

Academic Career Pathways (Teaching & Scholarship)

Guidance and Procedure
2025-2026

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Introduction

The University of Cambridge is committed to providing a supportive environment to enable individuals to take ownership of their development and build a successful career at Cambridge. The University's success depends on the diversity of its staff and students. The University aims to be a leader in fostering equality and inclusion and nurturing a sense of belonging for all within our community.

The purpose of the Academic Career Pathways scheme for Teaching & Scholarship staff (ACP T&S) is to recognise and reward outstanding contributions and celebrate academic achievement through promotion.

Assessment is based on contributions in Teaching & Scholarship and in Service to the University and to the academic community more broadly.

All applicants for promotion are expected to contribute to the creation of a positive working environment, and to adhere to the [University's Code of Behaviour](#).

The University of Cambridge is fully committed to securing and promoting freedom of speech within the law for staff, students and visiting speakers in all activities related to academic life. Our [Code of Practice on Freedom of Speech](#) sets out the University's values, approach and associated procedures in detail. All the University's policies and procedures are to be interpreted and applied in a manner consistent with the Code of Practice; in the case of any perceived conflict, the provisions of the Code of Practice will take precedence insofar as that is lawful and reasonably practicable.

All those who are involved in the ACP T&S scheme, either as an applicant, Head of Institution, Committee Member, Chair or Secretary, or in

another supporting role, are expected to read and be familiar with this guidance.

Any general enquiries about the scheme/process should be directed to the HR Reward Team at acp@admin.cam.ac.uk.



Overview

This guidance sets out the University's procedure for the consideration of academic promotion following approval of the [Report introducing an Academic \(Teaching & Scholarship\) Career Pathway](#), which has been approved by the Regent House. Academic promotion is available under the following two schemes:

Scheme A:

- Promotion to the academic offices of University Associate Professor (Grade 10), Professor (Grade 11), Clinical Professor and Professor at Grade 12 for established staff; and
- Promotion to Associate Teaching Professor (Grade 10), Teaching Professor (Grade 11), Clinical Teaching Professor and Teaching Professor at Grade 12 for unestablished staff.

Scheme B:

- Promotion to Grade 7 for Teaching Associates; to Senior Teaching Associate (Grade 8) and to Associate Professor (Grade 9) or to Associate Teaching Professor (Grade 9).

There is no expectation of step-by-step progression through each level of the career pathway, meaning applicants can apply for promotion to an office/post more than one grade above their current role. It is important to note that applicants will only be considered for the office/post for which they have applied. Consideration will not be given for promotion to a lower graded office/post if the ACP committees determine that an applicant has not met the assessment criteria for promotion to the office/post for which they have applied.

Progression from University Assistant Professor and Assistant Teaching Professor to University Associate Professor and Associate Teaching Professor (Grade 9) forms part of the University's Probation process for

academic staff (see the University's [Probation Policy and Academic Probation Procedure](#)).

The case for promotion is assessed in relation to the criteria on the strength of all the evidence contained in their promotion application (see [Assessment Criteria](#)).

In all cases, institutions should ensure that sufficient funding is identified to support applications for promotion and ongoing salary costs. Queries concerned with funding should be raised with the relevant School Finance Manager in the first instance.

Office	Progression to
University Assistant Professor or University Associate Professor (Grade 9)	University Associate Professor (Grade 10)
University Associate Professor (Grade 10)	Professor (Grade 11)
Professor (Grade 11)	Professor at Grade 12
Holders of offices, who also hold an honorary consultant contract	Clinical Professor

Unestablished Post	Progression to
Assistant Teaching Professor or Associate Teaching Professor (Grade 9)	Associate Teaching Professor (Grade 10)
Associate Teaching Professor (Grade 10)	Teaching Professor (Grade 11)
Teaching Professor (Grade 11)	Teaching Professor at Grade 12
Holders of T&S positions, who also hold an honorary consultant contract	Clinical Teaching Professor

T&S Career Pathway Summary Scheme A

Unestablished Post	Progression to
Teaching Associate (Grade 6)	Teaching Associate (Grade 7)
Teaching Associate (Grade 7)	Senior Teaching Associate (Grade 8)
Senior Teaching Associate (Grade 8)	Associate Teaching Professor (Grade 9)

T&S Career Pathway Summary Scheme B

Timetable

The general timetable for the ACP T&S scheme is below. The timetable for the current year's exercise can be found [here](#).

