

## University of Manchester: Statement of Research Contribution Expectations

### Introduction

The University of Manchester is a research powerhouse with a history of world-changing achievements and is ranked among the world's leading research universities. We aim to be in the top 25 universities globally building on our reputation as a place where academic values are cherished, great ideas are born and abound and where research makes a real difference.

Our people are at the heart of our research success. At Manchester, our academic and research staff strive for excellence in research: advancing knowledge, shaping intellectual debate and delivering benefits for society and the environment. For the University to achieve its ambitions, our people need to reach their full potential. That means having high expectations of our researchers and giving them a research environment and support that enables researchers to succeed.

[Our University strategic plan](#) sets out our ambitions and priorities. We will:

- Be a world-leading source of new knowledge, excelling in discovery and application;
- Build on our record of path-breaking interdisciplinary research;
- Bring the world's best people together, combining expertise from across disciplines to understand and find new solutions to society's biggest questions;
- Provide a creative, ambitious and supportive environment in which researchers at every career stage can develop into and thrive as leaders in their chosen field.

This statement summarises the expected research contribution from staff (Part A) and the enabling research environment, resources and support which the University provides (Part B). It makes expectations transparent and signposts links to the policies and resources which support staff to meet expectations, enabling them to develop and progress their careers. The statement informs probation, Performance Development Reviews, mentoring, preparation for promotion and other guidance provided by Schools.

This statement has been developed with reference to [Our Future](#), and our internal policies and procedures related to [probation](#), [promotion](#) and local line management including performance development reviews.

## A. Expected Research Contribution for Staff

We expect all staff whose duties include research to undertake research of the highest quality and to continually seek to raise the quality of their research to world leading standards of excellence.

Research performance is one of four areas of academic contribution which is considered in recruitment, probation and promotion decisions. The other three areas are knowledge and technology transfer and external engagement (based on research); teaching and teaching-related activities; and service and leadership. The balance of contribution across these four areas varies according to the type of academic contract held ('research and teaching', 'teaching' or 'research') and is detailed in [academic probation and promotion policies and procedures](#).

Contribution to research, alongside other activities, is discussed and supported through probation, mentoring and annual Performance and Development Reviews (PDRs), and is monitored and managed by Heads of School and Departments/Divisions in collaboration with School Research Directors. Through these local arrangements Schools take into account disciplinary norms in relation to the detail for meeting expectations, including for publishing and funding (e.g. single author and co-authoring publishing, types of publications and other outputs, research funding opportunities).

Research contribution encompasses the following areas. Staff are expected to produce high quality publications with effective publishing strategies for academic impact; apply for research funding; and supervise doctoral students to successful completion. Where appropriate to their research field they should seek to secure knowledge exchange and impact; and to develop national and international collaborations. All staff are expected to make collegial service contributions to support colleagues at our university and in the wider academic community; and to embrace and meet expected standards of research ethics, integrity and professional accountability. These expected research performance levels and principles are explained below. Staff will be guided and supported to apply these appropriately in relation to their research, career stage and personal ('mitigating') circumstances (see Part B).

### 1. High quality publications

Perform research at internationally recognised levels of excellence in terms of originality, significance and rigour and regularly publish the results in internationally leading outlets with high quality peer review processes. In consultation with the Vice-President for Research, each Faculty will specify the minimum number of high quality outputs (3\*/4\*based on REF2021 definitions<sup>1</sup>) which staff are expected to produce in a given period which is appropriately ambitious and sensitive to disciplinary norms (publication type, sole/team co-authoring, etc.). These are summarised in appendix 1.

Output quality assessment can be informed by research publication metrics provided they are used in a way that is consistent with the University's position statement on the [responsible use of research metrics](#)<sup>2</sup>.

Staff should aim to secure indicators of academic esteem. Citation rates are pertinent indicators for journal articles and some other types of output in many disciplines. 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. Other indicators of academic esteem include prestigious plenary and

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<sup>1</sup> We use the UK's REF2021 definitions to define quality. **Four star**: Quality that is world-leading in originality, significance and rigour. **Three star**: Quality that is internationally excellent in originality, significance and rigour but which falls short of the highest standards of excellence. [www.ref.ac.uk](http://www.ref.ac.uk) or [extract of output criteria and level definitions](#).

<sup>2</sup> The University is a signatory to the [San Francisco Declaration on Research Assessment \(DORA\)](#). This declaration challenges the role played by the Impact Factor as the main means for evaluating publications and promotes the assessment of research on its own merits rather than on the basis of the journal in which it is published.

other invitations, positive book reviews, prizes awarded in recognition of research achievement, and membership of esteemed bodies.

