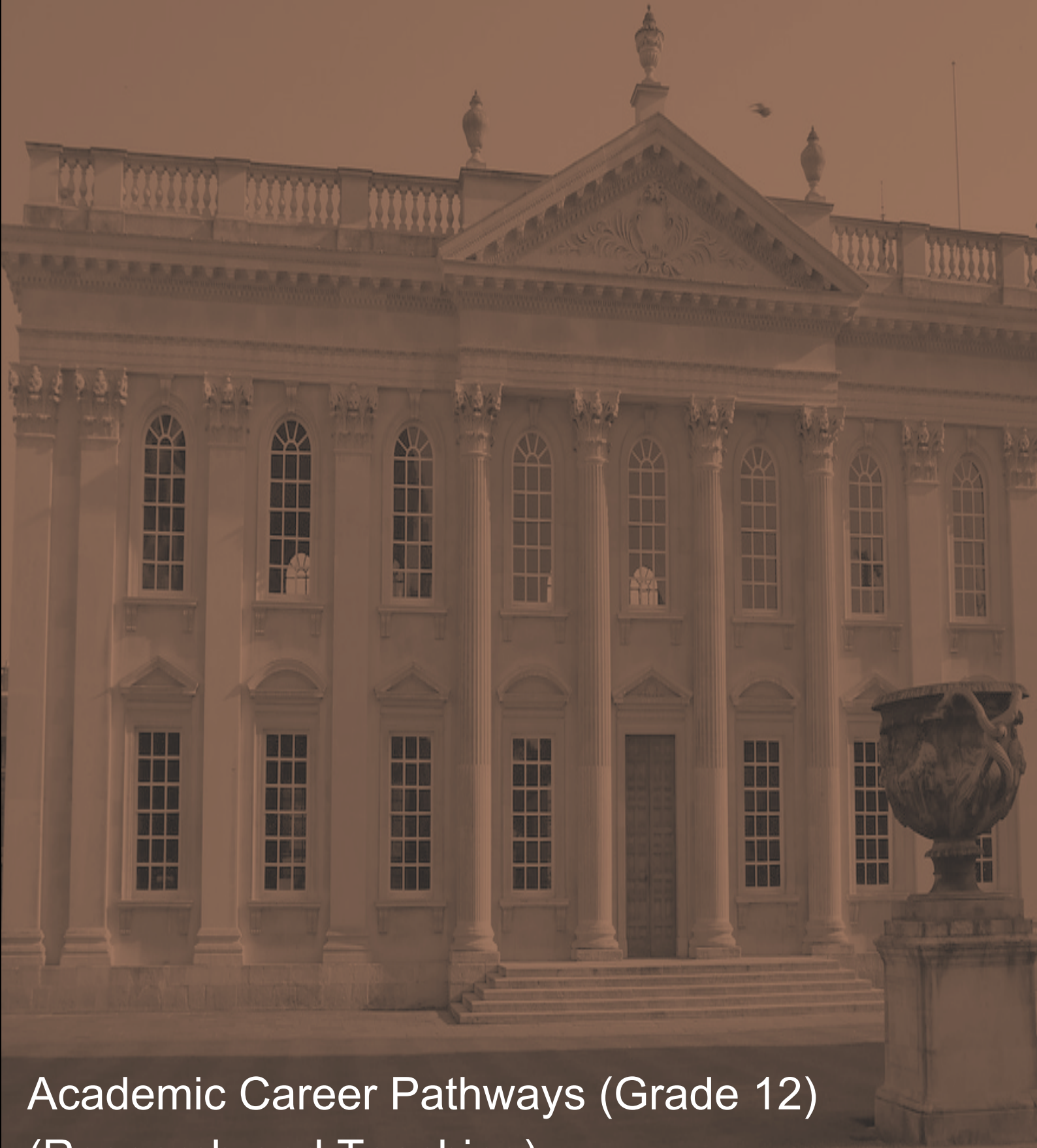




UNIVERSITY OF
CAMBRIDGE



Academic Career Pathways (Grade 12) (Research and Teaching)

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Introduction

The University of Cambridge is committed to providing a supportive environment to enable employees to take ownership of their development and build a successful career at Cambridge. The University's success depends on the diversity of its staff and students. The University aims to be a leader in fostering equality and inclusion and nurturing a sense of belonging for all within our community.

The purpose of the Academic Career Pathways (Grade 12) (ACP (12) Research and Teaching (R&T) scheme is to recognise and reward outstanding contributions and celebrate academic achievement. Assessment is based on contributions in research, teaching and general contribution/service to the University and the academic community more broadly.



All applicants are expected to contribute to the creation of a positive working environment, and to adhere to the [University's Code of Behaviour](#). Research integrity is also considered paramount in maintaining the University's international standing and reputation; employees are therefore expected to maintain and uphold these principles at all times.

All those who are involved in the ACP (12) R&T scheme, either as an applicant, Head of School, Head of Institution, Committee Member, Chair or Secretary, or in another supporting role, are expected to read and be familiar with this guidance.

Overview and Eligibility

The Academic Career Pathways (Grade 12) (ACP 12) scheme runs biennially and offers Grade 12 Research and Teaching (R&T) professors the opportunity to apply for progression either within their current band or to a higher band.

The current four-band salary structure of the professorial grade (Grade 12) was approved through the Second Joint Report of the Council and the General Board on a New Pay and Grading Structure for Non-Clinical Staff ([Reporter, 2004-05, p. 745](#)), and subsequently amended in 2012 ([Reporter, 2012-13, p. 423](#)).

