

## ACADEMIC CAREER PATHWAYS: RESEARCH AND TEACHING

### Promotion Criteria for Progression to University Associate Professor (G10)

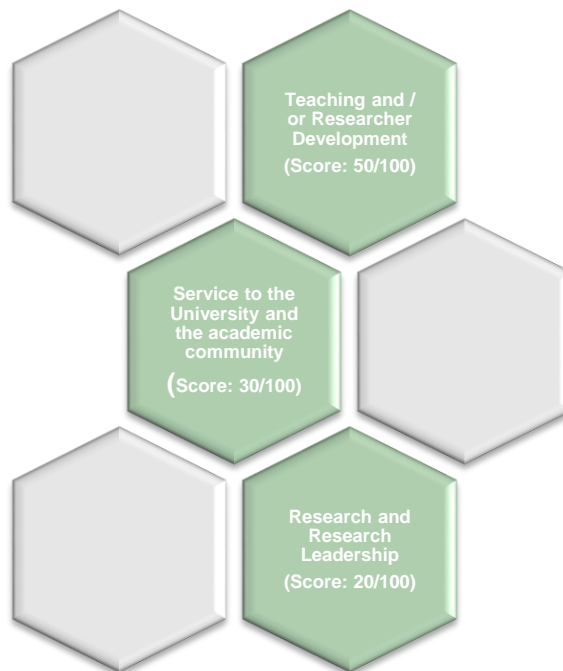
#### Promotion statement

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.

We are committed to providing a supportive environment to enable individuals to take ownership of their development and build a successful career at Cambridge. The University aims 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.

The University's firm conviction is that achieving the highest international levels of excellence requires not only world-class research but also undergraduate and postgraduate education which benefits from and engages with Cambridge's research-rich environment, and a deep commitment to the development of research students and early career research staff. This conviction is reflected in the general promotions system, which requires applicants to show that they have made an effective contribution to teaching and / or researcher development as well as outstanding research.

Excellence is expected of all staff and the purpose of the promotions system is to recognise outstanding contributions and celebrate academic achievements. Assessment is based on contributions in the following areas and scoring methodology:



Exceptionally, a case may be made to transfer 10 points from Service to Teaching and / or Researcher Development or Research.

All applicants for promotion must show service to the University and/or to the wider academic community and are expected to share and role model the University's values in promoting collegiality and mutual respect. 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.

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The University recognises that the lines between research leadership (or education or clinical leadership) and service are not always clear-cut and that there may be differences between disciplines. Assessments should be made within the context of relevant disciplinary norms, taking care to avoid double-counting and ensuring that decisions are objective and clearly documented.

A continued rising research trajectory would be expected for progression and promotion at all levels.

### Progression to University Associate Professor (G10)

Progression to University Associate Professor (G10) is intended to recognise and reward academic staff who are fulfilling **all** the ACP criteria (research; teaching and / or researcher development; service to the University and to the academic community) but who have a **special focus on teaching**. The University aims to achieve the highest international levels of excellence and all applications will be assessed against this standard.

A University Associate Professor (Grade 10) remains on the Academic Career Pathway and thus eligible to apply for further progression. It is recognised that the balance between research, teaching and / or researcher development and service can shift in different directions over the course of an individual's career and the Pathway has the flexibility to accommodate this. The weighting for teaching and / or researcher development at Professor levels reflects the University's expectation that all UTOs will make a significant contribution.

### Excellence Criteria and Indicators University Associate Professor (G10)

#### Guidance note

Assessment against the promotion criteria requires the exercise of judgement by the promotion committees but the decisions can be robustly informed by objective evidence. Examples of evidence to support the criteria are provided.

Applicants for promotion will be assessed against the evaluative criteria, informed by indicators of excellence. A limited number of examples of indicators of excellence are provided and set out under each criterion.

