will be relevant to all applicants, albeit the volume of research supervision that applicants will have undertaken for the purpose of the second criterion may vary from applicant to applicant; in applying the second criterion, account should be taken of the extent of the opportunities that applicants have had to undertake research supervision, in the light (for example) of the demand for research supervision within their particular field. The third criterion should be taken into account in relation to applicants to whom it is relevant, recognising that the extent, if any, to which applicants have had opportunities to foster the development of early-career researchers will vary significantly across different fields within Law.

It is recognised that not all of the indicators of excellence and impact listed under the following three criteria will be relevant to every applicant, and there is no expectation that successful applicants will necessarily be in a position to demonstrate achievement against all of the indicators of excellence and impact. References below to teaching should be taken to include all relevant forms of teaching, including lectures, seminars, workshops, small-group teaching and supervisions.

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

- Contributes to high-quality teaching in and, where relevant, renewal of existing programmes or papers

- Provides educational leadership and organisation, e.g. by designing or developing new programmes or papers or by contributing to curriculum development or learning design
- Contributes to internal teaching reviews
- Plays an effective role in the assessment process
- Receives excellent student feedback
- Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement
- Publishes materials adopted in courses internal or external to the University
- Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities

Criterion 2: Consistently delivers excellent research supervision that is engaging, intellectually challenging and supportive

- Supervises research students effectively
- Where available, consistently receives positive feedback from 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

- Where available, consistently receives positive feedback from postdoctoral researchers
- 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 values relating to mutual respect
- Recognises and nurtures talent and engages with researcher training and development processes

Service to the University and academic community: Associate Professor (Grade 10)

Faculty narrative on expectations

Applications are required to show an effective service contribution and are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. Relevant contributions are likely to involve service within the Faculty/University and contributions beyond the University. It is recognised that the balance of internal and external contributions is likely to vary from applicant to applicant, including as a result of the fact that as individuals become more senior, they may be asked to take on a greater number of external commitments. Nevertheless, it is noted that the University's expectation is that all applicants will normally demonstrate a significant degree of service contribution that is internal to the University (including the Faculty).

It is recognised that not all of the indicators of excellence and impact listed under the following criterion will be relevant to every applicant, and there is no expectation that successful applicants will necessarily be in a position to demonstrate achievement against all of the following indicators of excellence and impact.

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

- Has undertaken Faculty and/or University academic leadership roles
- Sits on Faculty and/or University committees and bodies

- Provides active mentoring and support for colleagues
- Has made significant and sustained contributions to equality, diversity and inclusion activities
- Creates a positive working environment and acts as a role model in promoting the University's values relating to mutual respect
- Promotes cross-disciplinary collaboration and knowledge sharing
- Contributes to leadership, administration or student support within a College
- Makes a significant and sustained contribution to widening participation activity
- Engages significantly in peer review activity
- Advises (whether in the UK or elsewhere) governmental bodies, parliamentary committees or non-governmental organisations
- Sits on relevant public bodies
- Significant and sustained contributions to fostering strategic partnerships (e.g. with legal profession, professional or research bodies, philanthropic donors)
- Supports the work of other HEIs (e.g. significant external examining, participation in research/teaching and learning reviews)

Research: Associate Professor (Grade 10)

Faculty narrative on expectations

Applicants are required to show achievement in research assessed by reference to national levels of excellence. Within Law, much research is individual, but collaborative work, where appropriate, is also greatly valued.

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

- Has a portfolio of high quality research outputs that are nationally recognised as excellent. In this context, account will be taken of the facts that the University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published; that patterns of publication within the sub-disciplines of Law vary; and that publication take a variety of forms, including monographs, peer-reviewed journal articles, edited collections and essays published therein
- Is invited to present work externally
- Is invited to take part in collaborative research