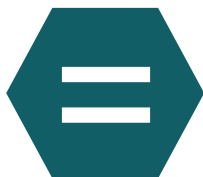
Before Application	Indicative Dates
<ul style="list-style-type: none"> Potential applicants are encouraged to participate in mentoring support provided by the Learning and Organisational Development Team. Heads of Institution should be ensuring that the Staff Review and Development (SRD) appraisal process is followed for all employees in their institutions. Applicants seek advice on promotion from their Head of Institution (or other senior academic). The Head of Institution actively reviews the list of eligible employees (provided by HR) and offers them the opportunity to discuss promotion. Committee memberships are agreed and meeting dates confirmed. 	Ongoing once ACP T&S exercise is launched
Applications and Deadline for Submission	
<ul style="list-style-type: none"> Applications for promotion will be submitted by email to the HR Reward Team (acp@admin.cam.ac.uk) in line with the specified Assessment Criteria. Applicants agree referees with their Head of Institution and include these on their application. 	August - mid-October
HR Reward Team	
<ul style="list-style-type: none"> The HR Reward Team checks applications are complete. The HR Reward Team liaises with the FC Chair/Secretary to request confirmation of the FC-nominated referees (see below) and requests references and statements. The HR Reward Team reviews application content and takes necessary action in preparation for the FC meeting. 	October - January
Faculty Committee (FC)	
<ul style="list-style-type: none"> After the application deadline, the FC decides on appropriate FC-nominated referees for each applicant in collaboration with the applicant's Head of Institution and confirms the details to the HR Reward Team (see above). At the FC meeting, the applications are evaluated, scores are awarded and applications are ranked in accordance with the Assessment Criteria. 	By end January
Submission of documentation to School Committee (SC)	
<ul style="list-style-type: none"> Complete and checked applicant documentation is submitted to the HR Reward Team, to be progressed to the SC. 	Mid-February
School Committee (SC)	
<ul style="list-style-type: none"> The SC reviews the ranking and scores of each application, checks the scoring has been consistently applied, decides scores under the Assessment Criteria, and creates a single ranked list of applicants for each academic office/post. 	March
Vice-Chancellor's Committee (VCC)	
<ul style="list-style-type: none"> The VCC moderates between each of the SCs to ensure a consistent approach has been achieved. Recommendations are made to the General Board (GB) for approval. 	May

General Board (GB)	
<ul style="list-style-type: none"> The GB receives the recommendations from the VCC and confirms its support for promotion under the ACP T&S scheme. A Report is published in the <i>Reporter</i> in June confirming the approval of all promotions. Applicants are advised of the outcome. Titles of Professors, Teaching Professors and Clinical (Teaching) Professors are published in a Notice in the <i>Reporter</i> in July. Promotion is effective from the start of the next academic year, 1 October. 	June/July
Feedback and Appeals	
<ul style="list-style-type: none"> Final date for feedback to unsuccessful applicants from Heads of Institution (early in July). Final date for lodging of Appeals (later in July). 	July
Appeals Committee (AC)	
<ul style="list-style-type: none"> Appeals are considered. If the Appeal stage of the exercise is not completed by October, applicants who wish to reapply can submit applications before the outcome of the appeal is known. 	August - December

Key Principles



The University should provide a career pathway for academic (teaching & scholarship) staff, whether holding University offices or not, that gives due recognition to excellence in teaching, scholarship and contributions to the running of the University and service to the academic community including public engagement.



The University of Cambridge is committed, in its pursuit of academic excellence, to equality of opportunity and to a proactive approach that supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.



All persons involved in administering academic promotions processes should exercise impartiality and fairness and be seen to do so. Declarations of interest should be made at appropriate stages. Appropriate training should be completed.



Members of committees should ensure that their consideration is collective, fair, impartial and evidence-based.



The University should provide a **supportive career development process** and academic staff should participate.



All processes should be organised in a **timely and transparent** way.



Constructive, helpful, developmental **feedback** should be provided at all appropriate stages including written feedback.



All applications and documentation should be treated as **confidential** and in accordance with data protection principles.



Appropriate **budgetary provision** should be made so that deserving applicants receive appropriate recognition and reward.



All processes should be supported by modern and user-friendly **business systems** to ensure administrative efficiency, fairness, and equality.



The University is committed, in its pursuit of academic excellence, to **freedom of speech and academic freedom** within the law.

Equal Opportunities

No member of staff will be treated less favourably than another because they belong to a protected group. Protected characteristics are:

Sex, Gender Reassignment, Marriage or Civil Partnership, Pregnancy or Maternity, Race (including Ethnic or National Origin, Nationality or Colour), Disability, Sexual Orientation, Age, or Religion or Belief.

The [University's Equal Opportunity policy](#) must be observed at all times.

All staff who serve on committees or are otherwise involved in administering the ACP T&S scheme must have read this policy and have completed the online Equality & Diversity (E&D) training module (see Key Principles).

Specific support for women considering promotion includes [Springboard: A Women's Development Programme](#) provided by Learning and Organisational Development (LOD). Events are organised by the ED&I section on race and career progression, and the [Race Equality Network](#) exists as a space for support.

Events are listed on the [ED&I webpages](#) and the [LOD webpages](#).

