

School of Arts and Humanities Probationary Protocol and Criteria for Academic Staff

Context

This document sets out the process by which applications for confirmation of appointment at the end of academic probation will be assessed within the School of Arts and Humanities. This document should be read alongside the relevant University Probationary Policy, Procedure, and Guidance at: <https://www.hr.admin.cam.ac.uk/policies-procedures/probation>

Section 1 relates to Academic (Research and Teaching) staff. Section 2 relates to Academic (Teaching and Scholarship) staff.

Section 1 - Provision for Academic Staff – Research and Teaching Academic Career Pathway

This process is effective from October 2021. Academic (Research and Teaching) staff who started their probationary periods before October 2021 will be assessed against the targets set for them at the start of their probationary period. Their final probation report, detailing progress against the relevant targets, will be considered by the School Academic Probation Committee.

Confirmation of appointment is a career milestone. It is a test of the capability to perform the duties of the office and an indicator of potential future success. For Assistant Professors, confirmation of appointment results in a change of title to Associate Professor (Grade 9).

It is therefore essential to ensure the School has a robust protocol in place to manage the probation process and undertake a rigorous assessment to evaluate an individual's capability and potential long term contribution to the community, to determine suitability, and ensure that the University's high standards of excellence are maintained.

The relevant Head of Institution is responsible for the management of the probationary period for any academic staff, in accordance with the University's Probationary Policy and Academic Probationary Procedure <https://www.hr.admin.cam.ac.uk/policies-procedures/probation>. This process includes ensuring that: -

- a complete local and central induction is completed;
- a mentor is appointed;
- the Assistant/Associate Professor is clear on the expectations of the role;
- probation targets are clearly set at the start of the probationary period;
- appropriate monitoring, including a formal assessment at least once a year, takes place;
- training needs are identified and support provided;
- and appropriate written records are kept of progress against targets and of guidance and feedback provided.

Heads of Institutions should consult the School Lead HR Business Partner or HR Business Partner at soon as possible if any concerns arise about the performance of an Assistant/Associate Professor during their probationary period. Where concerns exist,

institutions need to discuss these with the Assistant/Associate Professor, explain the improvements required for them to secure a recommendation that they should pass probation, and put in place appropriate support to help them meet their probation targets. Regular reviews should take place with advice from the School HR Team.

Academic Probation Committee

During the final year of probation there is a requirement for a formal assessment either by a Selection Committee, or by a School Committee constituted in line with the requirements of Special Ordinance C (x), although a final assessment may take place before the final year of probation. In the School of Arts and Humanities, this assessment will be carried out by the School's Academic Probation Committee.

During the course of the third year of probation, there should be a formal assessment. The Head of Institution may decide at this stage to recommend to the Academic Probation Committee that the appointment be confirmed and should complete a final assessment. If it is decided that confirmation of appointment is premature, the Head of Institution may hold a final assessment at a later date. In the interim, they should discuss with the Assistant/Associate Professor any areas for development or improvement and any training or support required.

If the final assessment takes place during the final year of probation, confirmation (or non-confirmation) of appointment by the Academic Probation Committee must occur not less than nine months before the end of the five-year probationary period.

In addition to final assessments, from the time of the Assistant/Associate Professor's appointment Heads of Institution should hold annual probation reviews to monitor and advise on progress.

Membership

In accordance with the requirements of Special Ordinance C(x), the School's Academic Probation Committee will be constituted as follows:

- Head of School – Chair
- Secretary to the School (non-voting member)
- Members of the Council of the School (or a nominated senior colleague, subject to the approval of the Head of School) representing each Faculty and the Language Centre
- HR School Team member – Secretary (non-voting member)

In accordance with Special Ordinance C (x), there must be a minimum of five voting members present at any meeting of the Committee, and decisions of the Committee must be approved by the votes of at least two thirds of the voting members present. The Secretary of the School and HR representatives are present in an advisory capacity and are not voting members. In exceptional circumstances, the Chair may allow decisions to be taken by circulation.

The gender balance of the Academic Probation Committee should be as close to equal numbers of men and women as reasonably possible and it is expected that there will normally be a minimum of two of each gender. Consideration will also be given to the racial and ethnic diversity of the Academic Probation Committee. In the light of these considerations, the Head of School will propose a list of members of the School's Academic Probation Committee to the Council of the School for their approval on an annual basis

All members of the Academic Probation Committee must have undertaken the University's Equality and Diversity and Unconscious Bias training modules within the three years prior to the meeting of the committee.

