

# **Academic Career Pathways Scheme (teaching and scholarship)**



## **Scheme B**

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# Teaching and Scholarship Academic Career Pathway

## Scheme B

### 1 Purpose of the Scheme

The Academic Career Pathways (ACP) scheme for Teaching & Scholarship provides for opportunities for progression and reward based on personal merit. The ACP is divided into two Schemes. Scheme A is for Grade 9 leading up to Grade 12. Scheme B is for staff on Grades 6-8, proposing mechanisms for progression, including for promotion of Grade 8 staff to Grade 9. Any staff promoted through Scheme B to Grade 9 would subsequently be eligible to apply for further promotion following Scheme A. Scheme B applies to the vast majority of Academic (Teaching & Scholarship) staff employed as (Senior) Teaching Associates (although other job titles exist in various departments).

In this document the mechanisms of Scheme B are outlined, followed by criteria to be used at the various stages.

It is recognised that Academic (Teaching and Scholarship) staff on Grades 6 to 8 are employed to fulfil very specific roles, determined by their role profiles and consequent grading of their posts. Particularly at Grade 6, they may be primarily expected to deliver teaching on programmes devised by those on higher grades, and there may be little or no expectation of leadership of teaching or of contributing their service on committees or working groups. The limitations imposed by their role descriptions, through the specific responsibilities assigned to them, will necessarily constrain their opportunities for progression.

However, in line with University strategies and priorities, excellence in teaching ***within the dimensions of the current role and grade*** could and should be rewarded, and the mechanism outlined below is for the award of **contribution increments**.

Furthermore, for those able to make an additional ***contribution above and beyond the breadth and depth of the role***, opportunities for **promotion** should also exist. The basis for any promotion case will be on the personal merit of any case and the contribution of the individual, rather than institutional requirements for posts at particular grades. There is furthermore a clear expectation that the role holder will still fulfil their current underlying role to the full, even after promotion to the next grade.

#### 1.1 Components of the Scheme

A core requirement of the ACP is to provide an opportunity for progression for this considerable majority of Teaching-Focused staff which is also proportionate to their roles and the University / Faculty / Department's expectations of staff in these roles.

Scheme B provides for two different components for recognising sustained excellence and contribution:

<b>a) A Contribution Reward Scheme</b> which can result in awarding one or more contribution points within the staff member's existing grade (including use of the discretionary points at the top)	Recognising sustained excellence in Teaching & Scholarship, <b><i>within the dimensions of the current role and grade</i></b>
<b>b) A mechanism for promotion</b> to the next grade	Recognising a contribution which goes <b><i>above and beyond the breadth and depth of the underlying role</i></b> , in respect of excellence in Teaching & Scholarship and, where relevant, Service

## 1.2 Eligibility

- The probationary period for open-ended academic staff on the Academic Career Pathways scheme (teaching and scholarship), who are on Grades 6 to 8 will be two years unless it is reduced (to a period of not less than 1 year) or waived, on the recommendation of the Selection Committee and subject to the approval of the Head of School. An example of where it may be appropriate to waive probation would be where the member of staff has held an academic or equivalent teaching position at another university and has already acquired relevant skills and experience.
- Probationary periods for fixed term posts on the Academic Career Pathways scheme (teaching and scholarship) are set out below:

Appointment Duration	Length of Probation Period Grades 6-8
Up to 1 year	6 months
More than 1 year but less than 2 years	1 year
More than 2 years but less than 4 years	2 years
More than 4 years	2 years

- An applicant would normally be expected to have been confirmed in post at the current level for at least 12 months before they apply for either a contribution reward or for promotion.

## 2 Criteria for Award of Contribution Increments

Applications from staff on Grades 6 to 8 for Contribution Reward points would be expected to demonstrate **sustained excellence** in relation to one or more of the following criteria, **within the expectations of their role**, interpreted within their departmental/disciplinary context.