Due recognition will be given to those whose work achieves equivalent levels in terms of outstanding research impact (economic, social or cultural) (see 5. below).

## **2. Effective publishing and associated dissemination strategies to secure academic impact, including Open Access and Open Research**

Secure wide readership and academic impact for their research by using appropriate dissemination channels, including pre-prints and open access publications, in a manner fully compliant with funders' requirements. This includes building Open Research practices into their research workflows that are appropriate for the discipline and consistent with the University's [position statement on Open Research](#).

## **3. Research funding**

Apply for and secure research funds from external sources at a level that allows them to be competitive in their field, contributes to the costs associated with the delivery of their research and creates opportunities for next generation researchers. The research funding opportunities to be pursued include peer-reviewed grants and PhD studentships from national and international research funding bodies, collaborative research with business and other external organisations, research translation and commercialisation, and philanthropic support for research.

In consultation with the Vice-President for Research, each Faculty will set a minimum research funding expectation for its staff that is appropriately ambitious for discipline norms. These are summarised in appendix 1.

## **4. Doctoral supervision**

Undertake doctoral supervision and satisfy the Manchester Doctoral College's expectations of supervisors, using the [PGR Supervisor Toolkit](#), to ensure PGRs are immersed within an active research environment, contribute to internationally-recognised research and publish their findings, are afforded other [professional and personal development opportunities](#) that support their career aspirations, and complete their degree on time.

Each Faculty will set a minimum publication expectation from theses, summarised in appendix 1.

## **5. Knowledge exchange and impact**

Pursue opportunities for their research to achieve economic, social, cultural or other impacts beyond academia, including research consultancy and commercialisation, in line with our commitments to, and strategies for, [innovation, social responsibility, civic, creative and public engagement](#). To do so through ambitious and creative dissemination and engagement plans appropriate to the research, including collaboration with the relevant industry, NHS, cultural, charitable, public sector and government organisations. Plans for knowledge exchange and follow-on activities should be devised as part of research project planning and adjusted appropriately when new/ unexpected opportunities arise.

Significant and sustained knowledge exchange and impact activity is considered as part of the holistic evaluation of an individual's research performance alongside their record of publications, research funding and PGR supervision. In some situations the minimum research publication expectation might be adjusted in recognition of the scale and quality of impact work undertaken (see appendix 1).

## **6. National and international research collaborations**

Seek, where appropriate, to develop high quality research collaborations with national or international 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. Collaboration opportunities are supported by various institutional and faculty measures that include:

- Annual research seed corn funding calls for joint proposals with academic colleagues at strategic partner institutions. Early career researchers are particularly encouraged to apply.
- Annual opportunities to bid for co-supervision of dual award PhD students with strategic partners

The opportunities to support international collaborations with our strategic partners are detailed [here](#).

## **7. Collegial service to support a vibrant research environment and culture at the University**

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

- Engaging in the peer review of colleagues' research proposals and outputs;
- Mentoring colleagues;
- Supporting externally funded research fellowships and visiting scholars where these collaborations can lead to 4\*/ 3\* research impact, outputs or new funding opportunities;
- Helping deliver the University's [Career Development of Research Staff statement of expectations](#) by promoting the training and development of all research team members (academics, postdoctoral researchers, technicians and experimental officers).
- Fulfilling Principal/Co-Investigator responsibilities ('**how to be a good PI**') and help research staff develop their careers through mentoring and PDRs ('**Conducting PDRs for research staff**' and '**How to get the best from your PDR**');
- Promoting a culture of team science and collegiality, where everyone's contribution, whether academic or non-academic, is appropriately recognised and rewarded;
- Participating in relevant research events at Manchester, including organising and hosting international conferences and other high-profile events.

## **8. 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 keynote lectures, membership of peer review colleges, panels and/or subject associations or committees, contributions to learned societies, and editorial responsibilities for international journals and conferences.

## **9. Research ethics and integrity**

Embrace the values and standards 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, human participants and tissue, and animals;
- Paying due regard to the care and protection of the environment and cultural objects;
- Complying with any legislation, regulations, professional standards, [mandatory university research integrity training](#) and good practice requirements 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. This includes:

- Compliance with University and UK Government policies on research, publication, open access, data protection and export controls;
- Enabling an inclusive, collaborative and ambitious culture and practice within their research teams, by attending to policies for enhancing equality, diversity and inclusion; health and wellbeing, and career development and progression.