Salary Scales

The table below sets out the current salary progression for academic (teaching and scholarship) staff:

Office or Post	Grade	Scale Point(s)
Teaching Associate	6	Points 37-48
Teaching Associate [†]	7	Points 39-52
Senior Teaching Associate [†]	8	Points 45-58
University Assistant Professor or Assistant Teaching Professor [†] or University Associate Professor and Associate Teaching Professor*	9	Points 49-61
University Associate Professor or Associate Teaching Professor [†]	10	Points 59-64
Professor (Grade 11) or Teaching Professor (Grade 11) [†]	11	Points 63-67
Professor or Teaching Professor at Grade 12 ^{†**}	12 (Band 1)	Point 68-76
Clinical Professor or Clinical Teaching Professor	-	Refer to Clinical pay scales

[†] Successful applicants for promotion will move to step one of the higher grade, or receive a two-increment increase, whichever is the greater, in line with the [University's internal promotions process](#).

* University Assistant Professors and Assistant Teaching Professors who become University Associate Professor and Associate Teaching Professors upon successfully passing probation will continue to progress through the Grade 9 scale points on the anniversary of appointment.

** The biennial ACP (Grade 12) process allows for progression within and between bands 1-2. (Teaching) Professors at Grade 12 who are eligible for this will be notified directly.

Staff holding NHS consultant contracts and promoted to Associate Professorships, and Clinical Professorships will continue to be remunerated at levels equivalent to NHS levels of remuneration.

Market Pay and Advanced Contribution Supplements

For individuals in receipt of [Market Pay \(MP\)](#) or an [Advanced Contribution Supplement \(ACS\)](#), any increase to base salary will erode the value of the additional payment by an amount equal to the increase in base pay.

Where an applicant is in receipt of both MP and an ACS, the ACS will be reduced first when a grade change (i.e. promotion) is awarded.

Confidentiality and Data Protection Legislation

Members of the committees and other University staff involved should note that the process of consideration is strictly confidential, and that certain documentation must not be disclosed to applicants or other persons who are not members of committees or otherwise appropriately involved in the process.

The [University's policy](#) in relation to data protection legislation (the General Data Protection Regulation as supplemented by the Data Protection Act 2018) requires that confidentiality of information provided by referees, including information contained in written assessments by Heads of Institutions, is respected insofar as this is compatible with that legislation.

Glossary of Abbreviations

AC:	Appeals Committee
ACP T&S:	Academic Career Pathways (Teaching and Scholarship)
FC:	Faculty Committee
GB:	General Board
Institution:	Faculty, Department or NSI
NSI:	Non-School Institution
SC:	School Committee
SRD:	Staff Review and Development
VCC:	Vice-Chancellor's Committee

Scheme adjustments

The Chair of the Human Resources Committee is authorised, on behalf of the General Board, to make any reasonable change or adjustment to the procedure, interpret any aspects of the guidance mentioned in this document where doubt arises as to its meaning, or take any other action that may be necessary to ensure the fair and efficient management of this and any subsequent promotions exercise. Similarly, if the Chair of the Human Resources Committee is eligible to apply for promotion under the scheme, the Human Resources Committee will appoint from its members a serving member of the General Board to act in their place for this purpose.

Guidance for Applicants

Eligibility

The Academic Career Pathways schemes apply to eligible employees of the University of Cambridge only. They do not apply to casual workers or to those employed or engaged by the University's subsidiaries or the Colleges.

All applicants must meet the eligibility criteria for the relevant pathway in order to apply for promotion via ACP, as explained below. If there is any doubt as to your eligibility, the Chair of the Human Resources Committee will rule on the matter on behalf of the General Board.

As an academic (teaching & scholarship) employee, you are eligible to apply for promotion unless an exclusion or exception applies (see below).

When considering making an application you should seek appropriate mentoring and advice from your Head of Institution, or appropriate senior academic colleague. You should discuss whether it is the right time to make an application and how you meet the Assessment Criteria.

You must have been in your current post* for at least 12 months as at 1 October of the year in which you are applying, before making an application. Exceptionally, this period may be waived if you are considered ready for promotion by your Head of Institution. In this situation, your Head of Institution must make a case clearly explaining the reasons for an exception to be made. This must be submitted in writing to the Head of School for approval. Details of the case and the Head of School's decision must be provided to the HR Reward Team (acp@admin.cam.ac.uk). This must be done before the end of the application window (see Timetable). It is important to note that applicants are also normally expected to have three years' worth of teaching evidence at Cambridge/its Colleges. Applicants with fewer than three years' worth of

evidence may not be scored as highly in regard to teaching.