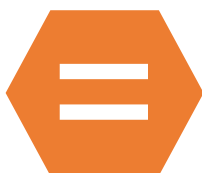
Progression within and between bands is not automatic and requires evidence of a sustained contribution to the University in each of the relevant sections (Research and Research Leadership, Teaching and Researcher Development and Service to the University and Academic Community). Outstanding performance and recognition may justify movement to a higher band.

When considering making an application you should seek advice from your Head of Institution, or an appropriate senior academic colleague, to discuss whether it is the right time to make an application and how you meet the [assessment criteria](#).

Key Principles



The University should provide a **flexible career pathway** for established academic officers that gives due recognition to excellence in research, teaching, contributions to the running of the University and service to the academic community including public engagement.



The University of Cambridge is committed, in its pursuit of academic excellence, to **equality of opportunity** and to a proactive approach that supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.



All persons involved in administering academic progressions processes should exercise **impartiality and fairness** and be seen to do so. Declarations of interest should be made at appropriate stages. Appropriate training should be completed.



Members of committees should ensure that their consideration is collective, fair, impartial and evidence-based.



The University should provide a **supportive career development process** and academic officers should participate.



All processes should be organised in a **timely and transparent** way.



Constructive, helpful, developmental **feedback** should be provided at all appropriate stages including written feedback.



All applications and documentation should be treated as **confidential** and in accordance with data protection principles.



Appropriate **budgetary provision** should be made so that deserving applicants receive appropriate recognition and reward.



All processes should be supported by modern and user-friendly **business systems** to ensure administrative efficiency, fairness, and equality.

Equal Opportunities

No employee will be treated less favourably than another because they belong to a protected group. Protected characteristics are:

Sex, Gender Reassignment, Marriage or Civil Partnership, Pregnancy or Maternity, Race (including Ethnic or National Origin, Nationality or Colour), Disability, Sexual Orientation, Age, or Religion or Belief.

The [University's Equal Opportunity policy](#) must be observed at all times.

All employees who serve on committees or are otherwise involved in administering the ACP (12) R&T scheme must have read this policy and have completed the online Equality & Diversity (E&D) training module (see [Key Principles](#)).

Specific support for women considering progression includes annual themed programmes from gaining recognition to career development provided by the Women's Staff Network and Personal and Professional Development (PPD). Events are organised by ED&I section on race and career progression, and the [Race Equality Network](#) exists as a space for support.

Events are listed in termly PPD calendars and on the ED&I webpages:

<http://www.admin.cam.ac.uk/offices/hr/equality/events/#all>

Confidentiality and Data Protection

Members of the committee and other University staff involved should note that the process of consideration is strictly confidential and that certain documentation must not be disclosed to applicants or other persons who are not members of the committee or otherwise appropriately involved in the process.

The [University's policy](#) in relation to data protection legislation (the General Data Protection Regulation as supplemented by the Data Protection Act 2018) requires that confidentiality of information provided by referees, including information contained in written assessments by Heads of Institutions, is respected insofar as this is compatible with that legislation.

Glossary of Abbreviations

ACP (12):	Academic Career Pathways (Grade 12)
Institution:	Faculty or Department
R&T:	Research and Teaching
SC:	School Committee
SRD:	Staff Review and Development
VCC:	Vice-Chancellor's Committee

Timetable

Launch	15 October 2024
<p>The HR Reward Team will send a personalised application form to all eligible grade 12 professors. The application form will contain the date of the last incremental award and the start date in the current band.</p> <p>The application period covered will vary depending on the type of application being made.</p> <p>For within band applications the period covered will be from the date the employee last received an incremental award to 30 September 2024.</p> <p>For applications to a higher band the period covered will be from the date the employee started in their current band to 30 September 2024.</p>	
Submission deadline	6 December 2024
<p>Completed applications need to be submitted via the online portal (https://acp-12.hr.apps.cam.ac.uk)</p> <p>Applicants for progression to a higher band will need to supply the name and contact details of two referees. The details will be requested via the portal as part of the submission process.</p>	
Collection of Institutional statements and external references	December 2024 to February 2025
<p>Once the submission deadline has passed, the HR Reward Team will request Institutional Statements from the relevant Head of Institution.</p> <p>The HR Reward Team will contact referees from January 2025 for higher band applications.</p>	
School Committees (SC)	March and April 2025
Vice Chancellor's Committee (VCC)	June 2025
Outcomes communicated to applicants	August/September 2025
Awards effective from:	1 October 2025

Application form

You are responsible for completing and submitting the application form that will be sent to you at the launch of the round. The application form will need to be submitted via the online portal by the deadline specified in the [Timetable](#). The application form will contain the dates of the period to be covered within your application. You should provide clear evidence and examples that best support your case for progression and which clearly demonstrate how you meet the [assessment criteria](#) (comprising both the [Band Criteria](#), and [Indicators of Excellence](#)).

You are encouraged to present your case for progression in a concise manner, avoiding duplication where possible.

You are expected to apply the principles of the San Francisco Declaration of Research Assessment (DORA). More information on DORA can be viewed [here](#).

The application form comprises of the following four sections:

Section A - Personal Statement

You should use this section to provide a brief summary (approximately 1000 words) on your case for progression and to highlight any significant contributions and/or achievements during the period covered by your application.

With regard to the evidence provided of research, you should highlight your key research outputs in the period covered by your application. You should describe their significance in terms of your discipline, and of your contribution to them, in order to demonstrate the quality and value of your research. You are advised to limit these descriptions to 50-100 words per output. The outputs must be publicly available for consideration. In addition, your role and contribution in large, multi-author publications should be made clear. If your research results do not take the form of conventional scholarly publications, you should provide information about this. With regard to researcher development (where applicable), you should include a self-assessment of the impact of your work on your research team.