**Please note: Departments / Faculties may wish to use the example indicators provided, however the stated indicators are not be intended to be exhaustive. The University recognises that there is diversity in disciplinary norms. It is therefore important that each Department / Faculty is responsible for determining the appropriate indicators within their respective area.**

There have been concerns raised specifically regarding the use of student feedback to assess teaching excellence. Whilst it is recognised that this metric is not entirely without its limitations, it does provide an important means of evaluating teaching quality and student satisfaction, which is standard across the HE sector. To overcome any concerns that may be associated with applying this metric (such as low participation levels and/ or gender bias) promotion committees are advised to apply judgement.

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 guidance setting out the expectations required for promotion and including examples of indicators of excellence for their discipline. These should be included in guidance that is provided to academic staff as part of the local protocol. Departments/Faculties may find it helpful to use the minutes of previous ACP committee meetings as a source of examples of indicators of excellence used to determine excellence for promotion within the relevant discipline.

To ensure parity of standards and expectations, the ACP guidance must be approved by School Councils prior to adoption. The ACP guidance must be regularly reviewed and updated, as necessary, to ensure they it is still relevant and remains fit for purpose.

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### Teaching and Researcher Development: University Associate Professor (G10)

An applicant seeking progression to University 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 all or some of the following criteria:

Narrative on expectations, including balance of contribution across criteria:

As the Clinical School has no Tripos courses and no ‘standard’ undergraduates, there are restricted opportunities for non-clinical applicants to become involved in teaching. Nevertheless, for promotion to University Associate Professor (grade 10), candidates still need to demonstrate an appropriate level of consistent and sustained excellence in teaching, not just in terms of quality, but also in terms of quantity. In practice, this means that non-clinical candidates would need to demonstrate substantial involvement in PhD programme and/or masters course teaching organisation and delivery within the School, and/or substantial involvement in teaching organisation and delivery in undergraduate courses within other Schools. It is unlikely that a non-clinical applicant for Associate Professor would be able to gather sufficient evidence for a high score in Teaching and Researcher Development, based primarily on College-based teaching activity, though this can of course be included as part of the evidence, by any candidate.

#### **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\*

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| <ul style="list-style-type: none"> <li>• Designs and develops new programmes</li> <li>• Contributes to internal teaching reviews</li> <li>• Undertakes examination / acts as a course examiner</li> <li>• Provides educational leadership and organisation, including curriculum development and learning design</li> <li>• Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement.</li> <li>• Publishes materials adopted in courses internal or external to the University</li> <li>• National or global press coverage of the candidate’s educational ideas or activities</li> <li>• Receives excellent student feedback</li> </ul> |
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*\* It is important to note that the Department / Faculty is responsible for determining the appropriate indicators within their respective area. Departments / Faculties may wish to use some / or all of the example indicators provided, where appropriate and / or provide their own examples of indicators of excellence for their discipline.*

##### Department/Faculty supplementary examples of indicators of excellence

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| <ul style="list-style-type: none"> <li>• Clinical candidates would be expected to be teaching clinical students in a variety of settings, for example on wards, in clinic, in outpatients. They may also be teaching</li> </ul> | <ul style="list-style-type: none"> <li>• Receives prizes or awards for teaching</li> </ul> |
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<p>more broadly across the clinical curriculum, for example, in communications skills or professionalism, and would be expected to be involved in the creation and/or delivery of assessments.</p> <ul style="list-style-type: none"> <li>It would be appropriate to include as evidence of excellence, the creation of innovative or enhanced electronic learning resources, or the introduction of new technology to enhance learning/course delivery</li> </ul>	
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**CRITERION 2: Consistently delivers excellent research supervision that is engaging, intellectually challenging and supportive**

**Examples of indicators of excellence and impact\***

<ul style="list-style-type: none"> <li>Supervises research students effectively</li> <li>Consistently receives positive feedback from research students</li> </ul>	<ul style="list-style-type: none"> <li>Provides inclusive leadership and delivers excellence through the performance of others</li> <li>Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect</li> <li>Contributes towards recruiting and winning support for research students</li> <li>Recognises and nurtures talent and engages with researcher training and development processes</li> </ul> <p><i>* It is important to note that the Department / Faculty is responsible for determining the appropriate indicators within their respective area. Departments / Faculties may wish to use some / or all of the example indicators provided, where appropriate and / or provide their own examples of indicators of excellence for their discipline.</i></p>
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**Department/Faculty supplementary examples of indicators of excellence**