Role

The Academic Probation Committee will be responsible for evaluating and assessing the documentation submitted for all Assistant/Associate Professors to determine whether they have met the necessary standards across all criteria.

Criteria

The assessment criteria for completion of probation are aligned with those set out in the School's criteria for promotion in the Academic Career Pathway (ACP) scheme. Performance will be assessed by reference to:

- research;
- teaching and researcher development;¹
- service to the University and to the wider academic community.

In order for appointment to be confirmed there must be no doubt that the Assistant/Associate Professor meets all the relevant criteria, attaining the expected standards of excellence in their performance and contribution within the Cambridge context.

The criteria for confirmation of appointment in the Institutions of the School of Arts and Humanities are set out in appendix 1 and 2 of this Protocol. The Indicators of Excellence in appendix 2 are intended to be illustrative, not exhaustive.

When research is assessed the intellectual content of research is much more important than publication metrics or the identity of the journal in which it is published. For further information on the assessment of research in SAH, see the School's Policy on [Research Assessment](#).

Process

Please consult the University policy, procedure, and guidance, for detailed guidance on the academic probation process at: <https://www.hr.admin.cam.ac.uk/policies-procedures/probation> .

¹ Where relevant College teaching should also be taken into account.

Confirmation (or non-confirmation) of appointment by the Academic Probation Committee must occur no earlier than the third year of a five-year probationary period, and no later than than nine months before the end of the five-year probationary period.

Following formal assessment at institutional level the Head of Institution should forward all of the relevant documentation to sahhr@admin.cam.ac.uk to be considered by the Academic Probation Committee. This documentation will include:

- CV
- Head of Institution Case
- Annual Probation Assessment Forms
- References – at least three references should be sought, of which at least one should be external, unless there is no duty to undertake research. The Assistant/Associate Professor will nominate two referees. The Head of Institution may seek additional references if these are required.

Templates for setting probation targets and probation assessments, plus letters confirming probation outcomes, can be found in the University guidance at: <https://www.hr.admin.cam.ac.uk/policies-procedures/probation>

Documentation will normally be considered by the Academic Probation Committee on an annual basis in Michaelmas term.

Confirmation of Appointment

A Head of Institution may recommend to the Academic Probation Committee that a probationary period should end from the third year of the probationary period, provided there is clear evidence that this is appropriate.

Where it is possible for the Academic Probation Committee to agree that there is a clear case for confirmation of probation based on the documentation provided, the Committee will confirm this decision to the Head of Institution, cc to the Departmental Administrator.

The Institution will then confirm satisfactory completion of probation to the member of staff and update the HR System accordingly.

Potential Extension or Termination of Employment

If the Academic Probation Committee is not persuaded that the necessary standards of excellence have been met across all criteria, the Assistant/Associate Professor will be informed that a further meeting of the Committee will be convened to consider whether the probationary period is to be extended or the appointment is to be terminated, and that the Assistant/Associate Professor will have the opportunity to make representations to that meeting in writing or in person or both.

The Academic Probation Committee will then convene a meeting which will be supported by a member of the HR School Team with a note-taker present.

This meeting will be held in accordance with section 3.6 of the Academic Probationary Procedure, as follows:

- The Assistant/Associate Professor will be given an opportunity to make written representations or attend the Committee meeting to present their case.
- Where an Assistant/Associate Professor has indicated that they wish to make representations in person, they must make every effort to attend the meeting. If they fail to attend without good reason, or are persistently unable to do so, the University reserves the right to proceed on the evidence available.
- An Assistant/Associate Professor who makes representations in person also has the right to be accompanied at the meeting by a trade union representative or work colleague.
- The meeting may, if necessary, be adjourned to allow further information to be gathered, provided that adjournment does not lead to unreasonable delay.

If the Academic Probation Committee decides that an appointment is to be terminated, the Assistant/Associate Professor will be given written notice of termination, including the reasons and a right of appeal as set out in the Academic Probationary Procedure.

Exceptionally, the Academic Probation Committee may extend the probationary period, for instance, where an Assistant/Associate Professor has not had sufficient time to demonstrate their suitability for reasons beyond their control (such as a long period of absence or family reasons) and where there is a realistic prospect of a satisfactory outcome. Usually, extensions will be for up to one year.

At the end of an extension period, a further final assessment will be conducted as set out under paragraph 3.5 above.

