



UNIVERSITY OF  
CAMBRIDGE

# Academic Career Pathways 2024 (Research & Teaching)

Assessment Criteria and Scoring  
**2023-2024**

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# Assessment Criteria

This section sets out the promotion and progression criteria for the ACP R&T processes, which apply to all academic staff. The [Assessment Criteria](#) for each academic office are given below together with generic [Indicators of Excellence](#).

Each application will be considered and assessed on its own merit against the [Assessment Criteria](#) for the level in question, taking into equal account evidence of both inputs and outputs. For clarity, in relation to:

- **Teaching:** account may be taken from previous academic employment in the University and/or College(s) in relation to teaching but not from institutions external to the University.
- **Research/Scholarship:** Account may be taken of evidence in relation to research/scholarship, including researcher development, regardless of where it has been undertaken.
- **Service:** Evidence of contribution to the applicant's subject other than in teaching and research may also include contributions made outside the University.

The generic [Indicators of Excellence](#) as well as the respective School/Institution-specific [Indicators of Excellence](#) provide examples of evidence of fulfilment of these criteria. All examples are suggestive in nature and non-exhaustive, and not all the indicators will be relevant to all applicants.

Applicants should refer to the [Committees](#) section (in particular [Overarching Considerations](#)) in this Guide for more guidance on the approach that Committees are expected to take in evaluating evidence.

The [General Board](#) has the discretion to make changes to the weighting, thresholds, score range,

or any other element of the scoring methodology that it deems necessary.

## School/Institution-specific Guidance and Indicators of Excellence

Each School/Institution is expected to adopt and publish its own specific guidance on expectations for promotion and progression and exemplar [Indicators of Excellence](#); these indicators are in addition to the more generic [Indicators of Excellence](#) set out in this Guide. The School/Institution-specific guidance will state the expectations with regard to the balance between teaching and/or researcher development for progression or promotion.

To ensure parity of standards and expectations, the School Guidance must be approved by the respective School Councils prior to adoption. Each School will be expected to review their guidance annually and update it, as necessary, to ensure it remains relevant and fit for purpose. Schools may find it helpful to refer to the minutes of previous ACP R&T (or Senior Academic Promotions) rounds for examples of [Indicators of Excellence](#) for their disciplines.

Please see the School/Institution-specific information for further details.

- [Arts and Humanities](#)
- [Biological Sciences](#)
- [Clinical Medicine](#)
- [Humanities and Social Sciences](#)
- [Physical Sciences](#)
- [Technology](#)

## Professor (Grade 12): Criteria for the Assessment of Research

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:

<b>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.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Makes a significant contribution to the advancement of knowledge in their research discipline.</li> <li>• Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently invited to present work at major national and international conferences and institutions.</li> <li>• A significant track record of winning competitive research funding</li> <li>• In receipt of prizes and honours for research.</li> </ul>
<b>CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Leads and contributes to collaborative research projects.</li> <li>• Elected/appointed to research-related leadership roles.</li> <li>• Creates and manages large research groups.</li> <li>• Convenes and leads major research conferences and seminar programmes.</li> <li>• Provides intellectual thought leadership which informs and contributes to setting the international research agenda in an individual's area.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in high-quality public, industrial and/or policy engagement activities linked to research.</li> <li>• Edits major academic journals.</li> <li>• Promotes collaboration and develops cross-disciplinary research activities.</li> </ul>

## Professor (Grade 11): Criteria for the Assessment of Research

Promotion to Professor (Grade 11) 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:

<b>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.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Contributes to the advancement of knowledge in their research discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces research outputs that have an impact, for example in the REF.</li> <li>• A track record of winning competitive research funding.</li> <li>• Invited to present work at major national and international conferences and institutions.</li> </ul>
<b>CRITERION 2: Contributes to high-quality research leadership and supports an inclusive and productive research culture.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Makes a significant contribution to collaborative research projects.</li> <li>• Contributes to organisation of major research conferences and seminar programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in high-quality public, industrial and/or policy engagement activities linked to research.</li> <li>• Edits major academic journals.</li> <li>• Promotes collaboration and develops cross-disciplinary research activities.</li> </ul>