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

**Criterion 2:** Has made an effective contribution to curriculum development and enhancement

**Criterion 3:** Effective engagement with the development of good practice in teaching and learning

**Criterion 4:** Effective participation in strategic or developmental initiatives at disciplinary, Faculty or University levels

### 3 Weighting of Criteria

Successful completion of the **probationary** period at Grades 6 will require confirmation of **meeting the expectations of the role** in respect of **Teaching and Scholarship**. Successful completion of probation at Grades 7 and 8 will **also** require confirmation of **meeting the expectations of the role** in respect of some contribution of **Service to the University and the academic community**.

Applicants for **promotion** from Grade 6 to Grade 7; from Grade 7 to Grade 8 and from Grade 8 to Grade 9 would need to demonstrate that they have made a **contribution** which goes **above and beyond the breadth and depth of their role** according to the criteria elaborated further below. Thus, the criteria and example indicators of excellence are to an extent *relative* to the underlying expectations of staff employed at Grades 6 to 8.

There will be lower levels of expectation of or opportunities for staff on Grades 6, 7 and 8 to take on contribute to academic administration e.g. by taking on roles of responsibility, and/or serving on committees or working groups than at the higher grades (Scheme A). Such expectations will rise incrementally through these grades. The weighting for the Service criterion for promotion purposes is thus adjusted accordingly. The weighting for promotion from Grade 8 to Grade 9 is consistent with the Probationary weighting for Grade 9 staff in Scheme A, i.e. 80:20.

It is also recognised that flexibility needs to be provided to take account of different contexts and thus, the criteria elaborated on the next pages are intended to be applied either through the core or the alternative weightings outlined below:

Scheme B	Core weighting		Alternative weighting	
	Teaching & Scholarship	Service	Teaching & Scholarship	Service
Promotion from Grade 6 to Grade 7	100	0	90	10
Promotion from Grade 7 to Grade 8	90	10	80	20
Promotion from Grade 8 to Grade 9	80	20	n/a	n/a

## 4 Criteria

### 4.1 Teaching & Scholarship criteria

An applicant seeking promotion on the Teaching and Scholarship career path is required to show consistent and sustained excellence in **providing high-quality education that benefits from and engages with Cambridge's research-rich environment** and engagement in scholarship of relevance to their discipline. It is recognised that effective contributions may differ between disciplines and that an applicant's contribution is therefore to be assessed in the context of their Department/Faculty's expectations, including the local workload model where applicable. Evidence from relevant College teaching could also be used to demonstrate the individual's wider contribution to Teaching & Scholarship.

## 4.2 Service criterion

An applicant seeking promotion on the Teaching & Scholarship career path is required to show an **effective service contribution**. *[Note that this is not a compulsory requirement for promotion from Grade 6 to Grade 7 unless the Alternative weighting outlined in Section 3 is being used.]*

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. Evidence of contributions in College may also be recognised as contributing service to the wider University.

## 5 Probation criteria for Grades 6, 7 and 8

### Teaching and Scholarship

Successful completion of the probationary period at **Grades 6, 7 and 8** will require confirmation of **meeting the expectations of the role** in respect of Teaching and Scholarship.

1. Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging
2. Contribution to curriculum development
3. Scholarly engagement
4. Contribution to strategic or developmental initiatives

### Service to the academic community

Successful completion of probation at **Grades 7 and 8** will also require confirmation of **meeting the expectations of the role** in respect of some contribution of Service to the University and the academic community.

- Contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect.

### Departmental discretion

Given variations in roles in different disciplinary and departmental contexts it is proposed that the specific criteria required for successful completion of probation be determined at departmental level, with reference to the role profile for the post.

## 6 Criteria for promotion to Grades 7, 8 and 9

The table below contains both the Teaching & Scholarship and Service criteria, specifying how many need to be evidenced, in accordance with the weightings outlined in Section 3.

Applicants for promotion will need to evidence how their contribution under these criteria goes **above and beyond the expectations of their role**.

