

Professor (Grade 12) Criteria for the assessment of Research & Research Leadership

Promotion to 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.

In all categories, Faculty indicators are to further specify and be considered *in addition to* generic indicators.

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.	
Generic Indicators of Excellence and Impact	Faculty specific indicators of excellence and impact
	NB: Because of the diversity of subdisciplines, candidates should provide clear evidence of those indicators relevant to their area.
<ul style="list-style-type: none"> • 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 is much more important than publication metrics or the identity of the journal in which it was published. • 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. • 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. 	<ul style="list-style-type: none"> • Types of outputs in the Faculty of Education will differ according to subdiscipline. These may include such outputs as datasets, measurement instruments, non-traditional research outputs (NTRs), such as exhibits, creative works, education apps, software programmes, multimedia resources. At this level, successful candidates will also have an impressive record of publication in peer-reviewed journals, essays and collected volumes, and/or monographs published by highly regarded university and commercial presses. • Research outputs that have been shown to influence research or thinking in the field • Research outputs that have been shown to inform the development of national or international policy, professional and/or private sector practice • Sources of research funding may include research councils, government, charitable trusts, NGOs, private sector foundations

	<ul style="list-style-type: none"> • Nationally and internationally recognised markers of esteem, as demonstrated by excellent reviews of outputs, book and article prizes, keynote talk invitations, etc. • Visiting fellowships or professorships at research libraries or institutes of advanced study. • Successful candidates may have a record of public impact and profile, as reflected in television and radio appearances, invitations to act as a consultant or advisor to government departments, international /bi-lateral/multi-lateral organisations etc. • 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 Open Research Position Statement (Section 2) sets out expectations of researchers in this area in some detail.)
CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture	
Generic Indicators of excellence and impact	Faculty specific indicators of excellence and impact
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Not all education researchers work in large groups, but a record of fruitful collaborative research within and beyond the institution will strengthen an application, such as leadership of collaborative research projects • In some cases, in which individual scholarship is the norm, leadership may be demonstrated by leading debates within education • Editing may include major research handbooks

<ul style="list-style-type: none"> • Participation in high-quality public, industrial and/or policy engagement activities linked to research • Edits major academic journals • Promotes collaboration and develops cross-disciplinary research activities. 	<ul style="list-style-type: none"> • Invitations to evaluate research grant applications for national and international research councils • Directs centres/ research groups within the Faculty/University and creates a vibrant research culture among their members
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Professor (Grade 11) Criteria for the assessment of Research & 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

In all categories, Faculty indicators are to further specify and be considered *in addition to* generic indicators.

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.	
Generic Indicators of Excellence and Impact	Faculty specific indicators of excellence and impact
<ul style="list-style-type: none"> • 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 is much more important than publication metrics or the identity of the journal in which it was published. • Contributes to the advancement of knowledge in their research discipline 	<p>NB: Because of the diversity of subdisciplines, candidates should provide clear evidence of those indicators relevant to their area.</p> <ul style="list-style-type: none"> • Types of outputs in the Faculty of Education will differ according to subdiscipline. These may include such outputs as datasets, non-traditional research outputs (NTRs), such as exhibits, creative works, education apps, software programmes, multimedia resources. At this level, successful candidates will also have a consistent pattern of publication in peer-reviewed journals, essays and collected volumes, and/or monographs published by highly regarded university and commercial presses.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Research outputs that have been shown to influence research or thinking in their subfield of Education Studies • Research outputs that have been shown to inform the development of national or international policy, professional and/or private sector practice • Sources of research funding may include research councils, government, charitable trusts, NGOs, private sector foundations • Nationally and internationally recognised markers of esteem, as demonstrated by excellent reviews of outputs, book and article prizes, keynote talk invitations, etc. • 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 Open Research Position Statement (Section 2) sets out expectations of researchers in this area in some detail.)
<p>CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture</p>	
<p>Generic Indicators of excellence and impact</p>	<p>Faculty specific indicators of excellence and impact</p>
<ul style="list-style-type: none"> • Makes a significant contribution to collaborative research projects. • Contributes to organisation of major research conferences and seminar programmes. • Participation in high-quality public, industrial and/or policy engagement activities linked to research. • Edits major academic journals. 	<ul style="list-style-type: none"> • Not all education researchers work in large groups, but a record of fruitful collaborative research within and beyond the institution will strengthen an application, such as leadership of collaborative research projects • In some cases, in which individual scholarship is the norm, leadership may be demonstrated by leading debates within education • Editing may include major research handbooks