## Professor (Grades 11 and 12): Criteria for the Assessment of Teaching and Researcher Development

Applicants are required to show that they have **made an effective contribution toward the University's goal of providing high quality research-led teaching to undergraduate and post graduate 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 Institution's expectations, including the local workload model where applicable. In its guidance, each Institution 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 following criteria:

<b>CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Designs and develops new programmes.</li> <li>• Leads/makes a significant contribution to internal teaching reviews.</li> <li>• Demonstrates breadth of knowledge and teaches effectively beyond immediate research area.</li> <li>• Receives prizes for teaching.</li> <li>• Undertakes examination/acts as a course examiner.</li> <li>• Provides educational leadership and organisation including curriculum development and learning design.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement.</li> <li>• Publishes major textbooks/e-learning materials adopted in courses internal or external to the University.</li> <li>• National or global press coverage of the applicant's educational ideas or activities.</li> <li>• Holding an educational leadership position within a professional body</li> <li>• Receives excellent student feedback.</li> <li>• Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.</li> </ul>
<b>CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Consistently high research student completion rates.</li> <li>• Award of prizes and honours for researcher development.</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 inclusion and mutual respect.</li> <li>• Contributes significantly towards recruiting and winning support for research students.</li> <li>• Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.</li> </ul>

**CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success**

<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"><li>• Consistently receives positive feedback from postdoctoral researchers.</li><li>• Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications.</li><li>• Mentors or coaches early-career researchers in other groups or departments.</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 inclusion and mutual respect.</li><li>• Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.</li><li>• Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.</li></ul>

## Professor (Grades 11 and 12): Criteria for the Assessment of Service to the University and to the Academic Community

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.

<b>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.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Departmental/Faculty/University academic leadership roles.</li> <li>• Sits on Departmental/Faculty University committees and bodies.</li> <li>• Provides active mentoring and support for colleagues.</li> <li>• Promotes and demonstrates effective use of the Staff Review and Development Scheme.</li> <li>• Significant and sustained contributions to equality, diversity and inclusion activities.</li> <li>• Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.</li> <li>• Promotes cross-disciplinary collaboration and knowledge sharing.</li> <li>• Contributes to leadership, administration and student support within Colleges.</li> <li>• Significant and sustained contribution to widening participation activity</li> </ul>	<ul style="list-style-type: none"> <li>• Engages significantly in peer review activity.</li> <li>• Advises government and parliamentary bodies.</li> <li>• Sits on public review bodies.</li> <li>• Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors).</li> <li>• Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews).</li> <li>• Significant and sustained public engagement activity.</li> </ul>



## Clinical Professor: Criteria for the Assessment of Research

Promotion to Clinical 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. Clinical academic applicants would be expected to demonstrate the same quality of contribution across both criteria as non-clinical applicants. 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 applicants, the balance of evidence under Criterion 2 may be greater. In such cases, it is particularly important that applicants clearly demonstrate their intellectual thought leadership and research-related leadership, in consortia/collaborative settings.

<b>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.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Makes a significant contribution to the advancement of knowledge in their research discipline.</li> <li>• Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development.</li> <li>• 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 applicants will have made a substantial leadership contribution to outpatients that they highlight, which may be evidenced by authorship position.</li> <li>• It is expected that significant contribution to the advancement of knowledge would be at least partly evidenced by authorship position.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently invited to present work at major national and international conferences and institutions.</li> <li>• A significant track record of winning competitive research funding.</li> <li>• In receipt of prizes and honours for research.</li> <li>• 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.</li> </ul>

**CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture**

<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"><li>• Leads and contributes to collaborative research projects.</li><li>• Elected/appointed to research-related leadership roles.</li><li>• Creates and manages large research groups.</li><li>• Convenes and leads major research conferences and seminar programmes.</li><li>• Provides intellectual thought leadership which informs and contributes to setting the international research agenda in an individual's area.</li><li>• Contribution to international healthcare policy and guidelines (for example, NICE, WHO).</li></ul>	<ul style="list-style-type: none"><li>• Participation in high-quality public, industrial and/or policy engagement activities linked to research.</li><li>• Edits major academic journals.</li><li>• Promotes and maintains high standards of research integrity.</li><li>• Promotes collaboration and develops cross-disciplinary research activities.</li></ul>

## Clinical Professor: Criteria for the Assessment of Teaching and Researcher Development

Applicants are required to show that they have **made an effective contribution toward 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 Institution's expectations, including the local workload model where applicable. In its guidance, each Institution 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 following 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 applicants 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 applicants includes postgraduate medical education) may be lower. The balance of evidence in Criterion 2 may therefore be greater for non-clinical applicants. Non-clinical applicants 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 applicants, College teaching may form a substantial portion of the evidence of contribution under Criterion 1.