Applicants who have already been successfully promoted and are now seeking promotion to the next grade will need to evidence the contribution made since their previous promotion and which builds on previous contribution.

		Grade 6 to Grade 7	Grade 7 to Grade 8	Grade 8 to Grade 9
<b>Core weighting requirements</b>	<b>T&amp;S:</b> <b>S:</b>	All (100%) No (0%)	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)
<b>Alternative weighting requirements</b>	<b>T&amp;S:</b> <b>S:</b>	3 out of 4 (90%) Yes (10%)	At least 3 (80%) Yes (20%)	n/a
<b>Teaching &amp; Scholarship</b>	1.	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging		
	2.	An effective contribution to curriculum development and enhancement		An effective contribution to curriculum development and enhancement, where appropriate informed by scholarship
	3.	Scholarly engagement with the development of good practice in teaching and learning	Evidence of scholarship in the discipline and/or related to the development of good practice in teaching and learning	A track record of effective scholarship in the discipline and/or related to the development and dissemination of good practice in teaching and learning
	4.	Effective participation in strategic or developmental initiatives at disciplinary, Faculty or University levels		
<b>Service to the University and academic community</b>		A contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect.		An effective contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect.

## Annex

### Example indicators of excellence and impact

Examples are provided below of the kinds of indicators of excellence which candidates may wish to evidence in their application. It is important for all applicants to note that **these examples are suggestive in nature and non-exhaustive; not all the indicators will be relevant to all applicants, contexts or disciplines.**

The onus is on the applicant to evidence their contribution according to the criteria above, as relevant to the stage of promotion being sought, and to demonstrate how this contribution goes above and beyond the expectations of their role at the current grade of employment. Reference can be made to the candidate's role profile or to generic Academic Teaching & Scholarship role profiles for the relevant grade. Evidence of an increasing level of responsibility will be expected, the higher the level of promotion being sought.

Beyond the applicant's own teaching reflection is also invited on the role they themselves have played in any developments, initiatives, projects, committees (etc.) and the impact of this contribution on students / the wider discipline / Department / Faculty and/or on the work of their colleagues.

The example indicators of excellence and impact below have been clustered under generic criterion headings. Reference will need to be made to the criterion descriptor for the appropriate level specified in Section 4.

#### A.1 Example indicators in relation to Teaching and Scholarship criteria

1: Delivery of excellent research-informed and intellectually challenging teaching	
Examples of indicators of excellence and impact	
<ul style="list-style-type: none"><li>• Provision of teaching, assessment and feedback that foster student engagement and independent learning</li><li>• Successful introduction of innovative methods into own teaching and assessment practices</li><li>• Demonstrable contribution to excellent programme outcomes and levels of student progression and completion</li><li>• Effective contribution to the content and marking of examinations and other assessment tools</li><li>• Evidence of continued improvement in own teaching practice driven by student and peer review of teaching feedback</li><li>• Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research</li></ul>	<ul style="list-style-type: none"><li>• Positive peer and/or student reviews of self-generated learning resources or materials</li><li>• Sustained excellent feedback from external examiners/assessors</li><li>• Contribution to internal teaching reviews</li><li>• Recognition by their institution and/or by students of their excellence in teaching.</li><li>• Nomination for the award of a prize for teaching</li><li>• Demonstration of the use of evidence-informed approaches to enhance student learning</li><li>• Evidence of role-modelling good teaching and learning practice to others</li><li>• Successful outcomes from supervision of undergraduate and/or graduate projects or dissertations</li></ul>