Section 2 - Provision for Academic staff – Teaching and Scholarship Academic Career Pathway

The provisions of the University's Probationary Procedure for Academic (Research and Teaching) Staff apply in full to all grades of academic staff on the Teaching and Scholarship Academic Career Pathway scheme, with the exception of the specific variations set out below. The Procedure can be found at: <https://www.hr.admin.cam.ac.uk/policies-procedures/probation>

Regular formal reviews should take place during the probationary period. Probationary period durations will vary according to the contract type. Staff on Grade 9 open-ended contracts will normally have a 3 year probationary period. Staff on Grade 6-8 open-ended contracts will have a 2 year probationary period. Staff on fixed-term contracts will normally have a probationary period of between 6 months and 3 years according to the length of their

contract as outlined at: <https://www.hr.admin.cam.ac.uk/policies-procedures/probation/length-probationary-periods>

Variations

- Performance will be assessed under the headings of teaching and scholarship, and service to the University and to the academic community. Further guidance can be found at *[link to be added when available]*.
- The Head of Institution will conduct the final assessment in the course of the first, second or third year depending on the probationer's grade and progress, and the length of their contract. The Head of Institution will then make a recommendation to the School's Academic Probation Committee as detailed above.
- **For open-ended contracts**, the Third-Year formal assessment referred to in the Academic Research and Teaching section above will take place in the course of the second year for staff on Grade 9 or above (on a 3 year probationary period), and in the course of the first year for staff on Grade 6-8 (on a 2 year probationary period).
- The reference requirements referred to in the Academic Research and Teaching section above will apply to staff on Grades 9 or above only.
- **For open-ended contracts**, confirmation (or non-confirmation) of appointment by the Academic Probation Committee must occur, if possible, not less than two months before the end of the 3-year period for staff on Grades 9 and above and 2-year period for staff on Grades 6-8. The recommendation by the Head of Institution to the Academic Probation Committee should be made no earlier than 2 years into the probationary period for staff on Grades 9 or above and 1 year into the probationary period for staff on Grades 6-8.
- **For fixed-term contracts**, the following timescales are recommended:
 - 1 year contract (6 month probationary period), final Head of Institution review no later than month 5, Academic Probation Committee considers by month 6;
 - 2 year contract (1 year probationary period), final Head of Institution review no later than month 10, Academic Probation Committee considers no later than month 12;
 - 3 year contract (2 year probationary period), final Head of Institution review no later than month 12, Academic Probation Committee considers no earlier than month 12 and no later than month 22.

APPENDIX 1

Criteria for Confirmation of Appointment with Progression to Associate Professor Grade 9

Associate Professor* (G9): Academic Probation and Progression

Probation statement

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

The University is committed to providing a supportive environment that will enable all those in its community to reach their full potential through personal and professional development. The University strives for the highest international levels of excellence and has achieved its success through the diversity of its staff and student community. We aim to be a leader in fostering equality and inclusion, and in promoting collegiality by nurturing a culture of mutual respect and a sense of belonging for all within our community.

Confirmation of appointment at the end of academic probation is regarded as an important career milestone. The University considers this step a fundamental test of capability to perform the duties of the office and an indicator of potential for future success. We are committed to providing personal and professional development opportunities and advice to support and enable staff to achieve the expected standards of excellence, and build a successful career at Cambridge

*Please note, the new title of Associate Professor is used subject to approval by Her Majesty in Council.

Probation criteria – Associate Professor (Grade 9)

The **new** assessment criteria are aligned with those set out for promotion to Professor (grade 11) and Professor (grade 12) in the Academic Career Pathway (ACP) scheme as follows:

Performance is assessed by reference to research; teaching and / or researcher development; service to the University and to the academic community. There must be no doubt that the Assistant Professor has been performing to all the relevant criteria and meets the expected standards of excellence in their performance and contribution within the Cambridge context. Where relevant College teaching should also be taken into account.



End of Probation / Confirmation of Appointment

There must be strong evidence of consistent and sustained, satisfactory performance of duties during the probationary period for confirmation of appointment at the end of probation. All staff are expected to share the University's values in promoting collegiality, mutual respect and demonstrate contribution to the community. Research integrity is also considered paramount in maintaining the University's international standing and reputation; staff are therefore expected to maintain and uphold these principles at all times.

The Associate Professorship is not only considered an important career step at the University, it also comes with job security until retirement; a significant benefit to the individual on confirmation of appointment. Departments / Faculties should therefore ensure they have a robust protocol in place to manage the probation process, and undertake a rigorous assessment process to evaluate an individual's capability and potential long-term contribution to the community to determine suitability, and ensure the University's high standards of excellence are maintained.

