

# Faculty of Education

## Local Criteria for Progression/Promotion to Grade 10 Scheme A

### Research

With reference to national levels of excellence. May be as an individual researcher or in collaboration.

<b>Criterion</b>	<b>Generic examples of indicators of excellence</b>	<b>Faculty examples of indicators of excellence &amp; impact</b>
<p>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 and professionalism are promoted and maintained</p>	<p>A portfolio of high-quality research outputs that are nationally recognised as excellent (independent of journal metrics).</p>	<p>Award of smaller grant/s and evidence of a record of applying for funding</p> <p>CI or other involvement in a large collaborative research grant</p> <p>Demonstrable rising trajectory, indicated by peer-reviewed journal articles published since appointment</p> <p>Co- / editor of a book</p> <p>High impact and/or peer-reviewed book chapters / on-line materials / other outputs of relevance to research.</p> <p>Commitment to open publication of outputs, including preprints, reports, datasets, methods, educational resources and non-traditional research outputs (e.g. in online repositories with persistent [DOI] identifiers). This includes but goes beyond the timely archiving of accepted article and book chapter manuscripts required for REF purposes. (The University's <a href="#">Open Research Position Statement</a> (Section 2) sets out expectations of researchers in this area in some detail.)</p>

	Invitations to present work externally	Paper presentations at peer-reviewed research conferences (AERA, EARLI, BERA, etc.) Keynote at a professional or research event. Presentation / seminar / workshop to disseminate research findings Invitation to join research or professional consortia Invitation(s) to examine doctoral theses in applicant's area of research
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## Teaching and Researcher Development

Refers to 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. If the applicant does not work with postdoctoral researchers, the third criteria can apply with relation to PhD students.

<b>Criterion</b>	<b>Generic examples of indicators of excellence</b>	<b>Faculty examples of impact</b>
<p>Consistently delivers excellent teaching that benefits from and engages with Cambridge’s research-rich environment and is intellectually challenging.</p>	<p>Designs and develops new programmes.</p> <p>Contributes to internal teaching reviews.</p> <p>Undertakes examination / acts as a course examiner.</p> <p>Provides educational leadership and organisation, including curriculum development and learning design.</p> <p>Demonstrates sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject / professional knowledge and capabilities.</p>	<p>Evidence of innovative and reflexive teaching/assessment methods or significant contribution to their enhancement.</p> <p>Receives excellent student feedback.</p> <p>Online or other materials adopted by others internal or external to the University.</p> <p>National or global interest in the applicant’s educational ideas or activities.</p> <p>Leadership and development as a route or paper coordinator</p> <p>Activities within a professional or subject association that benefit teaching.</p>

<p>Consistently delivers high-quality research supervision that is intellectually challenging and supportive</p>	<p>Supervises research students and / or postdoctoral researchers (early career researchers - ECR's) effectively.</p> <p>Consistently receives positive feedback from ECR's</p>	<p>Achieves excellent outcomes for ECR's in terms of grades, scholarships, upward trajectory, career etc.</p> <p>Creates a positive working environment for ECR's, and acts as a role model in promoting inclusion, collaboration, mutual respect and peer support.</p> <p>Recognises and nurtures talent and engages with researcher training and development processes.</p>
<p>Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepares them for future success</p>	<p>Consistently receives positive feedback from ECR's about the opportunities they have received to prepare them for future success</p>	<p>Attracts high calibre ECR's working in their area and integrates them into research and professional communities that are internal and external to the university.</p> <p>Enables ECR's to achieve and surpass their academic, career and research goals.</p>

## Service to the University and to the Academic Community

Criterion	Generic examples of indicators of excellence	Faculty examples of impact
<p>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</p>	<p>Faculty/school/ university academic leadership roles.</p> <p>Sits on Faculty/school/university committees and bodies.</p> <p>Provides active mentoring and support for colleagues.</p> <p>Promotes and demonstrates effective use of the Staff Review and Development Scheme.</p> <p>Significant and sustained contributions to equality, diversity and inclusion activities.</p> <p>Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.</p> <p>Promotes cross-disciplinary collaboration and knowledge sharing.</p>	<p>Contributes to leadership, administration and student support within colleges and partnership organisations.</p> <p>Evidence of significant and sustained contribution to widening participation activity.</p> <p>Engages significantly in peer review activity.</p> <p>Advises bodies such as government, parliament, schools, charities and NGOs.</p> <p>Sits on public and professional review bodies.</p> <p>Significant and sustained contributions to fostering strategic partnerships (e.g. schools, industry, charities and NGO's, trusts and foundations, philanthropic donors).</p> <p>Supports the work of other HEIs (e.g. significant external examining, participation in research/teaching and learning reviews).</p> <p>Significant and sustained public engagement activity.</p> <p>Research and development with other faculties and departments within the school (SHSS) or wider university.</p>