Section B - Research and Research Leadership

You should provide a non-technical statement on the progress of your research, current projects and direction as well as any significant publications/impact during the period covered by your application.

Evidence in this section should focus on outputs which are publicly available¹ for consideration (i.e. copies are obtainable at the time of application, or at some previous time, by members of the public through normal trade channels).

¹ It is recognised that in certain circumstances, a publication/output may not be publicly available, for example due to data confidentiality or ethical reasons. If this is the case, please explain briefly why the material is not publicly available and, if relevant, note any protocols by which others in your community might be able to access it

All research and research-led publications that are publicly available for consideration can be included in your application.

The following should not be included:

- Work in progress but not yet completed.
- Publications which have been “accepted and are in press” but are not yet publicly available.

To support the completion of the form, additional guidance is given below for specific questions in the Research and Research Leadership section of the application form.

Bi) Details of your most significant publications

You should use this section to provide details of your most significant publications during the period covered by the application. This should be a general summary of the research and its impact.

Appending lengthy publication lists to your application is discouraged.

Bii) Research outputs that can be included in this section

In addition to publicly available research as listed above, you can include the following outputs:

Non-standard contributions

For disciplines where the communication of research results is not, or is only partly, in the form of conventional scholarly publication, other forms of contributions should be listed in the “Other” section of the application form.

Citation data

In disciplines where this is appropriate, citations may be included. Consideration of an application will not be prejudiced if citation data are not included. For the avoidance of doubt, applications will not be assessed on the basis of citation data/metrics alone, and these will be used in conjunction with qualitative indicators of research quality and impact, in line with the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#).

Other Scholarly Contributions

Work that you wish to be taken into account that has not already been set out in your application can be included here. For example, other kinds of research or research-led outputs that are relevant to your discipline that have not been captured in another section of your application. The outputs must be publicly available for consideration, and you must explain how the outputs are relevant to your research.

Biii) Grants awarded

You should include details of major external grants and contracts awarded (including values and dates), both current and during the period covered by the application, together with the names of co-investigators where applicable. Please note that student awards cannot be classed as grant capture.

Bv) Talks, Research Associations and formal recognition

You should include the details of major lectures/seminars, or other research presentations that took place during the period covered by the application (please note the month and year that the activity took place). You will also be asked to indicate if you were the keynote/plenary speaker for any of your talks.

Generally, keynote speeches are considered to be the primary speech, which sets the central theme of a conference, whilst plenary speeches cover a broad range of topics. However, in some disciplines, the terms keynote and plenary are used interchangeably.

Section C - Teaching and Researcher Development

You should demonstrate your contribution to teaching by providing a summary of teaching undertaken (whether for the University or College), the average number of hours per year and a summary of your contribution to the development and/or leadership of courses and/or curriculum.

If your duties do not include teaching, or you have been formally dispensed from discharging teaching duties on a temporary basis, you should make this clear in your application, giving the reasons and the dates.

If you have been formally dispensed from discharging teaching duties on a temporary basis, but wish your teaching contribution to be assessed, please provide the details in this section.

If you are engaged in veterinary clinical work, you should provide details of your contribution to postgraduate veterinary teaching and training. Any information provided about teaching will be considered under the teaching criterion and the information provided about clinical duties will be considered under the Service to the University and Academic Community criterion.

Please note that only teaching conducted at the University of Cambridge and its Colleges can be considered as part of your application.

Section D - Service to the University and Academic Community

You should provide a list of contributions other than in teaching and research undertaken in your Institution/School/University and any service to the academic community outside the University that you wish to have considered.

This includes undertaking any additional University offices (e.g. Head of Department), committee membership, and wider contributions to the University. You can also provide a summary of your contribution to the broader academic community (e.g. government or public service, external examining, external PhD work, REF panel work, external professorial appointments committees, subject review panels in other universities, international conference organisation, or similar activities) within the period covered by the application.

This can also include service on any central University bodies, working parties, reviews, engagement in widening participation activity, the design and delivery of outreach programmes, contribution to the subject undertaken outside the University, editorial work, contribution to academic societies and meetings, details of research management, of research groups and the creation and management of multi-institutional national/international research facilities. It may also include public engagement work.

If you hold an Honorary NHS consultant contract you should include details of your participation in regional and national committees (e.g., Royal Colleges, General Medical Council) and bodies concerned with undergraduate and postgraduate medical education, as well as details of your clinical duties.

If you are engaged in clinical veterinary work, you should include details of your participation in regional and national committees and bodies concerned with postgraduate veterinary education, as well as details of your clinical duties in this section, if applicable.

Contextual Factors

You are encouraged to record any Contextual Factors that have affected your performance during the period covered by your application. Contextual factors may include, but are not limited to: part-time working, ill health, disability, caring responsibilities and periods of prolonged leave such as maternity, parental or bereavement. This may also include difficulties you faced as a result of the COVID-19 pandemic, which continue to impact your current or future work.

These details should be provided in the separate [Contextual Factors form](#), which has a limit of 500 words. The completed form should be emailed to acp12@admin.cam.ac.uk, it will be saved with your application. The form will be provided to the committee assessing your application (it will not be sent to referees).

If you choose to provide Contextual Factors which include health-related matters, the Chair of the committee that assesses your application may refer you to Occupational Health, in order to obtain specialist medical advice about the impact of these matters on your duties (if this has not already been done). It is important to note that providing Contextual Factors will not have a detrimental effect on any application for progression, nor will an Occupational Health referral.

References

For applications for progression to a higher band, you are required to provide the names, titles and contact details of **two** referees.