<b>CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Designs and develops new programmes.</li> <li>• Leads/makes a significant contribution to internal teaching reviews.</li> <li>• Demonstrates breadth of knowledge and teaches effectively beyond immediate research area.</li> <li>• Receives prizes for teaching.</li> <li>• Undertakes examination/acts as a course examiner.</li> <li>• Provides educational leadership and organisation including curriculum development and learning design.</li> <li>• Clinical applicants 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.</li> <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>	<ul style="list-style-type: none"> <li>• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement.</li> <li>• Publishes major textbooks/e-learning materials adopted in courses internal or external to the University.</li> <li>• National or global press coverage of the applicant's educational ideas or activities.</li> <li>• Holding an educational leadership position within a professional body</li> <li>• Receives excellent student feedback.</li> <li>• Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.</li> </ul>

**CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive**

<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Consistently high research student completion rates.</li> <li>• Award of prizes and honours for researcher development.</li> <li>• Consistently receives positive feedback from research students.</li> <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>• 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 inclusion and mutual respect.</li> <li>• Contributes significantly towards recruiting and winning support for research students.</li> <li>• Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.</li> </ul>

**CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success**

<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Consistently receives positive feedback from postdoctoral researchers.</li> <li>• Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications.</li> <li>• Mentors or coaches early-career researchers in other groups or departments.</li> <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>	<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 inclusion and mutual respect.</li> <li>• Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.</li> <li>• Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.</li> </ul>

## Clinical Professor: Criteria for the Assessment of Service to the University and to the Academic Community

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

<b>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.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Departmental/Faculty/University academic leadership roles.</li> <li>• Sits on demanding Departmental/Faculty University committees and bodies.</li> <li>• Provides active mentoring and support for colleagues.</li> <li>• Promotes and demonstrates effective use of the Staff Review and Development Scheme.</li> <li>• Significant and sustained contributions to equality, diversity and inclusion activities.</li> <li>• Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.</li> <li>• Promotes cross-disciplinary collaboration and knowledge sharing.</li> <li>• Contributes to the running, administration and student support within Colleges.</li> <li>• Significant and sustained contribution to widening participation activity.</li> <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/international 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 committees (i.e. Royal Colleges, GMC Standards or medical schools council question banks).</li> </ul>	<ul style="list-style-type: none"> <li>• Engages significantly in peer review activity.</li> <li>• Advises government and parliamentary bodies.</li> <li>• Sits on public review bodies.</li> <li>• Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors).</li> <li>• Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews).</li> <li>• Significant and sustained public engagement activity.</li> <li>• Departmental/Faculty leadership roles also encompass Unit and Research Institute or Centre leadership roles.</li> </ul>

## Associate Professor (Grade 10 Progression/Promotion Scheme A): Criteria for the Assessment of Research

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.

<b>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.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<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>

## Associate Professor (Grade 10 Progression/Promotion Scheme A): Criteria for the Assessment of Teaching and Researcher Development

An applicant seeking progression to Associate Professor (Grade 10) via the ACP R&T Progression/Promotion Scheme A 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 Institution's expectations, including the local workload model where applicable. Sustained excellence must be shown by reference to all or some of the following criteria:

<b>CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<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 applicant's educational ideas or activities.</li> <li>• Receives excellent student feedback.</li> </ul>

**CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive**

<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<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 inclusion and 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>

**CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success**

<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<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 inclusion and mutual respect.</li><li>• Recognises and nurtures talent and engages with researcher training and development processes.</li></ul>

## Associate Professor (Grade 10 Progression/Promotion Scheme A): Criteria for the Assessment of Service to the University and to the Academic Community

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.