Probation Criteria Associate Professor (G9)

Guidance note

Assessment against the probation criteria requires the exercise of judgement by the relevant School Committee but the decisions can be robustly informed by objective evidence. Examples of evidence to support the criteria should be provided.

The relevant School Committee (specified in the local protocol) will receive, evaluate and decide on probationary cases presented by the relevant Head of Department/Faculty. All cases should be accompanied by a CV, the Head of Department/Faculty case (using the template CV and Head of Department supporting statement set out elsewhere under the ACP Scheme) and both internal and external references as specified in the local protocol. The Head of Department/Faculty is expected to provide supporting evidence in their statement of how the Assistant Professor has successfully met the standards against the relevant performance excellence criteria.

Applicants should be encouraged to provide examples and evidence in their application of any contribution they feel would support their case for promotion against the excellence criteria.

To ensure transparency, all Departments/Faculties are expected to adopt and publish a protocol setting out what is expected of Assistant Professors under each of the performance criteria. The University recognises that there may be differences in the way probation criteria is set across the various Departments / Faculties. It is therefore important that each Department / Faculty is responsible for determining the appropriate practice within their respective area, taking into account the context with the relevant disciplinary norms.

To ensure parity of standards and expectations, these protocols must be approved by School Councils prior to adoption. Probation protocols must be regularly reviewed and updated, as necessary, to ensure they are still relevant and remain fit for purpose.

Confirmation of appointment leading to the award of the title of Associate Professor is not assessed by reference to a scoring scheme.

Associate Professor (G9): Probation Criteria

Performance is assessed by reference to research; teaching and / or researcher development; service to the University and to the academic community. There must be no doubt that the Assistant Professor has been performing to all the relevant criteria and meets the expected standards of excellence in their performance and contribution within the Cambridge context. Where relevant College teaching should also be taken into account.

Research

The School of Arts and Humanities requires the case for confirmation to provide evidence of high-quality research performance compatible with the research strategy of the relevant Faculty or department. **To meet this criterion, the case for confirmation must show that the Assistant Professor has a sufficient portfolio of excellent published research.** This will be demonstrated by the publication of one or more research outputs that, through their originality and rigour, make a significant contribution to the advancement of knowledge and understanding in their field. Meeting this criterion also requires the production of a feasible plan for future research designed to result in further publications of the requisite high quality. The case for confirmation should show early signs of, or clear potential for, international recognition.

The SAH acknowledges that the form, genre or medium of published research may vary across academic disciplines and sub-disciplines; and that research may, where relevant, be practice-based or practice-led. **The intellectual content of research is much more important than publication metrics or the identity of the journal in which it is published. Citation indices and similar metrics may be taken into account, but are not required; if used, they should be field-normalised.** (For further information on the assessment of research in SAH, see the [School's Policy on Research Assessment](#).)

CRITERION: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field, whilst ensuring the highest standards of research integrity are promoted and maintained.

Teaching and Researcher development

The School of Arts and Humanities requires the case for confirmation to provide evidence of an effective and timely contribution to the Faculty's or department's educational mission at undergraduate and postgraduate (including MPhil) level as required, through teaching and lecturing, supervising, reporting and examining, and student recruitment. **To meet this criterion, the case for confirmation must show that the Assistant Professor is delivering excellent teaching.** (This may, where relevant, include College teaching.) Excellent performance in this area is shown by consistent positive student feedback and where relevant by peer observation. Assessment will also take into account the extent of the contribution made (in the context of the workload or 'stint' expectations in the relevant Faculty or department).

CRITERION: Consistently contributes to the Faculty's or department's educational mission at undergraduate and postgraduate level and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging

Service to the University and to the academic community

Candidates for confirmation of appointment are expected, like all employees of the University, to exemplify and promote collegiality and to foster a culture of inclusion and mutual respect in the workplace.

The School of Arts and Humanities expects the case for confirmation to provide evidence of the willing, timely, and competent performance of administrative responsibilities appropriate for an academic at this stage of their career (assessed in the context of the workload or 'stint' expectations in the relevant Faculty or department). **To meet this criterion, the case for confirmation must show that the Assistant Professor is making an effective contribution within their Faculty or department.** Service to the academic community beyond the University may also be taken into account.

CRITERION: Consistently makes an effective contribution of service to the University and to the academic community beyond the University, promotes collegiality, and engenders a culture of mutual respect.