Prior to nominating referees, you must confirm with the individuals that they are willing and able to provide a reference prior to providing their details.

Referees:

- are expected to be external to the University²;
- should be of appropriately high academic standing and recognised authorities in their field; and
- must not have a direct academic association with you e.g. as a research collaborator or former student.

A referee's input is critical in enabling a full and objective assessment of an applicant's contribution. Referees are therefore requested to comment across the entire range of your duties with explicit reference to the relevant [assessment criteria](#) and to provide a full and frank appraisal of your suitability for progression.

Referees can provide useful insights into all aspects of your work but are especially important in assessing your contribution and standing in the subject or discipline.

Referees' reports are subject to the strictest confidentiality; however, referees will be made aware that in providing a reference, they give their explicit permission for the use of that reference for consideration under the ACP (12) R&T scheme. Confidential references are normally exempt from disclosure under the terms of data protection legislation. Despite this, we often receive requests from applicants for copies of their references. By default, we will not disclose references without checking with the referee first.

² In exceptional circumstances, where a referee is internal to the University, they must not be eligible for consideration under ACP (12) themselves.

Heads of Institution Guidance

Head of Institution Responsibilities



Have supportive and confidential conversations with all staff that are eligible to apply; discuss any perceived barriers, including any relevant Contextual Factors that may be preventing an employee from applying.



Actively help and mentor staff from groups that are under-represented at senior levels who are potentially ready for progression to encourage them to apply.



Discuss progression pathways with under-represented staff not yet ready for progression.

Heads of Institutions should encourage applications from employees that they believe meet the criteria and discuss any perceived barriers that may be preventing an employee from applying. This ensures any Contextual Factors that may have been overlooked are considered and promotes equal opportunities for all staff members, including those staff from groups that are underrepresented at senior levels.

Heads of Institution, with the assistance of appropriate senior colleagues, if necessary, can play a positive role in the career development of all eligible academic employees in their Institution. The Lead Human Resources Business Partner (HRBP) will provide a list of eligible staff to Institutions prior to the launch of the ACP (12) R&T round.

The University's [Staff Review and Development \(SRD\) scheme](#), whilst remaining a separate and independent mechanism for reviewing personal contribution and professional development, should be used to discuss career aspirations, assess an employee's readiness for progression or progression, and help inform and support the ACP (12) R&T process. These discussions should take place on a regular and ongoing basis throughout the course of an employee's career.

Heads of Institution should have open and honest conversations with employees in their institution about whether it is the right time for them to apply for progression, and for which type of progression is most suitable in any given round. Heads of Institutions should also provide guidance to employees on areas they may wish to work on in order to better demonstrate their achievement of the [assessment criteria](#).

During the application window, Heads of Institutions will be provided with updates on which employees have submitted an application. They are encouraged to review this list to identify those who they believe should submit an application but who have not yet done so.

The decision whether to make an application will ultimately sit with the employee.

Institutional Statement

Heads of Institution are required to provide a statement explaining whether or not they support an employee's application and the reasons for their decision.

This statement should represent the view of the Institution and should comment on the strength of the case for progression or progression in terms of the respective [assessment criteria](#) (research, teaching and Service to the University and Academic Community). The statement should include evidence of excellence with respect to the [assessment criteria](#) and the quality of the applicant's contribution across the [assessment criteria](#) during the period covered by the application. The statement should refer to the Indicators of Excellence, where relevant. The statement should also comment on the applicant's overall role and contribution to the academic enterprise, and their standing in relation to other academic staff in the Institution and provide contextual information on the applicant's achievement over and above what would normally be expected of a Cambridge Professor at their current band.

It may be necessary for the Head of Institution to consult with the Head(s) of other Institutions if an employee holds a 'joint' office, or if the employee's duties involve a regular and substantial contribution to the teaching or research programme of other Institutions.

Where an applicant has provided details of [Contextual Factors](#), these should be taken into account in the Institutional Statement and when evaluating the applicant's contribution, detail the impact this has had on their ability to carry out their duties.

The Staff Review and Development (SRD) appraisal scheme, whilst remaining a separate and independent mechanism for reviewing personal contribution, should be used to discuss ~~career~~ aspirations and assess an individual's readiness for progression. It is essential that these types of discussions are taking place on a regular and ongoing basis throughout the course of an individual's career. Heads of Institutions are expected to undertake annual performance appraisals with employees as part of the SRD scheme, and it is recommended that the appraisal undertaken in the last 12 months is used to support an individual's application.

If an applicant has been formally dispensed from discharging teaching duties on a temporary basis, this should have been made this clear in the application, giving the reasons and dates and the Head of Institution should confirm this in their statement.

The Institutional statement forms part of an employee's application documentation. As part of the feedback process, the statement will be disclosed to the applicant on request.

Committees

The Role and Responsibilities of Committee Chairs

At each stage of the process, and in addition to ensuring the business of each committee is carried out in accordance with this guidance, the Chair is required to ensure that:

- each application is assessed against the published [assessment criteria](#);
- committee members understand that Indicators of Excellence are suggestive in nature and non-exhaustive; not all indicators will be relevant to all applicants; and
- appropriate consideration is given to any declared Contextual Factors and advice is sought from the relevant Lead HR Business partner in advance of the meeting as appropriate.

The Responsibilities of Committee Members



Each committee should be mindful of the existence of unconscious biases – both in themselves and others - and consider how these biases might affect how assessments are made and how they affect objective decision-making. Committee members should constructively challenge any potential implicit or explicit biases they observe in the assessment process, whether in themselves or others, to ensure fairness and promote inclusion.