**2: Contribution to curriculum development and enhancement****Examples of indicators of excellence and impact**

<ul style="list-style-type: none"> <li>• Revision and updating of course content, ensuring it is research-informed</li> <li>• Revision of course design ensuring the application appropriate teaching techniques and materials that embed the latest educational ideas and methods, including but not limited to the use of digital technologies</li> <li>• Contribution to the design and content of assessment tools (including exams)</li> <li>• Evidence of how programme review and development has had a positive impact on student learning</li> <li>• Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the implementation of initiatives to support specific groups of students</li> <li>• Evidence of successful collaboration with students in curriculum development projects</li> <li>• Effective convening of courses and delivery by others</li> <li>• Proactive compliance with quality standards, regulations and any accreditation requirements.</li> <li>• Revision of assessment methods informed by best practice</li> <li>• Embedding of practice-oriented perspectives developed in professional contexts into taught provision</li> <li>• Contribution to interdisciplinary initiatives</li> </ul>
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**3: Scholarship in the discipline and/or related to the development of good practice in teaching and learning****Examples of indicators of excellence and impact**

<ul style="list-style-type: none"> <li>• Sustained engagement in CPD activities with demonstrable impact on own practice</li> <li>• Delivery of CPD and other forms of professional training to peers</li> <li>• Sharing of good practice at disciplinary or interdisciplinary levels, including contributions to Teaching &amp; Learning webpages, blogs, social media etc</li> <li>• Exchange of teaching experiences and ideas with colleagues and the wider higher education community</li> <li>• External recognition of excellent teaching, invitations to join working groups/ projects etc., keynote speeches, etc.</li> <li>• Effective participation in external working groups/projects etc</li> <li>• Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula</li> <li>• Development of open educational resources which are adopted within and beyond the Department/Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to publications (including books/text books) which enhance knowledge in the discipline and/or are used in teaching of the discipline</li> <li>• Dissemination of scholarship in the subject and/or teaching and learning case studies / action research in conference/workshop presentations</li> <li>• Dissemination of the outcomes of own scholarship through publications in relevant journals/edited collections</li> <li>• Other contributions to relevant peer reviewed publications (e.g. as reviewer)</li> <li>• Effective engagement with professional practice contexts in the development of own teaching</li> <li>• Influence on the development of best practice in a professional context relevant to the applicant's discipline.</li> <li>• Achievement of qualifications / professional accreditation as relevant (e.g. Fellowship of HEA; Membership/Fellowship of relevant professional body; MEd; PGCHE)</li> </ul>
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#### 4: Participation in strategic or developmental initiatives

##### Examples of indicators of excellence and impact

<ul style="list-style-type: none"><li>• Contribution to University initiatives to promote innovation and excellence in teaching, learning and assessment (e.g. in collaboration with the Centre for Teaching and Learning)</li><li>• Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals</li><li>• Contribution to Department, Faculty or College activities which promote diversity, inclusion, widening participation and/or internationalisation</li></ul>	<ul style="list-style-type: none"><li>• Contribution to employability initiatives</li><li>• Participation in strategic initiatives related to the discipline/subject area with other HE and/or non-HE institutions</li><li>• Participation in collaborative partnerships for the development of excellence in Teaching, Learning and Assessment</li><li>• Contribution to public engagement initiatives related to the study of the discipline</li><li>• Success in securing funding for teaching and learning development/innovation projects</li><li>• Significant contribution to the discipline within a College context</li></ul>
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## A.2 Example indicators in relation to Service criterion

#### Service to the University and wider academic community

##### Examples of indicators of excellence and impact

<ul style="list-style-type: none"><li>• Service on committees / working groups at Departmental/Faculty level</li><li>• Convening of informal groups or networks</li><li>• Administrative contribution to equality, diversity and inclusion activity</li><li>• Active contribution to the development of widening participation and/or other outreach activity</li><li>• Engagement in cross-disciplinary collaboration and knowledge sharing</li></ul>	<ul style="list-style-type: none"><li>• Positive role model, promoting the University's value of mutual respect</li><li>• Successful coaching, mentoring or supervision of other staff</li><li>• Engagement in peer review activity as a reviewer</li><li>• Engagement with strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors)</li><li>• Supporting the work of other HEIs (e.g. external examining)</li></ul>
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