APPENDIX 2

Criteria for Confirmation of Appointment as Associate Professor Grade 10

The case for confirmation of appointment for a person recruited at the level of Associate Professor (Grade 10) is the responsibility of the Head of Institution. The criteria by which the case for confirmation will be assessed are the same as those for promotion to Associate Professor (Grade 10).

Promotion Criteria for Progression to Associate Professor (G10)
School of Arts and Humanities Example Indicators of Excellence

This document contains example indicators of excellence relevant to the School of Arts and Humanities, developed and approved by the Council of the School. As with the generic indicators of excellence outlined in the main ACP guidance document, all examples are illustrative in nature and non-exhaustive, and not all the indicators will be relevant to all applicants.

Teaching and Researcher Development: Associate Professor (G10)

An applicant seeking progression to Associate Professor (Grade 10) is required to show consistent and sustained excellence in **providing high-quality undergraduate and postgraduate education that benefits from and engages with Cambridge’s research-rich environment and/or nurturing the professional and personal development of research students and early career research staff**. It is recognised that effective contributions may differ between disciplines and that an applicant’s contribution is therefore to be assessed in the context of their Department/Faculty’s expectations, including the local workload model where applicable. Sustained excellence must be shown by reference to two or more of the criteria below.

Narrative on expectations, including balance of contribution across criteria:

The School of Arts and Humanities expects successful applications for Associate Professor Grade 10 to demonstrate sustained excellence and leadership in contributing to the teaching, research training, and mentoring mission of the School. This must be demonstrated with reference to at least two of the three criteria below. The SAH wishes to emphasise that an applicant’s contribution under the second criterion may be demonstrated in terms of their contribution to MPhil programmes, to researcher training and development, and to fostering the research environment for postgraduate students in general. The supervision of doctoral students may be taken into account, but is not regarded as an indispensable element in a successful application. The lists of indicators are in no sense checklists, and applicants are not required to offer evidence corresponding to every indicator. The lists are illustrative, offering guidance to applicants in providing evidence that they meet the criteria. Applicants may also submit evidence not envisaged in the lists of indicators if they believe it to be relevant. The promotion process shall only take account of evidence actually presented in an applicant’s dossier. Applicants should explain how they believe their evidence meets the criteria.

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

Examples of indicators of excellence and impact*

<ul style="list-style-type: none"> • Excellent student feedback or peer evaluations • Manifesting a sophisticated and reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities. • Educational innovation (e.g. designing new programmes or modules, introducing new methods or enhancements in teaching or assessment, or in the use of material, visual, archival and similar collections) • Service as an external examiner 	<ul style="list-style-type: none"> • Evidence of educational leadership (e.g. curriculum design and development, role in a professional body) • Significant contribution in access, outreach, or widening participation at undergraduate level • Publishing influential textbooks or digital learning materials • Participation in internal or external learning and teaching reviews • Recognition for teaching excellence (e.g. prizes, national or global media coverage)
<p><i>CRITERION 2: Consistently delivers excellent research supervision that is engaging, intellectually challenging and supportive</i></p>	
<p>Examples of indicators of excellence and impact*</p>	
<ul style="list-style-type: none"> • Supervises or advises research students or postgraduate students effectively • Good completion rates of research students where relevant • Consistent positive feedback from research and postgraduate students • Contributions to researcher training and researcher development programmes at departmental, School, or University level (incl. Doctoral Training Partnerships and Collaborative Doctoral Awards) 	<ul style="list-style-type: none"> • Awards or prizes for researcher development or supervision • Significant contributions in recruiting postgraduate students and widening participation at postgraduate level • Participation in postgraduate studentship selection and funding processes
<p><i>CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.</i></p>	
<p>Examples of indicators of excellence and impact*</p>	
<ul style="list-style-type: none"> • Mentoring or coaching postdoctoral and other early career researchers and colleagues (including curators, conservators, learning researchers, and heritage scientists) • Consistent positive feedback from postdoctoral or other early career researchers or colleagues 	<ul style="list-style-type: none"> • Manifesting inclusive leadership • Significant contributions towards fostering an inclusive and positive working environment for early career researchers and colleagues

Service to the University and Academic Community: Associate Professor (G10)

An applicant is 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 people 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 some degree of service contribution that is internal to the University.

