

ACADEMIC CAREER PATHWAYS: RESEARCH AND TEACHING

Promotion Criteria for Progression to Professor (G11) and Professor (G12)

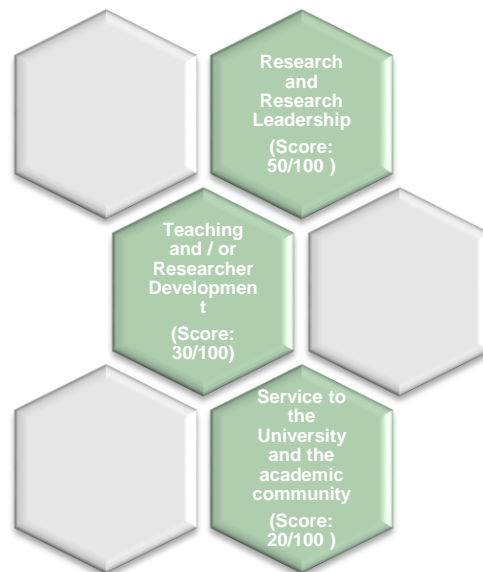
Promotion statement

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:



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.

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.

Excellence Criteria and Indicators Professors

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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Research and Research Leadership: Professor (G12)

Promotion to Professor requires **outstanding achievement in research and research leadership assessed by reference to international levels of excellence**. This includes both individual and collaborative contributions to research, as well as contributions to leading an excellent institutional research culture. There are two criteria and outstanding achievement is normally required in both.

Narrative on expectations, including balance of contribution across criteria:

Clinical academic applicants would be expected to demonstrate the same quality of contribution across both Criteria, as non-clinical candidates. However, in recognition of their clinical responsibilities, some adjustment may be made for expectations around volume of contribution, in particular in relation to Criterion 2.

Whilst expectations around quality and impact remain the same, there may be differences in the publications portfolio of applicants in research fields which are highly collaborative, and who have substantial involvement in consortia or clinical trials, for example. For these candidates, the balance of evidence under Criterion 2 may be greater. In such cases time, it is particularly important that candidates clearly demonstrate their intellectual thought leadership and research-related leadership, in consortia/collaborative settings.

CRITERION 1 Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

Examples of indicators of excellence and impact*

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| <ul style="list-style-type: none"> • A substantial portfolio of high quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published • Makes a significant contribution to the advancement of knowledge in research discipline • Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development | <ul style="list-style-type: none"> • Frequently invited to present work at major national and international conferences and institutions • A significant track record of winning competitive research funding • Award of prizes and honours for research |
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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"> • Whilst intellectual content of a publication is key, it would be expected that high quality, rigorous, original research, would find publication in high quality, high impact journals. This would generally include both general and specialist journals; it is expected that candidates will have made a | <ul style="list-style-type: none"> • Applicants working in highly collaborative, methodological fields (for example in biostatistics, or imaging), would be expected to be producing high quality methodological papers, as well as publications in the field in which their methods are being used |
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<p>substantial leadership contribution to outpatients that they highlight, which may be evidenced by authorship position.</p> <ul style="list-style-type: none"> It is expected that significant contribution to the advancement of knowledge would be at least partly evidenced by authorship position. 	
<p>CRITERION 2 Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture</p>	
<p>Examples of indicators of excellence and impact*</p>	
<ul style="list-style-type: none"> Leads and contributes to collaborative research projects Elected/appointed to research-related leadership roles Creates and manages large research groups Convenes and leads major research conferences and seminar programmes Provides intellectual thought leadership which informs and contributes to setting the international research agenda in an individual's area 	<ul style="list-style-type: none"> Participation in high-quality public, industrial and/or policy engagement activities linked to research Edits major academic journals Promotes and maintains high standards of research integrity Promotes collaboration and develops cross-disciplinary research activities <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>
<p>Department/Faculty supplementary examples of indicators of excellence</p>	
<ul style="list-style-type: none"> For clinical candidates contribution to international healthcare policy and guidelines (for example, NICE, WHO) 	

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Research and Research Leadership: Professor (G11)

Promotion to Reader requires **outstanding achievement in research and research leadership assessed by reference to national levels of excellence and international recognition**. This includes both individual and collaborative contributions to research, as well as contributions to institutional research culture. There are two criteria and outstanding achievement is normally required in both.

Narrative on expectations, including balance of contribution across criteria:

Clinical academic applicants would be expected to demonstrate the same quality of contribution across both Criteria, as non-clinical candidates. However, in recognition of their clinical responsibilities, some adjustment may be made for expectations around volume of contribution, in particular in relation to Criterion 2.

Whilst expectations around quality and impact remain the same, there may be differences in the publications portfolio of applicants in research fields which are highly collaborative, and who have substantial involvement in consortia or clinical trials, for example. For these candidates, the balance of evidence under Criterion 2 may be greater. In such cases time, it is particularly important that candidates clearly demonstrate their intellectual thought leadership and research-related leadership, in consortia/collaborative settings.

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.