Whilst it is important to ensure a fair and consistent approach is taken to evaluating excellence, the University recognises that certain metrics, such as student feedback and bibliometrics, have their limitations. Committees should, therefore, be mindful of the importance of judgement and be aware of the limitations of metrics when making their assessment. By signing the [San Francisco Declaration on Research Assessment \(DORA\)](#) the University has acknowledged that intellectual content is more important than publication metrics or the identity of a journal. Terms such as ‘high quality research’ or ‘influential research’ should be preferred to the words ‘impact’ and ‘impactful’, which may be misinterpreted as denoting ‘journal-impact factor’. Committees are directed to the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#), and are expected to follow these principles.



The University aims to be a leader in driving an inclusive and respectful culture and in promoting a positive working environment for all in its community and high standards of conduct are expected from all staff. Formal sanctions will be taken into account when assessing the applicant’s suitability for progression or progression and staff with live disciplinary warnings on file may be excluded from applying.

School Committee (SC)

Membership of the SC

The SC consists of the following:

- Head of School (Chair)
- Four internal professors (from band 3 or 4), current Heads of Institution or Chairs of Faculty within the School and employees who are at an equivalent level
- One external member (nominated by the Head of School)³
- Lead HR Business Partner (Secretary)

Role of the SC

The role of the SC is to:

- Decide awards for within band applications for professors in bands 1, 2 and 3;
- Decide awards for higher band applications for progression from band 1 to band 2; and
- Recommend awards to the VCC for applications for progression into bands 3 and 4 (from professors currently in band 1 or 2).

Applicants should **not** be informed of the outcome of the SC's evaluation or provided with feedback at this stage (see [Outcome](#) and [Feedback](#) for further information).

Vice-Chancellor's Committee (VCC)

Membership of the VCC

The VCC consists of the following:

- Vice-Chancellor (Chair);
- The external member from each School Committee; and
- The Director of HR (Secretary).

Role of the VCC

The role of the VCC is to:

- Decide awards for within band applications for professors in band 4;
- Decide awards for higher band applications for progression from band 3 to band 4;
- Decide awards for applications from Heads of School and PVCs; and
- Approve the SC recommendations for progression into bands 3 and 4 (from professors currently in band 1 or 2).

The VCC also moderates between the SC's to ensure that a consistent standard has been achieved. The VCC will receive a summary of the awards agreed by each SC, consider the documentary evidence for applicants where required, and determine whether any adjustments are necessary.

³ The external member of the SC only needs to be present for the assessment of applications for progression to a higher band (it would be at the School's discretion if the external is also present for the review of within band applications).

Assessment of Applications

Each application will be considered and assessed on its own merit against the [Assessment criteria](#) for the band in question, taking into equal account evidence of both inputs and outputs. For clarity, in relation to:

- **Research and Researcher Leadership:** Account may be taken of evidence in relation to research including researcher development within the University.
- **Teaching and Researcher Development:** Account may be taken of academic employment in the University and/or College(s), but not from institutions external to the University.
- **Service to the University and Academic Community:** Evidence of contribution to the applicant's subject other than in teaching and research can also include contributions made outside the University.

The 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 [committee section](#) (in particular Overarching Considerations) in this guidance for information on the approach that Committees are expected to take when assessing applications.

Additional Considerations for Committee Members

Newly appointed Professors on point 68

Due to the periods covered by applications in the Academic Career Pathways and Academic Career Pathways (Grade 12) scheme, Professors newly appointed to Grade 12 via the Academic Career Pathways scheme may also submit evidence from the year preceding their start date as a Grade 12 professor.

Applications from professors in the first three points of Band 1

Progression on application for those within the first three points of band 1 is expected so long as applicants can demonstrate they have maintained the expected level of performance as at the time of promotion to the level of a Grade 12 Professor.

Contextual Factors

The quality and impact of an applicant's performance should be assessed objectively and on the same basis as other applicants. It is also important to understand and address contextual factors by making appropriate equality-related adjustments to allow for a fair process where those who have faced these additional barriers will be considered on an even footing, although all applications that provide contextual factors will be individual, and so will be assessed on a case-by-case basis. Committees should take into account that not all careers follow a standard and uninterrupted route and all metrics should be considered in context with other factors to ensure that a balanced view is taken of the employee's overall contribution to research, teaching or Service to the University and Academic Community.

Equality-related adjustments do not allow the committee to lower the bar when assessing excellence. For example, any reduction in the working time of the applicant due to contextual factors should be taken into account when judging the quality of their work or output. One way of making an appropriate adjustment would be to consider the impact of the issue on the quantity of activity undertaken. In these circumstances, the committee would still require the applicant to demonstrate the same standard (quality) as other applicants in terms of the excellence of their contribution; however, the quantity of research output would be adjusted. Advice about adjustments should be sought at the earliest opportunity from the relevant Lead HR Business Partner.

Committees are encouraged to take a holistic approach when assessing applications, taking all aspects of the application (including contextual factors) into account, before deciding on the appropriate award.

Applications from those working part-time hours

It is important to consider an applicant's contracted hours when assessing a progression application. Those working part-time hours may produce smaller quantities of research outputs, may deliver fewer hours of teaching, or have less time to contribute to activities considered as service. In these circumstances, an applicant's contribution should be considered proportionally, based on their contracted hours. It is also important to note that the same quality of contribution to research, teaching and Service to the University and the Academic Community are expected regardless of the applicant's working hours, but the expectations in terms of quantity or volume of output should be pro-rated to reflect their part-time hours.

Assessment Criteria

Band Criteria

Band 1 (points 68-76)

A band 1 Professor will normally have a significant national and international reputation in research, and contribute fully to the teaching and administrative work of the University.