## **B. Support for Researchers at the University of Manchester**

The University strives to provide an intellectual and physical environment that supports academic excellence, including in research, through the delivery of [Our University strategic plan](#).

Our academic and research staff can expect the following to help them reach their full potential and produce research at the expected level as detailed in the previous section.

### **1. University investment in estates and people**

The University and its Faculties invest to provide a world class research environment. We invest in estate, including world class laboratories, library resources and related technologies and infrastructure.

Of equal importance is investment in our people. Our policies, infrastructure and transparent expectations help staff reach their potential and our collective ambitions. We have held the HR Excellence in Research Award since 2011 recognising our full adoption of the principles of the *Concordat to Support the Career Development of Researchers*. We foster a vibrant and collegial research environment and culture through the University's commitment to equality, diversity and inclusion, zero tolerance of discrimination, harassment or bullying, and employment policies for flexible working arrangements, family-related leave, and wellbeing services. Professional and career development opportunities and peer mentoring are provided for all career stages. We build strong professional service and technical teams to provide efficient, responsive and effective support. We invest in developing the very best academic leadership in our managers so that they are equipped to lead the delivery of the University's strategic plan and to support staff to develop their careers and realise their potential.

Further information about our research environment and culture; the support provided for the development of all our researchers including our PGRs, and our research institutes, platforms, facilities and major partnerships is available [here](#).

### **2. A research strategy and vision framework**

Each Faculty has a research vision and strategy documents which articulate the University vision and strategic plan and outline the infrastructural context, policies and priorities for supporting research. Coverage includes resource allocation to support research, such as expected contribution models across research, teaching and service, and academic leave (sabbatical). Staff can expect these strategic plans to be evaluated, refreshed and communicated on a regular basis so that they are aware of, and consulted about, their research environment.

### **3. Professional services to support research and impact**

Researchers can expect access to professional research and business engagement services and associated teams to enable them to apply for research funding and effectively set-up and manage research awards; to engage effectively in knowledge exchange and application, including research consultancies, industrial collaborations, entrepreneurship and commercialisation, and policy advice; and to promote and communicate their research, including through support for Open Access and Open Research.

Further information and who to contact is available from the [Research and Business Engagement Directorate](#).

### **4. Guidance and training in research ethics and integrity and research compliance matters**

The University's [Research Governance, Ethics and Integrity Team](#) provides information, training and support for individuals conducting research particularly in regulated areas such as clinical trials and research involving human tissue, human participants and animal

subjects. Support is available from other parts of professional services for other compliance requirements which can apply to research activity, including [‘Trusted Research’](#) considerations such as export controls and due diligence regarding funders and partners.

## **5. Support for Open Access publishing and Open Research practices**

The Library is the focal point for supporting [Open Access publishing and Open Research Practices](#), working with the academic lead for Open Research to provide information, training and support. The University is an institutional member of the UK Reproducibility Network (UKRN).

## **6. Research time**

The University will maintain and regularly refresh contribution (workload allocation) models that encompass the portfolio of academic duties (teaching, research, knowledge exchange, service and leadership) and include specific arrangements for protecting research time. Colleagues can expect their line manager, on behalf of the Head of School, to ensure that there is a fair and transparent distribution of responsibilities among staff.

Each School offers academic leave (sabbatical) in accordance with the University [academic leave policy](#).

Opportunities, encouragement and support are provided for staff to engage in research-related scholarly activity such as conference participation and organisation, editorial duties, service for learned societies and other national bodies, service as external examiners and peer reviewers and other roles which contribute to the vitality of their academic discipline and their institutional home. Support and advice for designing the appropriate allocation of time across these and other research activities, and between research and other responsibilities is provided by the School (see 7 below).

## **7. Research performance guidance, support and review**

Staff can expect to receive effective guidance and support to help them meet and surpass the expected research standards presented in this statement. Schools provide this guidance and support through the University’s policies and procedures for probation, mentoring, training and regular career development review (Performance Development Reviews), plus other local informal arrangements.

Staff can expect their line manager, on behalf of the Head of School, to provide clear guidance on the expected standards for all academic responsibilities, including research performance. The guidance on research performance will encompass the principles presented in Part A of this statement, and personal (mitigating) circumstances (see 8 below).

If staff consider they need additional or different support and advice to achieve their full research potential, it is incumbent on them to bring this to the attention of their line manager. They may wish to discuss this matter with their mentor before doing so.