<ul style="list-style-type: none"> <li>Researcher training and development processes includes oversight of placement opportunities (where available) with industrial or other partners</li> </ul>	<ul style="list-style-type: none"> <li>Cohort building: evidence of supervision reporting and completion rates as being part of effective supervision.</li> <li>Consistent evidence of timely and successful completion by research students.</li> </ul>
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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.**

**Examples of indicators of excellence and impact\***

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<ul style="list-style-type: none"> <li>Consistently receives positive feedback from postdoctoral researchers</li> </ul>	<ul style="list-style-type: none"> <li>Provides inclusive leadership and delivers excellence through the performance of others</li> <li>Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect</li> <li>Recognises and nurtures talent and engages with researcher training and development processes</li> </ul> <p><i>* It is important to note that the Department / Faculty is responsible for determining the appropriate indicators within their respective area. Departments / Faculties may wish to use some / or all of the example indicators provided, where appropriate and / or provide their own examples of indicators of excellence for their discipline.</i></p>
<b>Department/Faculty supplementary examples of indicators of excellence</b>	
<ul style="list-style-type: none"> <li>For clinical applicants, contribution to postgraduate medical education will be considered under this criterion. Indicators of excellence will include contribution to postgraduate training and assessment, and evidence of excellent trainee feedback.</li> </ul>	

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### Service to the University and Academic Community: University 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:

For the Clinical School, service to the community (in broad terms), and to the public (including patients), are key components under this heading

***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\*

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| <ul style="list-style-type: none"> <li>• Sits on Departmental/Faculty University committees and bodies</li> <li>• Contributes to equality, diversity, inclusion activity</li> <li>• Contributes to widening participation activity</li> <li>• Promotes cross-disciplinary collaboration and knowledge sharing</li> <li>• Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect</li> </ul> | <ul style="list-style-type: none"> <li>• Engages in peer review activity</li> <li>• Sits on public review bodies</li> <li>• Contributes to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors)</li> <li>• Supports the work of other HEIs (e.g. external examining; participation in research/teaching and learning reviews)</li> </ul> |
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*\* It is important to note that the Department / Faculty is responsible for determining the appropriate indicators within their respective area. Departments / Faculties may wish to use some / or all of the example indicators provided, where appropriate and / or provide their own examples of indicators of excellence for their discipline.*

#### Department/Faculty supplementary examples of indicators of excellence

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| <p>For clinical applicants:</p> <ul style="list-style-type: none"> <li>• evidence of excellence, impact, and commitment to clinical practice and to the highest standards of professionalism</li> <li>• evidence of patient and public engagement</li> <li>• membership of national healthcare committees and advisory bodies</li> <li>• membership of relevant NHS committees and commitment to furthering the close relationship between the University and the NHS, particularly in the local context</li> <li>• widening participation activities can include junior doctors, and strengthening participation in under-represented specialties/areas</li> <li>• Being asked to sit on/contribute to work of national curriculum and/or assessment</li> </ul> |  |
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committees (i.e. Royal Colleges, GMC Standards or medical schools council question banks).	
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### Research: University 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:

***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\*

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| <ul style="list-style-type: none"> <li>• A portfolio of high quality research outputs that are nationally recognised as excellent. 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</li> <li>• Invitations to present work externally</li> </ul> | <ul style="list-style-type: none"> <li>• Invitations to join research consortia</li> </ul> <p><i>* It is important to note that the Department / Faculty is responsible for determining the appropriate indicators within their respective area. Departments / Faculties may wish to use some / or all of the example indicators provided, where appropriate and / or provide their own examples of indicators of excellence for their discipline.</i></p> |
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#### Department/Faculty supplementary examples of indicators of excellence

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