Progression within this level may also be used to reward exceptional and sustained contributions to the academic work of the University in teaching, general contribution and research by those whose individual scholarship is also above the normal expectation for a Cambridge Professor.

Band 2 (points 75-82)

A band 2 award is intended for professors who, in addition to a distinguished academic record when measured against the overall Cambridge context, are also recognised as research leaders through their membership of an academy/society recognised within the discipline at an equivalent level of distinction. They will be leading international authorities in their particular field. They will have made a very significant and lasting positive mark on the University's work in their subject area directly through their own research or through their role in leading and developing their discipline at Cambridge. They will also contribute fully to the teaching and general contribution of the University.

Band 3 (points 81-88)

A band 3 award is intended for professors of very high academic distinction within the context of the discipline. They will be internationally acknowledged as outstanding, and act as national leaders in their subject areas; they will be regarded as having achieved notable international eminence across the general field. They will also contribute fully to the teaching and general contribution of the University.

Band 4 (points 87-100)

A band 4 award is intended for professors of the very highest international academic distinction. Through their membership of international bodies or the holding of international awards, they will be universally acknowledged as world leaders in their subject areas. They will have made a formative and lasting contribution through their research and their overall role across their general field. They will also contribute fully to the teaching and general contribution of the University.

Indicators of Excellence

Band 1

Research and Research Leadership

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.

General Indicators	Example of Impact
<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. 	<ul style="list-style-type: none"> • Frequently invited to present work at major national and international conferences and institutions. • A significant track record of winning competitive research funding, resulting in minor grant income in the context of the subject/School. • In receipt of prizes and honours for research. • May be able to demonstrate research that produces patents that may be exploited for commercial benefit.

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

<ul style="list-style-type: none"> • Leads and contributes to collaborative research projects. • Elected/appointed to research-related leadership roles. • Creates and manages 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 employee's area. 	<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.
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Teaching and Researcher Development

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

<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"> • 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 a sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.
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CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive.

<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. 	<ul style="list-style-type: none"> • 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.
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CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.

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| <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. | <ul style="list-style-type: none"> • 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. |
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Service to the University and Academic Community

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.

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| <ul style="list-style-type: none"> • 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. • May have received Awards/medals for service to subject, government committees; national awards recognizing service to society. | <ul style="list-style-type: none"> • Contributes to leadership, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity • Engages significantly in peer review activity, may undertake or be invited to edit journals • 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) • May hold a number of external PhD examiner appointments; service on standard setting bodies (e.g. RAE/REF, external assessor for Chairs/Department reviews at other HEIs, industry, QAA). • Significant and sustained public engagement activity. |
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Band 2

Research and Research Leadership

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.

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| <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. • Recognised as a leading figure for research within their discipline/ field, makes a significant and lasting contribution to the advancement of knowledge in their research discipline. • Produces and disseminates research outputs that have a significant and wide-reaching impact, for example, research that informs national or international policy development. | <ul style="list-style-type: none"> • Frequently invited to present work at major national and international conferences and institutions. Invited to deliver keynote speeches/ attend as a headline speaker. • A significant track record of winning competitive research funding over an extended period of time resulting in significant grant income in the context of the discipline/ School. • In receipt of prizes and honours for research • Invited to participate in/ advise on the development of policy by national/ internal organisations. • May be a full member of governmental working groups/ bodies. |
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CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture.

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| <ul style="list-style-type: none"> • Responsible for the leadership of major collaborative research projects. • Elected/appointed to research-related leadership role(s). • Creates and manages research groups, which may be cross-disciplinary in nature. • Convenes and leads major research conferences and seminar programmes. • Provides intellectual thought leadership which informs and contributes to setting the international research agenda in the employee's area. | <ul style="list-style-type: none"> • Participation in high-quality public, industrial and/or policy engagement activities linked to research. • Member of senior committees or external organisations (e.g. Council Board member/ Governor of research councils/ major charities/ industry) • Edits major academic journals. • Organising plenary lectures at major international conferences/ major public lectures. • Leads on collaboration and cross-disciplinary research activities. |
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Teaching and Researcher Development

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

<ul style="list-style-type: none"> • Leads on the development of the curriculum within the subject area. Ensures that material across modules and units is reviewed and updated, ensuring a coherent and consistent approach to teaching. • Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning. • Identifies and introduces new and innovative teaching/ assessment methods that create new practices within the discipline, with strong evidence of the effectiveness the method has on teaching/ assessment. • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion. • Responsible for the content and marking of examinations and other assessment tools. • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care, and overall student experience. • Impact on curriculum development & enhancement beyond own department or discipline. 	<ul style="list-style-type: none"> • Initiation of new and innovative or novel teaching and assessment methods within the subject area to enhance teaching within the discipline. • Publishes major textbooks/e-learning materials adopted in courses internal or external to the University. • National or global press coverage of the employee's educational ideas or activities. • Holding an educational leadership position within a professional body • Receives excellent student feedback. • Demonstrates a sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities.
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CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive.

<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. 	<ul style="list-style-type: none"> • 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.
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CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.

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| <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. | <ul style="list-style-type: none"> • 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. |
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Service to the University and Academic Community

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.