<b>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.</b>	
<i>Generic examples of indicators of excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> <li>• Departmental/Faculty/University academic leadership roles.</li> <li>• Sits on Departmental/Faculty University committees and bodies.</li> <li>• Provides active mentoring and support for colleagues.</li> <li>• Promotes and demonstrates effective use of the Staff Review and Development Scheme.</li> <li>• Significant and sustained contributions to equality, diversity and inclusion activities.</li> <li>• Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.</li> <li>• Promotes cross-disciplinary collaboration and knowledge sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to leadership, administration and student support within Colleges.</li> <li>• Significant and sustained contribution to widening participation activity.</li> <li>• Engages significantly in peer review activity.</li> <li>• Advises government and parliamentary bodies.</li> <li>• Sits on public review bodies.</li> <li>• Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors).</li> <li>• Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews).</li> <li>• Significant and sustained public engagement activity.</li> </ul>



# Performance Descriptors and Scoring

In evaluating applications, Committees will expect to see a rising career trajectory, particularly with regard to research for promotion to Professorships (Grades 11 and 12), and Clinical Professorships. The bandings and scores set out in the tables below should be used to summarise the description of achievement in relation to the [Assessment Criteria](#).

## Scoring Professorships (Grades 11 and 12)

Applications for promotion to Professorship will be assessed against the following evaluative criteria and scoring methodology:

- Research and Research leadership (50/100);
- Teaching and Researcher Development (30/100); and
- Service to the University and the Academic Community (20/100).

The lowest two bandings ('Clearly Unsatisfactory' and 'Insufficient Evidence') are deemed to be below the threshold for promotion.

## Scoring Clinical Professorships

Applications for promotion to Clinical Professorship will be assessed against the following evaluative criteria and scoring methodology:

- Research and Research leadership (50/100);
- Teaching and Researcher Development (30/100); and
- Service to the University and the Academic Community (20/100).

The lowest two bandings ('Clearly Unsatisfactory' and 'Insufficient Evidence') are deemed to be below the threshold for promotion.

Performance descriptor (banding)	Score		
	Research and Research Leadership	Teaching and Researcher Development	Service to the University & Academic Community
Outstanding Evidence	36 – 50	24 -30	15 - 20
Strong Evidence	22 – 35	15 – 23	10 – 14
Clear Evidence	12 – 21	9 – 14	7 – 9
Insufficient Evidence	7 – 11	4 – 8	4 – 6
Clearly Unsatisfactory	1 - 6	1 - 3	1 -3

## Scoring Associate Professorships

Progression to and within Associate Professor (Grade 10) is via the ACP R&T Progression Schemes A and B and is intended to recognise and reward academic staff who are fulfilling the relevant Assessment Criteria.

Progression to Associate Professor (Grade 10) (via ACP R&T Progression / Promotion Scheme A) is determined by reference to the scoring scheme for promotion to Professor but adapted to reflect the fact 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.

The ACP R&T Progression / Promotion Scheme A has the flexibility to accommodate the non-linear progression of many academic careers.

## Scoring applications for promotion to Grade 10 from staff with curatorial, conservation and associated responsibilities

Those who currently hold Grade 9 offices or unestablished posts with curatorial, conservation and associated responsibilities in the Museum of Archaeology and Anthropology, the Whipple Museum of the History of Science and the Fitzwilliam Museum who wish to apply for promotion to Grade 10, must select the "Associate Professor (Grade 10)" option in the application portal. Curatorial, conservation and associated staff are necessarily more focused on research and service than on teaching, so are expected to choose Option 1 as outlined on page 60. Additionally, Committees assessing these applications would ordinarily be expected to use the non-standard scoring methodology available under Option 1 for these applicants, to reduce the weighting of the score awarded for Teaching and Researcher Development to a maximum of 20/100.

Applications from curatorial, conservation and associated staff for promotion to Grade 10 will be scored and ranked alongside applications for this grade from Assistant/Associate Professors (Grade 9).

## ACP R&T PROGRESSION/PROMOTION Scheme A: Option

Applicants are assessed against the following evaluative criteria and scoring methodology:

- Research (50/100);
- Teaching/Researcher Development (30/100); and
- Service to the University and the Academic Community (20/100).