If this guidance and support does not enable a member of staff to achieve the standard expected, then the Head of School will seek the advice of their Dean and the Directorate of People and Organisational Development.

## **8. Adjustments for Early Career Stage, part-time contracts and other personal (mitigating) circumstances**

Research expectations are adjusted to take account of personal circumstances. These include Early Career Stage probation, part-time employment, and extended absence due to ill-health or family leave (maternity, parental, adoption etc.). Some staff experienced sustained disruptions to their research during the covid lockdown and this will also be taken into account.

The adjustments are agreed through discussion with their line manager, on behalf of their Head of School, as part of the usual arrangements for allocating responsibilities and

performance review. This includes the specific arrangements for ECR staff during probation, and the support provided for all staff preparing for promotion.

The adjustment to research expectations may include fewer publications or other outputs over the seven-year period, informed by the principles of the UK's REF exercise<sup>3</sup>. This principle also informs discussion about overall activity across research funding applications, the volume of doctoral supervision and priority setting for research contributions through knowledge exchange and impact, national and international collaborations, and collegial service (see Part A:5-8).

## **9. Recognising and rewarding research performance**

The University recognises and rewards research performance, including knowledge exchange and impact, through its promotion and payment systems. Exceptional performance is also rewarded through accelerated incremental awards (non-professorial) and professorial pay review.

Cases for reward and promotion are fairly and rigorously assessed against clear, transparent and consistent criteria which value excellence in research, teaching, knowledge exchange and collegial service and leadership.

## **10. Fair application of Research Expectations**

The University is committed to maintaining and implementing exemplary standards of fair treatment, equality and diversity in all of its policies. Full account will be taken of the University's People and OD policies in the interpretation and application of research contribution expectations. These will help ensure that research expectations are managed in a way that is fair to all colleagues and takes account of individual circumstances. This will be informed by a regular Equality Impact Assessment (EIA) as part of the monitoring and review of The University's EDI strategy and action plan. This will help ensure that research expectations are managed fairly and take account of EDI characteristics and individual circumstances.

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<sup>3</sup> The detail of the rules in REF2021 and REF2014 varied and are summarised here as principles to inform discussion. The REF principles for allowing fewer outputs to be submitted ('tariff reduction') with a tapered reduction for Early Career Researchers in the first four years of their careers, and a reduction for less than full-time work over the seven-year period for all staff due to part-time work, extended periods of absence for maternity/parental/adoption leave or ill-health, and other complex mitigating circumstances (eg reduced hours of work due to ongoing medical treatment or recovery).



## Appendix 1: Faculty-level Expected Research Performance Contribution Levels for Staff

### Faculty of Biology, Medicine and Health: Statement of Expected Research Performance Contribution Levels for Staff

This Faculty specific detail is an appendix to the University Statement of Research Contribution Expectations and should be used with reference to the University document.

Faculty-level expectations have been developed in consultation with the Vice-President for Research for a sub-set of the research performance levels outlined in the Statement of Research Contribution Expectations.

Expectations will be adjusted for individual members of staff who are Early Career Stage, have a part-time contract or other personal (mitigating) circumstances (see Statement Part B:7-8). These adjustments will be agreed and communicated by the Head of School, or line manager on behalf of the Head of School.

The **rolling seven-year period** captures research contribution made in the previous five academic years (publications, research funding awards, doctoral student successful completion, impact evidence etc.) and activity underway for the coming two years (outputs and funding applications in preparation/under review, activity to generate impact underway, doctoral supervision etc.). For example, at a Performance Development Review in AY 2021/22 the reference period would be AY 2017/18-2023/24 i.e. contributions completed in the previous five years (AY 2017/18-2021/22) and research activities underway with anticipated completion by AY 2023/24.

#### **Publishing contribution expectation**

Regularly publish original research in internationally leading outlets and produce a minimum of four internationally excellent (3\*) outputs in a rolling seven-year period and should aspire for at least two of those outputs to be at world-leading level (4\*) as judged by peer review.

In fields where the norm is a more rapid production of outputs, for example by a large multi-author team, the Faculty may decide to use a five-year period to assess trajectory.

#### **Research funding contribution expectation**

Expected to lead at least one active grant funded from external sources as PI, or to hold a significant role in a large collaborative award, and aspire to be credited with holding at least two active grants.

Funding secured through research impact, including research consultancy, translation and commercialisation, will be taken into account in assessments of research funding contribution.

