

Criteria for the assessment of Teaching and Researcher Development: Professor (All applicants)

All applicants are required to show that they have made an effective contribution towards 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 Department/Faculty's expectations, including the local workload model where applicable. In its guidance, each Department/Faculty 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 criteria below.

Narrative on expectations, including balance of contribution across criteria:
Applicants will have an excellent record of teaching and examining at undergraduate and postgraduate level. They will have designed, convened and delivered papers and received excellent feedback. They will have supervised research students at MPhil and PhD level to successful completion and, where relevant, have mentored early career/postdoctoral researchers. They will have contributed to the administration and smooth running of the Faculty by taking on significant offices and roles relating to undergraduate and postgraduate administration.
CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging
<i>Examples of indicators of excellence and impact</i>
<ul style="list-style-type: none"> • 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 adopted in courses internal or external to the University • National or global press coverage of the candidate'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.

Department/Faculty supplementary examples of indicators of excellence
<ul style="list-style-type: none"> • Participation in UG and PG teaching, as a lecturer, convenor, and designer of papers. • Involvement in working parties and committees related to curriculum development • Nominations for the Pilkington Prize and excellent student evaluations of teaching
CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive
<i>Examples of indicators of excellence and impact</i>
<ul style="list-style-type: none"> • 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 the University's value of 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
Department/Faculty supplementary examples of indicators of excellence
<ul style="list-style-type: none"> • Recruits excellent research students at MPhil and PhD level and supervises successfully to completion • Shows initiative in developing CDA partnerships and/or other forms of funding for PG researchers • Receives excellent feedback from supervisees
CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.
<i>Examples of indicators of excellence and impact</i>
<ul style="list-style-type: none"> • 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 of 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 the University's value of mutual respect • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes • Positively facilitating early-career researchers to be creative about their futures and take active steps to investigate career pathways both in and beyond academia

Department/Faculty supplementary examples of indicators of excellence

- Mentors early career researches and creates a supportive environment for those at postdoctoral level
- Creates opportunities for ECRs to develop existing skills and gain new ones, in teaching, research, etc.
- They will be attentive to issues of diversity, equality, and inclusion in these spheres.