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| <ul style="list-style-type: none"> • 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. • May undertake an active role in the wider academic community, external examiner, member of working groups/ bodies with the aim of developing the discipline beyond the University. • Takes a leading role in the promotion of the discipline through a range of public engagement activities on a local and national level. | <ul style="list-style-type: none"> • Contributes to leadership, administration, and student support within Colleges. • Significant and sustained contribution to widening participation activity • Acts as a mentor to support the career development of other academic staff in the University. • 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). • Act as a governor/council level service for research councils/major charities (e.g. Wellcome, Nuffield, Leverhulme) • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Significant and sustained public engagement activity. |
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| <ul style="list-style-type: none">• May have been awarded membership of a relevant UK academy or an equivalent overseas distinction (e.g. at the level of Fellow/ Honorary Fellow of a distinguished Society/ Institute) within the context of the subject/ discipline | <ul style="list-style-type: none">• Undertaken industrial roles including leadership on major collaborative project(s). |
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Band 3

Research and Research Leadership

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.

<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 • Internationally acknowledged as outstanding in their discipline and regarded as having achieved notable eminence across the general field. • Expected to be a national leader within the subject area. • Will have made a formative contribution to the discipline through their research. • Produces and disseminates research outputs that have a significant and wide-reaching impact, for example, research that informs new theories/ practices within the discipline. Research is expected to identify potential new areas for study/ exploration within the discipline internationally. • Invited to participate in partnerships with other leading researchers around the world, engage in collaborative projects to foster knowledge exchange, cross-disciplinary research, and innovation. 	<ul style="list-style-type: none"> • Frequently invited to present work at major national and international conferences and institutions. Invited to deliver keynote speeches/ attend as a headline speaker. • A significant track record of winning competitive research funding over an extended period of time. • In receipt of prizes and honours for research • Invited to participate in/ advise on the development of policy by significant and highly respected international organisations/ agencies • May be a full member of governmental or NGO working groups/ bodies. • Research outcomes that shape the direction of research within the discipline at an international level. • An exceptional level of citations in the context of the subject. • May have been awarded honorary degree(s) from recognised research-intensive universities • May have been awarded a major academic prize(s) (e.g. Crafoord, Dirac, Volvo); or received significant external recognition (Knight, Dame with subject citation).
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CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture.

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| <ul style="list-style-type: none"> • Creation and leadership of large research groups, potentially cross-discipline, in addition to contributing to collaborative research projects • Elected/appointed to research-related leadership role(s). • Creates and manages research groups, which may be cross-disciplinary in nature. • Convenes and leads major research conferences and seminar programmes. • Provides intellectual thought leadership which informs and contributes to setting the international research agenda in the employees' area. | <ul style="list-style-type: none"> • Participation in high-quality public, industrial and/or policy engagement activities linked to research • Member of senior committees or external organisations (Council Board member/ Governor of research councils/ major charities/ industry). • Edits major academic journals. • Organizing/plenary lectures at major international conferences/ major public lectures. • Leads on collaboration and cross-disciplinary research activities. |
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Teaching and Researcher Development

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

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| <ul style="list-style-type: none"> • Undertakes a volume of high-quality teaching that is at, or in excess of, the expected stint in the context of the Department. • (Leadership) of curriculum development within the subject area. Ensure that material across modules and units is reviewed and updated, ensuring a coherent and consistent approach to teaching. • Identify and introduce new and innovative teaching/ assessment methods that create new practices within the discipline, with strong evidence of the effectiveness the method has on teaching/ assessment. • Membership of internal teaching review groups within the subject area • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Responsible for the content and marking of examinations and other assessment tools • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience. | <ul style="list-style-type: none"> • Initiation of new and innovative/ novel teaching/assessment methods within the subject area in order to enhance teaching within the discipline. • 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 a sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities. |
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- Impact on curriculum development and enhancement beyond own department or discipline.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive.

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| <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. | <ul style="list-style-type: none"> • 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. |
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CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.

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| <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. | <ul style="list-style-type: none"> • 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. |
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Service to the University and Academic Community

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.

<ul style="list-style-type: none"> • 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. • May undertake an active role in the wider academic community, external examiner, member of working groups/ bodies with the aim of developing the discipline beyond the University. • Takes a leading role in the promotion of the discipline through a range of public engagement activities on a local and national level. 	<ul style="list-style-type: none"> • Contributes to leadership, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity • Acts as a mentor to support the career development of other academic staff in the University. • 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.
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CRITERION 2: Consistently makes an effective contribution to the global community. Demonstrates active engagement with a range of stakeholders and international networks.

<ul style="list-style-type: none"> • Development of Academic Affiliations and Collaborations with other distinguished researchers • Hold, or have been invited to apply for, positions at renowned universities, research institutions, or organizations. • Be invited to undertake collaborations with, or participate in, renowned international research networks. • Peer review for major academic journals and conferences, evaluating the significance of research conducted by others. May also serve on editorial boards of journals, guiding the direction of research within their field and ensuring the publication of high-quality work. 	<ul style="list-style-type: none"> • Significant and sustained public engagement activity. • Serve in a formal advisory or consultancy capacity to governmental bodies, industry organizations, or non-profit institutions. Utilising expertise and a deep understanding of the discipline to support significant policy development. • Sits on public review bodies. • Advises government, parliamentary and internal bodies on major policy matters • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • May hold external roles such as prestigious visiting professorships; president of major societies/ academies within the context of the subject.
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Band 4

Research and Research Leadership

CRITERION 1: Consistently conducts rigorous research that demonstrates original and ground-breaking new ideas within the subject area. Research should extend beyond academia, positively influencing industry, policymaking, or society at large
Make a formative and lasting contribution to the general field through their research.

