**Faculty of Biology, Medicine and Health**

**Expectations for Research, Teaching & Learning and Social Responsibility for academic staff**

This document is intended to provide guidance for academic line managers when agreeing the contribution map and setting objectives for their reviewees as part of the P&DR process.

Please note the following points with regard to the P&DR process:-

* the *proposed* contribution map for 17/18 and associated objectives will need to be agreed with the reviewer at, or following, the P&DR – if the reviewer disagrees and this cannot be resolved the reviewer should refer the matter to the relevant Division Lead or Head of School;
* Any proposed reduction or modification to teaching and learning contributions currently undertaken will be referred first to the Division Lead/Head of School and then to the Faculty Teaching Contribution Board for consideration;
* There is however no guarantee that such proposals will be accepted and no assumptions in this respect should be made;
* Where an increase in teaching contribution is proposed, the Divisional Teaching Contribution Lead should be informed immediately after the review meeting.

**Teaching & Learning**

For staff on a teaching and research focussed contract the ***minimum*** expectation is that they will:

* Make a substantial contribution to undergraduate and postgraduate taught programmes in the areas of teaching & assessment, leadership & teaching support, admissions and student support & progression.  The level of this contribution may be balanced by measurable (in terms of quantity and quality) research contributions (not aspirational) and with other major leadership commitments at University, School or Divisional levels
* Supervise undergraduate (termed APEPs for medical students) and postgraduate taught student projects. For more junior members of staff the **minimum** expectation would be the supervision of 2-3 students and for more established members of staff, 4-5.
* Supervise undergraduate (termed PEPs for medical students) and postgraduate dissertations. For more junior members of staff the **minimum** expectation would be the supervision of 2-3 students and for more established members of staff, 4-5**.**

For staff on a teaching focussed contract the expectation is that they will:

* Deliver substantial undergraduate and postgraduate teaching and/or hold substantial teaching related leadership roles that in combination are fully consistent with their contracted FTE.

For staff on research focussed contracts the ***minimum*** expectation is that they will:

* Supervise undergraduate (termed APEPs for medical students) and postgraduate taught student projects. For more junior members of staff the **minimum** expectation would be the supervision of 2-3 students and for more established members of staff, 4-5.
* Supervise undergraduate (termed PEPs for medical students) and postgraduate dissertations. For more junior members of staff the **minimum** expectation would be the supervision of 2-3 students and for more established members of staff, 4-5**.**
* The above could be replaced (in full or in part) with an equivalent contribution to lecture based teaching, small group teaching, student advisement or other teaching related activities as appropriate.

**Research**

All academic staff whose duties include research are expected to undertake research of the highest quality and continually seek to raise their level of research activity to world leading standards of excellence. These staff should therefore:

1. High quality publications

Perform research at internationally recognised levels of excellence and regularly publish the results in leading outlets. All staff should produce a minimum of four 3\* outputs in a given REF period and should aspire for at least two of those outputs to be at 4\* level as judged by peer review. Due recognition will be given to those whose work achieves equivalent levels in terms of outstanding research impact (economic, social or cultural).

2. Citations and other indicators of academic impact

Secure wide readership and academic impact for their research by using appropriate dissemination channels, including open access publication that is fully compliant with funders’ requirements. Where relevant to the output type, staff should aim to produce outputs that are in the top quartile for citations in their field and aspire to the top decile or higher (specific targets will be differentiated across subject areas). Other indicators of academic impact which staff should aim to secure include prestigious plenary and other invitations, and prizes awarded in recognition of research achievement, and membership of esteemed bodies.

3. Research funding

Apply for and win research funds from external sources at a level which allows them to be competitive in their field and to create opportunities for next generation researchers. The research funding opportunities to be pursued include peer-reviewed grants from national and international research funding bodies and collaborative research with business and other external organisations in the UK and abroad. Performance will be monitored and managed by Heads of School in collaboration with School Research Directors.

4. National or international research collaborations

Seek where appropriate to develop research collaborations with national or international high quality partners (such as HEIs, businesses, government bodies or NGOs) in order to address major economic, societal and/or global challenges and improve access to global knowledge and facilities.

5. Doctoral supervision

Undertake doctoral supervision and satisfy the Manchester Doctoral Colleges expectations for the supervision of research students supporting the timely and successful completion of their research degrees and recognizing that the normal expectation is that a thesis should support at least one 3\* output.

6. Collegial service to support a vibrant research environment at the University

Actively participate in the research life of the University and support the development of a vibrant local research culture for staff and students. Contributing to the local research environment by:

• Engaging in the peer review of colleague’s research proposals and outputs.

• Supporting externally funded research fellowships and visiting scholars.

• Promoting the training and development of early career researchers, including mentoring of colleagues.

• Participating in relevant research events at Manchester, including organising and hosting international conferences and other high-profile events

7. Collegial service and engagement in the external academic community

Contribute to the development of their research field(s) for example through regular presentations at conferences, accepting invitations to give key lectures, membership of peer review colleges, panels and/or subject associations or committees, editorial responsibilities in respect of international journals and conferences.

8. Knowledge exchange and impact

Ensure that opportunities for their research to achieve economic, social, cultural or other impacts beyond academia are realised through a combination of creative dissemination and engagement plans devised as part of research project planning and responsiveness to unforeseen opportunities as they arise.

9. Research integrity and ethics

Embrace the values of research ethics and integrity as set out in the University’s Code of Good Research Conduct. Including:

• Acting with honesty and integrity in undertaking, reporting and collaborating in research.

• Being rigorous and meticulous in performing and reporting their research.

• Paying due regard to the welfare of researchers, research participants and research subjects (human and animal).

• Paying due regard to the care and protection of the environment and cultural objects.

• Complying with any legislation, regulations, professional standards and good practice that govern their research.

• Reporting suspected research misconduct in accordance with the University’s Code of Practice for Investigating Concerns about the Conduct of Research.

10. Professional accountability

Engage with University, Faculty and School reporting and accountability processes and comply with policies on research, publication and open access.

**Social Responsibility**

All staff members are expected to demonstrate their commitment to social responsibility – the third goal of the University, by embedding public engagement and involvement within their own teaching /research or by contributing to broader organised activities at a School/Faculty/University level. This must be seen as standard ‘good practice’ and is applicable to all staff members. Staff, who take on a greater workload in relation to widening participation, E&D, sustainability and public engagement/involvement or hold approved leadership roles in SR must clearly declare the time commitments involved in such activities and seek approval from the respective heads of schools.