Academic

Career Pathways

Assessment Criteria

2021-2022

Assessment Criteria

This section sets out the promotion and progression criteria for the ACP 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.

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 (or Senior Academic Promotions) rounds for examples of **Indicators of Excellence** for their disciplines.

Please see the School/Institution-specific information for further details <insert link>.

Professor: 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:

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 are promoted and maintained.	
Generic examples of indicators of excellence and impact	
• 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 their research discipline • Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development	• Frequently invited to present work at major national and international conferences and institutions • A significant track record of winning competitive research funding • In receipt of prizes and honours for research
CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture	
Generic examples of indicators of excellence and impact	
• 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	• Participation in high-quality public, industrial and/or policy engagement activities linked to research • Edits major academic journals • Promotes collaboration and develops cross-disciplinary research activities

Reader: Criteria for the Assessment of Research

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:

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.	
Generic examples of indicators of excellence and impact	
• 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 their research discipline • Produces research outputs that have an impact, for example in the REF • A track record of winning competitive research funding	• Invited to present work at major national and international conferences and institutions
CRITERION 2: Contributes to high-quality research leadership and supports an inclusive and productive research culture.	
Generic examples of indicators of excellence and impact	
• Makes a significant contribution to collaborative research projects • Contributes to organisation of major research conferences and seminar programmes	• Participation in high-quality public, industrial and/or policy engagement activities linked to research • Edits major academic journals • Promotes collaboration and develops cross-disciplinary research activities

Professor and Reader Applications: 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:

CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	
Generic examples of indicators of excellence and impact	
• 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	• 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
CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive	
Generic examples of indicators of excellence and impact	
• Consistently high research student completion rates • Award of prizes and honours for researcher development • Consistently receives positive feedback from research students	• 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 values relating to inclusion and 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

CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success	
Generic examples of indicators of excellence and impact	
• 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 early-career researchers in other groups or departments	• 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 values relating to inclusion and mutual respect • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes • Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia

Professor and Reader Applications: 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.

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.	
Generic examples of indicators of excellence and impact	
• Departmental/Faculty/University academic leadership roles • Sits on 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 contributions to equality, diversity and inclusion activities • Creates a positive working environment and acts as a role model in promoting the University's values relating to inclusion and mutual respect • Promotes cross-disciplinary collaboration and knowledge sharing	• Contributes to leadership, administration and student support within Colleges • Significant and sustained contribution to widening participation activity • Engages significantly in peer review activity • Advises government and parliamentary bodies • Sits on public review bodies • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews) • Significant and sustained public engagement activity.

USL (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.

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.	
Generic examples of indicators of excellence and impact	
• 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 • Invitations to present work externally	• Invitations to join research consortia

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

An applicant seeking progression to University Senior Lecturer (Grade 10) via the ACP 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:

CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging

Generic examples of indicators of excellence and impact

- Designs and develops new programmes
- Contributes to internal teaching reviews
- Undertakes examination / acts as a course examiner
- Provides educational leadership and organisation, including curriculum development and learning design
- Demonstrates sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities.

- Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement.
- Publishes materials adopted in courses internal or external to the University
- National or global press coverage of the candidate's educational ideas or activities
- Receives excellent student feedback

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

Generic examples of indicators of excellence and impact

- Supervises research students effectively
- Consistently receives positive feedback from research students

- 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 values relating to inclusion and mutual respect
- Contributes towards recruiting and winning support for research students
- Recognises and nurtures talent and engages with researcher training and development processes.

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

Generic examples of indicators of excellence and impact

- Consistently receives positive feedback from postdoctoral researchers

- 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 values relating to inclusion and mutual respect
- Recognises and nurtures talent and engages with researcher training and development processes

USL (Grade 10 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.

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• Departmental/Faculty/University academic leadership roles • Sits on 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 contributions to equality, diversity and inclusion activities • Creates a positive working environment and acts as a role model in promoting the University's values relating to inclusion and mutual respect • Promotes cross-disciplinary collaboration and knowledge sharing	• Contributes to leadership, administration and student support within Colleges • Significant and sustained contribution to widening participation activity • Engages significantly in peer review activity • Advises government and parliamentary bodies • Sits on public review bodies • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews) • Significant and sustained public engagement activity