Performance descriptor (banding)	Score		
	Research	Teaching / Researcher Development	Service to the University & Academic Community
Outstanding Evidence	36 – 50	24 -30	15 - 20
Strong Evidence	22 – 35	15 – 23	10 – 14
Clear Evidence	12 – 21	9 – 14	7 – 9
Insufficient Evidence	7 – 11	4 – 8	4 – 6
Clearly Unsatisfactory	1 - 6	1 - 3	1 -3

## ACP R&T PROGRESSION/PROMOTION Scheme A: Option

Applicants are assessed against the following evaluative criteria and scoring methodology:

- Teaching/Researcher Development (50/100);
- Service to the University and the Academic Community (30/100); and
- Research (20/100).

Performance descriptor (banding)	Score		
	Teaching / Researcher Development	Service to the University & Academic Community	Research
Outstanding Evidence	36 – 50	24 -30	15 - 20
Strong Evidence	22 – 35	15 – 23	10 – 14
Clear Evidence	12 – 21	9 – 14	7 – 9
Insufficient Evidence	7 – 11	4 – 8	4 – 6
Clearly Unsatisfactory	1 - 6	1 - 3	1 -3



- A case may be made to transfer 10 points from Teaching/Researcher development (Option 1) or Service (Option 2) to one of the other two descriptors.
- The lowest two bandings ('Clearly Unsatisfactory' and 'Insufficient Evidence') are deemed to be below the threshold for promotion.

## General Comments on Scoring

### Scoring range

The maximum score for an evaluative criterion is reserved for demonstrable exceptional achievement against the norms of the applicant's discipline, for example a high level of international recognition for their stage in their career. It would be highly unusual for an applicant to operate at the maximum score across all three evaluative criteria; therefore, any committee awarding such high scores is expected to include a justification in the minutes of their meeting.

### Scoring Teaching and Researcher Development Contribution

Each committee will assess the quantity, quality and degree of innovation and leadership (e.g. course design at a macro level) in teaching. If a teaching officer is undertaking a standard amount of teaching, for example lectures, exams and demonstrations, in a satisfactory way, a mid-range score would be appropriate. Many teaching officers teach more than their stint from time to time and regularly contribute to updating courses and modules; such contributions are regarded to be part of their usual academic role.

If a Head of Institution (or other senior academic) providing the [Institutional Statement](#) believes the applicant's contribution is at a significantly higher or lower level than the standard expected and merits a score substantially higher or lower than the standard expected, detailed evidence must be provided.

If the quantity or quality of teaching is significantly greater than the standard expected or there has been a contribution to the design of new courses or modules or to a major revamp of existing offerings, then an award of additional points may be considered by the FC.

The award of a very high score indicates that the applicant is making an exceptional contribution in one or more aspects of teaching. The nature of that exceptional contribution should be addressed in the respective FC and SC meeting minutes. A low score indicates that there are significant concerns about the quantity or quality of an applicant's teaching and the [Institutional Statement](#) should clearly set out these concerns.