Examples of indicators of excellence and impact*

<ul style="list-style-type: none"> • A substantial portfolio of high quality research outputs that are internationally recognised in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published • Contributes to the advancement of knowledge in research discipline • Produces research outputs that have an impact, for example in the REF. • A track record of winning competitive research funding 	<ul style="list-style-type: none"> • Invited to present work at major national and international conferences and institutions <p style="font-size: small; margin-top: 10px;"><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"> • Whilst intellectual content of a publication is key, it would be expected that high quality, rigorous, original research, would find 	<ul style="list-style-type: none"> • Applicants working in highly collaborative, methodological fields (for example in biostatistics, or imaging), would be expected
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<p>publication in high quality, high impact journals. This would generally include both general and specialist journals; it is expected that candidates will have made a substantial leadership contribution to outpatients that they highlight, which may be evidenced by authorship position.</p> <ul style="list-style-type: none"> It is expected that significant contribution to the advancement of knowledge would be at least partly evidenced by authorship position, 	<p>to be producing high quality methodological papers, as well as publications in the field in which their methods are being used</p>
<p>CRITERION 2: Contributes to high-quality research leadership and supports an inclusive and productive research culture</p>	
<p style="text-align: center;">Examples of indicators of excellence and impact*</p>	
<ul style="list-style-type: none"> Makes a significant contribution to collaborative research projects Contributes to organisation of major research conferences and seminar programmes 	<ul style="list-style-type: none"> Participation in high-quality public, industrial and/or policy engagement activities linked to research Edits major academic journals Promotes and maintains high standards of research integrity Promotes collaboration and develops cross-disciplinary research activities <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>
<p style="text-align: center;">Department/Faculty supplementary examples of indicators of excellence</p>	
<ul style="list-style-type: none"> Creates and manages research group. Evidence of research independence, including national/international reputation and recognition of independence 	<ul style="list-style-type: none"> Clinical candidates – contributes to international and national healthcare policy and guidelines, for example, NICE guidelines, World Health Organisation policy, governmental policy etc. Cohort building: evidence of supervision reporting and completion rates as being part of effective supervision.

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Teaching and Researcher Development: All Applicants

All applicants are required to show that they have made an effective contribution towards the University's goal of providing high-quality research-led teaching to undergraduate and postgraduate students and/or fostering the professional development of research students and early career research staff. It is recognised that applicants may contribute in different ways at different points in their career and that effective contributions may differ between disciplines. Contributions will be assessed in the context of the relevant Department/Faculty's expectations, including the local workload model where applicable. In its guidance, each Department/Faculty should indicate the balance of expectation as between teaching (undergraduate/postgraduate) and researcher (PhD/Postdoc) development. An effective contribution must be shown by reference to all or some of the criteria below.

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. Whilst non-clinical candidates would be expected to demonstrate the same quality of contribution as clinical applicants, the quantity of contribution under Criterion 1 and also Criterion 3 (which for clinical candidates includes postgraduate medical education) may be lower. The balance of evidence in Criterion 2 may therefore be greater for non-clinical candidates.

Non-clinical candidates are able to demonstrate evidence under Criterion 1 relating to masters course teaching within the School, and also contributions to courses in other Schools within the University. Particularly for non-clinical candidates, College teaching may form a substantial portion of the evidence of contribution under Criterion 1.

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"> • Designs and develops new programmes • Leads/makes a significant contribution to internal teaching reviews • Demonstrates breadth of knowledge and teaches effectively beyond immediate research area • Receives prizes for teaching • Undertakes examination / acts as a course examiner • Provides educational leadership and organisation including curriculum development and learning design | <ul style="list-style-type: none"> • Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement. • Publishes major textbooks/e-learning materials adopted in courses internal or external to the University • National or global press coverage of the candidate's educational ideas or activities • Holding an educational leadership position within a professional body • Receives excellent student feedback • Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities. |
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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

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	<p><i>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>
Department/Faculty supplementary examples of indicators of excellence	
<ul style="list-style-type: none"> • 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 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. • 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 	<ul style="list-style-type: none"> •
CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive	
Examples of indicators of excellence and impact*	
<ul style="list-style-type: none"> • Consistently high research student completion rates • Award of prizes and honours for researcher development • Consistently receives positive feedback from research students 	<ul style="list-style-type: none"> • Provides inclusive leadership and delivers excellence through the performance of others • Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect • Contributes significantly towards recruiting and winning support for research students • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes <p style="font-size: small; margin-top: 10px;"><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>
Department/Faculty supplementary examples of indicators of excellence	
<ul style="list-style-type: none"> • Researcher training and development processes includes oversight of placement opportunities (where available) with industrial or other partners 	

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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*	
<ul style="list-style-type: none"> • Consistently receives positive feedback from postdoctoral researchers • Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications • Mentors or coaches of early-career researchers in other groups or departments 	<ul style="list-style-type: none"> • Provides inclusive leadership and delivers excellence through the performance of others • Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes • Positively facilitating early-career researchers to be creative about their futures and take active steps to investigate career pathways both in and beyond academia <p style="font-size: small; margin-top: 10px;">* 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.</p>
Department/Faculty supplementary examples of indicators of excellence	
<ul style="list-style-type: none"> • 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. 	

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Service to the University and to the academic community: All Applicants

All applicants are 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 individuals 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 a significant 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"> • Departmental/Faculty/University academic leadership roles • Sits on demanding Departmental/Faculty University committees and bodies • Provides active mentoring and support for colleagues • Promotes and demonstrates effective use of the Staff Review and Development Scheme • Significant and sustained contribution to equality, diversity, inclusion activity • Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect • Promotes cross-disciplinary collaboration and knowledge sharing • Contributes to the running, administration and student support within Colleges • Significant and sustained contribution to widening participation activity | <ul style="list-style-type: none"> • Engages significantly in peer review activity • Advises government and parliamentary bodies • Sits on public review bodies • Significant and sustained contributions to fostering strategic partnerships (eg industry, trusts and foundations, philanthropic donors) • Supports the work of other HEIs (eg significant external examining; participation in research/teaching and learning reviews) <p style="font-size: small; margin-top: 10px;">* 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.</p> |
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Department/Faculty supplementary examples of indicators of excellence

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