#### **Doctoral supervision contribution expectation**

The normal expectation is that a thesis should support at least one 3\* output.

#### **Balancing contribution across research publication and knowledge exchange and impact activities**

It is expected that research and innovation have impact. It is expected that this is planned and executed as at least one output per project. Where the research area has the potential to deliver impact (e.g. society, the environment, the economy, and health and social care), staff will discuss with their Divisional R & I lead, and then upwards and outwards as appropriate to their School Innovation (Business engagement) lead, Associate Dean for R & I, and the UoM Innovation Factory to develop clear plans to maximise impact and help with capturing and publishing impact at Faculty and University level.

## **Faculty of Science and Engineering: Statement of Expected Research Performance Contribution Levels for Staff**

This Faculty specific detail is an appendix to the University Statement of Research Contribution Expectations and should be used with reference to the University document.

Faculty-level expectations have been developed in consultation with the Vice-President for Research for a sub-set of the research performance levels outlined in the Statement of Research Contribution Expectations.

Expectations will be adjusted for individual members of staff who are Early Career Stage, have a part-time contract or other personal (mitigating) circumstances (see Statement Part B:7-8). These adjustments will be agreed and communicated by the Head of School, or line manager on behalf of the Head of School.

The **rolling seven-year period** captures research contribution made in the previous five academic years (publications, research funding awards, doctoral student successful completion, impact evidence etc.) and activity underway for the coming two years (outputs and funding applications in preparation/under review, activity to generate impact underway, doctoral supervision etc.). For example, at a Performance Development Review in AY 2021/22 the reference period would be AY 2017/18-2023/24 i.e. contributions completed in the previous five years (AY 2017/18-2021/22) and research activities underway with anticipated completion by AY 2023/24.

### **Publishing contribution expectation**

All staff should produce a minimum of four internationally excellent (3\*) outputs in a rolling seven-year period and should aspire for at least two of those outputs to be at world-leading level (4\*) as judged by peer review.

In fields where the norm is a more rapid production of outputs, for example by a large multi-author team, the Faculty may decide to use a five-year period to assess trajectory.

### **Research funding contribution expectation**

Expected to lead and hold at least one active substantial grant (with respect to discipline norm) funded from external sources as PI, or to hold a significant role in a large collaborative award, and aspire to be credited with holding at least two additional active grants as CI or PI.

Funding secured through research impact, including research consultancy, translation and commercialisation, will be taken into account in assessments of research funding contribution.

### **Doctoral supervision contribution expectation**

The normal expectation is that a thesis should support at least one 3\* output.

### **Balancing contribution across research publication and knowledge exchange and impact activities**

It is expected that opportunities for research to have impact are planned for and incorporated into at least one research deliverable per project. Where your research area has the potential to have significant impact on society, the environment or the economy, it is expected that staff engage with their local impact lead and the UoM Innovation Factory to develop clear plans to maximise impact and contribute to at least one Faculty research impact case.

## Faculty of Humanities: Statement of Expected Research Performance Contribution Levels for Staff

This Faculty specific detail is an appendix to the University Statement of Research Contribution Expectations and should be used with reference to the University document.

Faculty-level expectations have been developed in consultation with the Vice-President for Research for a sub-set of the research performance levels outlined in the Statement of Research Contribution Expectations. The rationale for the expected contribution is summarised at the end of this statement.

Expectations will be adjusted for individual members of staff who are Early Career Stage, have a part-time contract or other personal (mitigating) circumstances (see Statement Part B:7-8). These adjustments will be agreed and communicated by the Head of School, or line manager on behalf of the Head of School.

The **rolling seven-year period** captures research contribution made in the previous five academic years (publications, research funding awards, doctoral student successful completion, impact evidence etc.) and activity underway for the coming two years (outputs and funding applications in preparation/under review, activity to generate impact underway, doctoral supervision etc.). For example, at a Performance Development Review in AY 2021/22 the reference period would be AY 2017/18-2023/24 i.e. contributions completed in the previous five years (AY 2017/18-2021/22) and research activities underway with anticipated completion by AY 2023/24.

### Publishing contribution expectation

In a typical rolling seven-year period researchers should normally deliver a minimum of:

- Four x internationally excellent outputs (3\*) as judged by peer review
- Ideally three of which will be assessed as 'world leading' (i.e. 4\* in REF terminology)
- Volume adjusted downwards for double-weighted items (e.g. monographs and other items deemed significant within disciplinary norms, for example compositions)

In fields where the norm is a more rapid production of outputs, for example by a large multi-author team, the Faculty may decide to use a five-year period to assess trajectory.