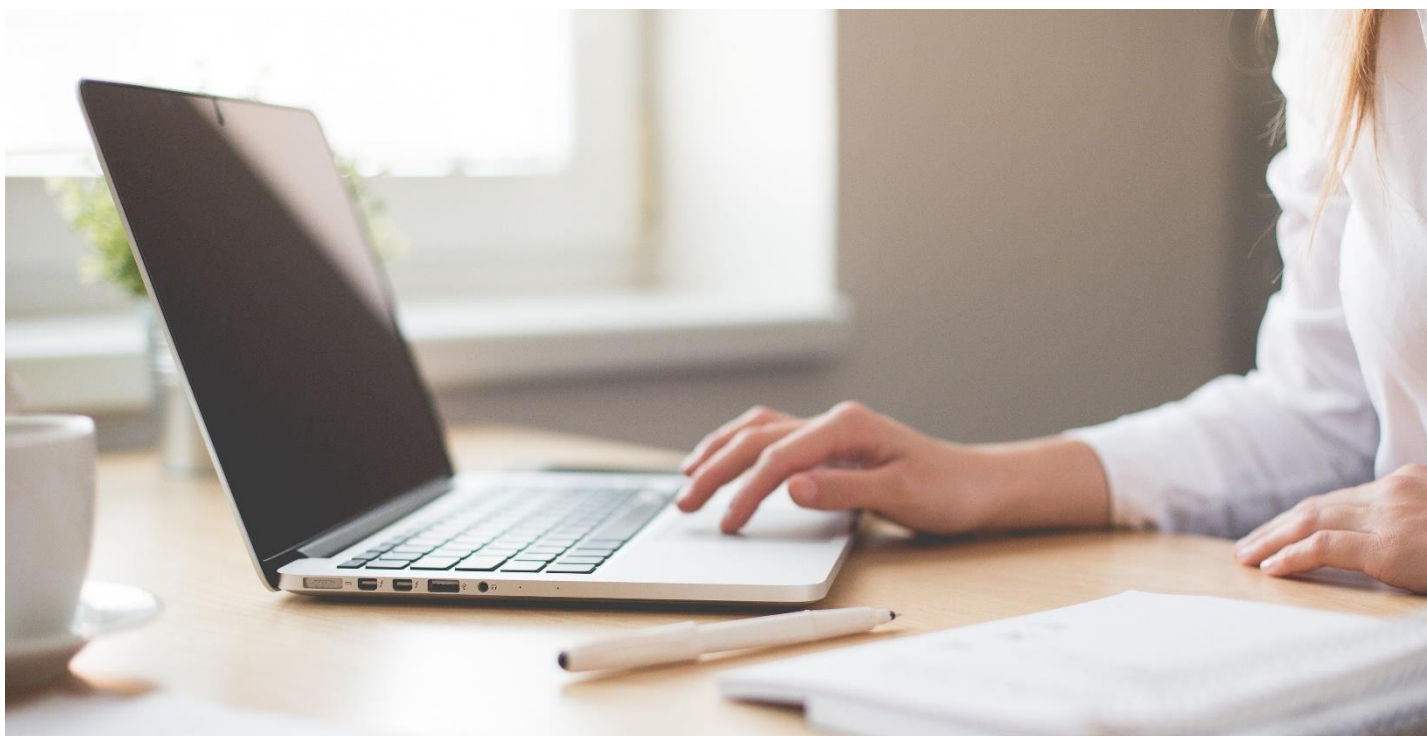
### Departure from the Standard Scoring Model

In exceptional circumstances, the Head of Institution may propose a departure from the standard scoring model for promotion to Professor (Grades 11 and 12) or Clinical Professors on an individual basis so that the maximum Teaching / Researcher Development score is reduced to 20, with:

- **Either** Research up to a maximum of 60 and Service remaining at a maximum of 20 points,
- **Or** Research remaining at 50 maximum but with Service up to a maximum of 30 points.

The proposal must be approved by the FC with reasons recorded in the minutes. Heads of Institution and FCs should bear in mind the standard scoring model reflects extensive discussion across the University on the critical importance of high-quality teaching to the University's mission and the wish to reflect this in the promotions system.

The Head of Institution should set out the reasons for the proposed exception. It is not appropriate to seek to use the exception to side-step the normal expectation of three years teaching experience at Cambridge.



### **Scoring Service to the University and the Academic Community**

For a standard general contribution, a mid-range score would be appropriate. To justify a higher score there needs to be evidence of sustained contribution to the Institution, University or externally. If a Head of Institution (or other senior academic) providing the [Institutional Statement](#) believes the applicant's contribution is at a significantly higher or lower level than the standard expected and merits a score substantially higher or lower than the standard expected, detailed evidence needs to be provided. The award of a very high score indicates that the applicant is making an exceptional contribution, and this should be addressed in the respective committees' minutes.

### **No carry forward**

Any score received, whether against a particular criterion or as a total score, only applies to the ACP R&T round for that particular year. The score will assist the FC and SC for that year's exercise in creating a rank-ordered list, rather than being an absolute number. Scores will not be carried forward from one ACP R&T round to another and the [Committees](#) will not be made aware of scores from any previous applications.

Each year is a new exercise, and it is the responsibility of each Committee to make its own decision on the basis of an evaluation of the evidence provided.



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