Narrative on expectations, including balance of contribution across criteria:

The School of Arts and Humanities expects successful applications for Associate Professor Grade 10 to demonstrate sustained effectiveness in Faculty or departmental administration (assessed in the context of the workload or 'stint' expectations in the relevant Faculty or department), with some engagement also at School or University level or beyond. The list of indicators is in no sense a checklist, and applicants are not required to offer evidence corresponding to every indicator. The list is illustrative, offering guidance to applicants in providing evidence that they meet the criteria. Applicants may also submit evidence not envisaged in the list of indicators if they believe it to be relevant. The promotion process shall only take account of evidence actually presented in an applicant's dossier. Applicants should explain how they believe their evidence meets the criteria.

CRITERION: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

Examples of indicators of excellence and impact*

- | | |
|---|---|
| <ul style="list-style-type: none"> • Successful performance in a leadership role at Faculty, departmental or institutional level (including non-School institutions), or in a significant role at School or University level • Successful performance in significant roles at Faculty, departmental or institutional level (including non-School institutions) • Exemplifying collegiality and promoting a culture of inclusion and mutual respect at work • Public engagement with government, industry, the media, the charitable sector, etc • Significant contributions in the development of fruitful partnerships with | <ul style="list-style-type: none"> • Promotion of diversity, equality, and inclusion in academic contexts • Successfully managing change in academic contexts • Participation in recruitment, tenure or promotion processes, or on advisory boards, at other institutions • Successful performance in relevant roles in College (e.g. Director of Studies, Tutor, Dean) • Successful performance in welfare or disciplinary roles in the University (e.g. for OSCCA) |
|---|---|

industry, foundations and trusts, or individual benefactors and donors	
--	--

Research: Associate Professor (G10)

An applicant is required to demonstrate **achievement in research** assessed by reference to national levels of excellence. This may include individual and/or collaborative contributions to research.

Narrative on expectations, including balance of contribution across criteria:

The School of Arts and Humanities expects successful applications for Associate Professor Grade 10 to demonstrate sustained achievement in research through a body of published research that is at least nationally recognised as excellent in terms of its originality, significance and rigour. The SAH acknowledges that the form, genre or medium of published research may vary across academic disciplines and sub-disciplines; and that research may, where relevant, be practice-based or practice-led. **The intellectual content of research is much more important than publication metrics or the identity of the journal in which it is published. Citation indices and similar metrics may be taken into account, but are not required; if used, they should be field-normalised** (for further information on the assessment of research in SAH, see the [School's Policy on Research Assessment](#)).

Evidence of leadership in research may be taken into account, but is not regarded as an indispensable element in a successful application. Interdisciplinary or cross-disciplinary research, likewise, may be taken into account, but is not regarded as indispensable. The SAH regards the maintenance and promotion of high standards of integrity in research as incumbent upon all its research-active staff, and therefore expects such high standards to be maintained and promoted by them. Evidence of a special contribution beyond that expectation may be taken into account, but is not regarded as indispensable. The list of indicators is in no sense a checklist, and applicants are not required to offer evidence corresponding to every indicator. The list is illustrative, offering guidance to applicants in providing evidence that they meet the criteria. Applicants may also submit evidence not envisaged in the list of indicators if they believe it to be relevant. The promotion process shall only take account of evidence actually presented in an applicant's dossier. Applicants should explain how they believe their evidence meets the criteria.

CRITERION Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field, whilst ensuring the highest standards of research integrity are promoted and maintained.

Examples of indicators of excellence and impact*

<ul style="list-style-type: none"> • A portfolio of published research which is nationally recognised as excellent in terms of its originality, significance and rigour; and which makes a contribution to the advancement of knowledge and understanding in the relevant field • This may include monographs, journal articles, critical editions (e.g. of primary texts or musical works) or commentaries, exhibition catalogues, software or IT resources, site reports, essays in collections, and chapters in books. • In Architecture this may include involvement in building design, where the results of the building projects can be shown through evidence in journals or other publications or awards to have been innovative and to have contributed to the discipline. 	<ul style="list-style-type: none"> • In Music this may include evidence of practice-led research: for composers, publishing original compositions (it is acknowledged that self-publication is often appropriate for composers), gaining second or further performances of new works, or commissions from distinguished groups; and for performers, research-led performances or recordings, lecture-recitals, installations, etc. • In research drawing upon material, visual, archival and similar collections, this may include evidence of practice-led research in conservation, learning, heritage science, and public engagement • Invitations to join research consortia • Invitations to present work externally • Editing volumes or collections of essays, major multi-author works, academic monograph series or journals or special numbers of journals • Curating exhibitions
---	---