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| <ul style="list-style-type: none"> • A substantial portfolio of high-quality research outputs that are internationally recognised as world-leading in terms of their originality, significance and rigour. The work is likely to be highly cited by other scholars in their field. 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 • Will have made a formative and sustained contribution to the discipline through their research and their overall role across their general field • Makes a major contribution to the advancement of knowledge and the practical application of that knowledge outside of academia. • Produces research that makes a significant impact on the subject area as a whole, potentially creating new theories or concepts that alter the direction of research in the subject area. • Actively seeks partnerships with other leading researchers around the world, engage in collaborative projects to foster knowledge exchange, cross-disciplinary research, and innovation. | <ul style="list-style-type: none"> • Frequently invited to present work at prestigious national and international conferences and institutions, including the delivery of keynote speeches on the subject matter • Undertakes Ground-breaking research that redefines understanding of the discipline. • A significant track record of winning competitive research funding from prestigious sources. The size of the grants won would need to be taken within the context of the discipline • Provision of advice based on research to world-renowned external agencies, bodies or organisations (i.e. World Bank, WHO, UN etc.). • Demonstrates a sustained record of recognition under criteria specified for contribution bands 2 and 3. • May have significant international awards (i.e. Nobel laureate or equivalent). |
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CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture.

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| <ul style="list-style-type: none">• Leadership of a large and complex research group, potentially cross-discipline, contributing to collaborative research projects• Creates and manages large research groups• Has a strong track record of mentoring and supervising students or junior researchers who have gone on to achieve notable success.• Convenes and leads major research conferences and seminar programmes• Provides intellectual thought leadership which informs and contributes to setting the international research agenda in the employee's area | <ul style="list-style-type: none">• Participation in high-quality public, industrial and/or policy engagement activities linked to research• Edits prestigious academic journals• Leads significant research teams (size or standing) that is well above average for the School e.g. leadership of large projects or research centres• Promotes collaboration and develops cross-disciplinary research activities• Foster a positive research culture, where researchers feel valued for their contributions, support colleagues with their challenges and encourage their development. |
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Teaching and Researcher Development

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

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| <ul style="list-style-type: none"> • Designs and develops new programmes of study • Leads internal teaching reviews within the subject area • Undertakes a volume of high-quality teaching that is at, or in excess of the expected stint in the context of the Department. • Sustained record of very high level of teaching performance at a variety of levels (including implementing innovative teaching practice within the subject area). • Demonstrates breadth of knowledge and teaches effectively beyond immediate research area. • Receives major prizes/ recognition for teaching excellence • Undertakes examination/acts as a course examiner. • Provides educational leadership and organisation including curriculum development and learning design. • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience. | <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 candidate's educational ideas or activities. • Award of internal prizes such as the Pilkington prize, or significant awards from national bodies for excellence in teaching practice. • Holding an educational leadership position within a professional body • Receives consistently high student feedback over several years • Demonstrates a sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities. |
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CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive.

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| <ul style="list-style-type: none"> • Consistently high research student (Ug and Pg) completion rates. • Award of prizes and honours for researcher development. • Consistently receives positive feedback from research students. | <ul style="list-style-type: none"> • 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. |
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CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.

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| <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. | <ul style="list-style-type: none"> • 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. |
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Service to the University and Academic Community

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.

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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Contributes to leadership, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity. • Acts as a mentor to support the career development of other academic staff in the University. • Engages significantly in peer review activity. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors). |
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CRITERION 2: Consistently makes an effective contribution to the global community. Demonstrates active engagement with a range of stakeholders and international networks.

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| <ul style="list-style-type: none"> • International leadership and development of Academic Affiliations and Collaborations with other distinguished researchers • Lead on the development of collaborations with peers in other renowned international research networks. • Peer review for major academic journals and conferences, evaluating the significance of research conducted by others. May also serve on editorial boards of journals, guiding the direction of research within their field and ensuring the publication of high-quality work. | <ul style="list-style-type: none"> • Significant and sustained public engagement activity. • Serve in a formal advisory or consultancy capacity to governmental bodies, industry organizations, or non-profit institutions. Utilising expertise and a deep understanding of the discipline to support significant policy development. • Sits on public review bodies. • Advises government, parliamentary and internal bodies on major policy matters • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). |
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Outcomes

Notification of outcome of application

Applicants will be notified of the outcome of their application by email in line with the published [timetable](#) for the round. Awards will be effective from 1 October 2025

Salary Scales

The current salary scales can be found on the Human Resources website ([Salary scales | Human Resources \(cam.ac.uk\)](#)).

Market Pay and Advanced Contribution Supplements

For individuals in receipt of [Market Pay \(MP\)](#) or an [Advanced Contribution Supplement \(ACS\)](#), any increase to base salary will erode the value of the additional payment by an amount equal to the increase in base pay.

Where an applicant is in receipt of both MP and an ACS, the ACS will be reduced first when a grade change (i.e. promotion) is awarded.

Feedback

The purpose of feedback is to provide an unsuccessful applicant with a clear sense of what they would need to do in order to raise the level of their achievement to the standard required to obtain progression in a future round. Every attempt should be made to provide feedback that is helpful and constructive.

Unsuccessful applicants must be offered a meeting in person with the Head of School, so that they can provide constructive, verbal feedback.

Giving Feedback

Heads of Schools have an important role in providing feedback to unsuccessful applicants and should be mindful that the employee will be upset and likely to be experiencing a range of emotions including disappointment, demotivation and, perhaps, even anger and will need time to work through their feelings.

The Head of School should allow adequate time to speak to the unsuccessful applicant, preferably in person, and be available to hold further discussions, where required.

Heads of Schools should support the employee and, with the help of other senior academic colleagues, put supportive mechanisms in place including mentoring, buddying and help with writing research grants and undertaking teaching duties, as necessary, to help the employee clearly understand what they need to do to strengthen their case for progression in future.