### Research funding contribution expectation

- All researchers will contribute to a minimum of two (and preferably three) **substantive attempts**, as PI or Co-I, to obtain external funding during the cycle, at a level of funding commensurate with disciplinary norms.
- Defined as meeting internal demand management and peer review processes
- Ideally, each researcher should hold at least one active grant (PI or Co-I) within any rolling seven-year period
- Expectations will be commensurate with career stage and adjusted by the scale of the funding secured.

Funding secured through research impact, including research consultancy, translation and commercialisation, will be taken into account in assessments of research funding contribution.

### Doctoral supervision contribution expectation

Theses should have *the potential* to deliver (2-3) internationally excellent research publications (or equivalently an internationally excellent monograph).

### Balancing contribution across research publication and knowledge exchange and impact activities

- Where appropriate research projects should have impact beyond academic impact per se, and researchers should plan for and incorporate impact into project deliverables.
- Impact-related outputs assessed as significant, could potentially equate to a maximum

of two research outputs in cases where the scale of activity can justify this substitution

- Impact expectations will be commensurate with career stage.

Where research has the potential to have significant impact on society, the environment or the economy, it is expected that staff will develop plans to maximise the chances of realising impact by engaging with their local impact leads and, where appropriate explore business engagement and commercialisation opportunities with the Business Engagement team and the UoM Innovation Factory.

### **The rationale for the Faculty of Humanities' research contribution expectations**

The Faculty of Humanities-specific research contribution expectations are based on consultation and reflection on the feedback received, so as to ensure that the resulting contingent framework of research expectations will enable colleagues to make their best contributions, within clearly defined parameters that specify both minimum thresholds and aspirational stretch goals. Research will be evaluated by peer review, in conjunction with the responsible use of appropriate indicators.

The Faculty's output expectations are aligned with those of the other two Faculties (a minimum of four x 3\* outputs), but also allow for a degree of flexibility in the case of colleagues who contribute impact-related work of the appropriate quality and volume to be held to a lower volume count of two x 3\* outputs. However, in order to ensure that particular research units of assessment are able to deliver an overall collective portfolio of publications and related outputs of the required volume and quality, within the confines of the compensatory model adopted, the Faculty has introduced an aspirational component to the framework. Thus, ideally colleagues should aim for three of their four outputs to be judged as world-leading. This is an aspirational stretch goal and not an expectation, which for colleagues who are capable of achieving it, will serve as a motivator to strive for greater levels of excellence.

Reflecting the contingent approach adopted by the Faculty of Humanities, unlike the other two Faculties, we do not set firm financial targets in respect of grant capture. It is recognised that in many subject areas the availability of funding is significantly less compared to the subject areas of the other two Faculties. Similarly, there is a recognition that the level of funding required to support high quality research in the humanities and social sciences varies considerably from field to field. However, our expectation is that colleagues will regularly make serious attempts to obtain funding at levels in line with the disciplinary norms of their fields of research, and their career stage. As an aspirational stretch goal, ideally colleagues should be the holders of at least one live award within any seven-year rolling period, but this is not a firm requirement. While we recognize that the amount of funding that Humanities colleagues bid for is on average lower than those from FBMH and FSE, nevertheless, all colleagues benefit from and welcome opportunities for some funding, whether seed corn, a fellowship, or larger awards.

In sum, the contingent approach adopted by the Faculty of Humanities is designed to maximise flexibility, while expecting all research active staff to excel above a clearly defined minimum threshold. Allowing such flexibility firmly aligns with our EDI strategies and maps onto the key values of the Directorate of People and Organizational Development, not least, compassionate leadership, by enabling colleagues to play to their own particular strengths, within a suitably supportive and developmental environment.

## Document control box

Policy / Procedure title	Statement of Research Contribution Expectations
Lead contact email	<a href="mailto:Colette.fagan@manchester.ac.uk">Colette.fagan@manchester.ac.uk</a>
Date updated	1 March 2022
Approving body	Senate
Version	2
Supersedes	Version 1
Previous review dates	Version 1 was approved in November 2015
Next review date	2025
Equality impact outcome	See section B10 of the Statement
Related Statutes, Ordinances, General Regulations	n/a
Related policies/procedures/guidance etc.	Statement of Teaching Expectations
Policy owner	Vice-President (Research)
Lead contact	Vice-President (Research)