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| <ul style="list-style-type: none">• Promotes collaboration and develops cross-disciplinary research activities | |
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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 post graduate 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:

Narrative on expectations, including balance of contribution across criteria	
<p>The Faculty of Education measures excellence in teaching contribution across a range of activities that includes but does not depend entirely upon student comments.</p> <p>There are three criteria mandated by the University, but the Faculty recognises that not everyone will have an equal opportunity to mentor early career researchers or develop new courses, and hence successful applicants may not be able to demonstrate achievement on every indicator.</p> <p>However, every successful applicant will be able to demonstrate effectiveness in all relevant forms of teaching undergraduate and/or postgraduate students.</p>	
Criterion 1: Consistently delivers teaching that benefits from and engages with Cambridge’s research-rich environment and is intellectually challenging.	
Generic Indicators of Excellence and impact	Faculty specific indicators of excellence and impact
<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. 	<ul style="list-style-type: none"> • Provides effective, inspiring, and intellectually challenging teaching that draws upon evidence-based pedagogical practice • Successfully introduces or demonstrates openness to innovative teaching/assessment methods and/or makes a significant contribution to their enhancement • Participates in UG and/or PG teaching as a lecturer, convenor, and/or designer of papers and modules • Contributes to the creation of new courses or papers and/or the renewal of existing courses or papers

<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • Leadership or involvement in working parties and committees related to curriculum development or assessment • Successfully incorporates their own research and scholarship to enrich and enhance teaching across various routes and programmes within the Faculty
CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive	
Generic Indicators of excellence and impact	Faculty specific indicators of excellence and impact
<p>Consistently high research student completion rates.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Consistently meets and often exceeds Faculty standards for professional engagement with postgraduate students • Provides support tailored for students from non-traditional educational backgrounds • Successfully introduces or demonstrates openness to innovative supervision methods and/or makes a significant contribution to their enhancement • Actively encourages postgraduate students to engage in collective scholarship generation and enhancement
CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success	
Generic Indicators of excellence and impact	Faculty specific indicators of excellence and impact

<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 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. 	<ul style="list-style-type: none"> • Where available, consistently receives positive feedback from postdoctoral researchers • Actively encourages and supports peer collaboration within and across research groups.
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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.

Narrative on expectations, including balance of contribution across criteria

Not all the indicators will be relevant to every applicant and successful applicants will not necessarily be able to demonstrate achievement on every indicator.

NB: In the Faculty of Education, we recognise that service beyond the University extends beyond the *academic* community. Candidates are advised to separate internal and external activities and impact.

CRITERION 1: 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.

Generic Indicators of excellence and impact

- 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.

Impact:

- 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

Faculty specific Indicators of excellence and impact

- Sustained commitment to and effective administration of Department/Faculty/University academic leadership roles
- Active participation within Department/Faculty/University committees and bodies
- Sustained commitment to formal and informal mentoring of colleagues
- Elected/appointed leadership roles within professional subject organisations such as ASE, UKLA, BAICE, IRSCL, MLA
- Elected/appointed leadership roles within national/international sector organisations and learned societies, e.g. BERA, WERA, EERA, AERA, EARLI, CIES, UKFIET, AcSS
- Participates in advisory boards, e.g., on research councils, international organisations, international research consortia.
- Innovation and leadership in scholarly communication or communication of scholarly work to the general public
- Edits scholarly journals or book series
- Advises (whether in the UK or elsewhere) governmental bodies, parliamentary committees, international organisations, or non-governmental organisations
- Significant contributions to forming or sustaining important partnerships with e.g. education institutions and foundations, professional bodies, public bodies, other universities (including in other countries) or philanthropic donors.
- Public engagement activity involving a range of communities in dialogue, encouraging participation and demonstrating impacts

	on policy and/or practice in educational settings, other professional and public communities (e.g. arts....)
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