**This includes following promotion to a new office/position.*

Reapplications

If you were unsuccessful in an application in one year's exercise you may reapply in a subsequent exercise, on the basis that each application must be judged on its own merits. A maximum of two applications in any rolling three-year period is permissible. An exemption to this rule may be granted in exceptional circumstances, provided that it has the support of your Head of Institution and Head of School. Such support should be evidenced in written statements, explaining the reasons for the exemption, and provided to the HR Reward Team (acp@admin.cam.ac.uk).

Those employed on Fixed Term Contracts

Those employed on fixed term contracts are able to apply for promotion, provided they meet the eligibility criteria referred to on this page. Should their application be successful, their promotion will only be actioned if they remain employed on the effective date of promotions made under this scheme, i.e. 1 October following the completion of the exercise. Successful applicants who are on a fixed term contract that ends prior to 1 October will not be promoted, as they will no longer be employed at the point the promotion becomes effective.

Clinical Professorships and Clinical Teaching Professorships

Holders of University offices, or holders of T&S positions, whose duties are primarily concerned with teaching and scholarship, who also hold an honorary consultant contract (i.e. are registered with the General Medical Council (GMC), the Nursing and Midwifery Council (NMC) or the Health and Care Professions Council (HCPC) with a licence to practice and, if GMC-registered as consultant level, be on the specialist register) are eligible to apply for promotion to a Clinical Professorship (if established), or a Clinical Teaching Professorship (if unestablished). They cannot apply for Professorships or Teaching Professorships (Grade 11 or 12).

Exclusions

The University aims to be a leader in driving an inclusive culture of mutual respect and in promoting a positive working environment for all in its community. High standards of conduct are therefore expected from all employees. Formal sanctions may be taken into account when assessing an applicant's suitability for promotion; those with a live disciplinary warning on file may be excluded from applying for promotion.

Application for Promotion

You are responsible for preparing and submitting your application to the HR Reward Team (acp@admin.cam.ac.uk) by the deadline date specified in the Timetable. You should complete the relevant application form and provide evidence and examples that best support your case for promotion and clearly demonstrate how you meet the [Assessment Criteria](#), referring to the [Indicators of Excellence](#) for guidance. This section sets out certain requirements relating to the form and basic content of required information.

You must present your case for promotion in a concise manner, avoiding duplication where possible. It is recommended that your application is a maximum of 40 pages, including all attachments.

You should provide details of your achievements, explaining how they demonstrate your achievement of the assessment criteria, and your suitability for promotion.

You are expected to apply the principles of the San Francisco Declaration of Research Assessment (DORA). More information on DORA can be viewed [here](#).

It is important to note that applicants will only be considered for the office/post for which they have applied. Consideration will not be given for promotion to a lower graded office/post if the ACP committees determine that an applicant has not met the assessment criteria for promotion to the office/post for which they have applied.

Those who applied for the same office/post in the previous year's exercise (2024-25) will be considered reapplicants. Please refer to the section on references for further details.



What to include in your application

When completing the application form, you will be guided through the following sections of the form:

Applicant details

- **Personal details**, including your name, contact details and current position details.
- **Which office/post you are applying for**, choosing from (Teaching) Professor at Grade 12, Clinical (Teaching) Professor, (Teaching) Professor (Grade 11), Associate (Teaching) Professor (Grade 10), Associate (Teaching) Professor (Grade 9), Senior Teaching Associate (Grade 8), or Teaching Associate (Grade 7).
- You will be asked if your application is **multidisciplinary**. If you believe your application is, please ensure your personal statement explains the multidisciplinary nature of your work and indicates those institutions which your work mostly concerns.
- You will be asked if you would like your **College Teaching** to be considered as part of your application. If you would, you can later provide the contact details of the Senior Tutor of your College, who will be contacted to provide a statement regarding your College Teaching.
- You will be asked if you hold a **clinical/NHS contract**, or if you **carry out clinical veterinary work**. If you answer yes to either of these questions, please ensure you refer to these details in your Personal Statement. Additional statements may also be gathered regarding your clinical/veterinary duties.
- You will be asked if you believe that **contextual factors** should be taken into consideration when evaluating your application. More details on this can be found on page 24.
- If you are applying for a **(Teaching) Professorship (Grade 11 or 12)** or a **Clinical (Teaching) Professorship**, you will be asked to provide the proposed title for your (Clinical) (Teaching) Professorship, should your application for promotion be successful. Your title should be relevant to your field, and you must discuss and agree the proposed title with your Head of Institution before submitting your application.

Section A: Your Curriculum Vitae (CV)

You will be asked to attach a copy of your CV to the application form. This should be a concise CV of **no more than two sides of A4 (500 words)**, including any annotations. If preferred, you can choose to provide a narrative CV but please ensure your narrative CV still contains the information below to ensure consistency in the information received by committees.

Your CV should include the following:

- **Professional history**, including all current and previous professional appointments held. Please include start dates and (where applicable) end dates.
- **Education and Qualifications**, including details of degrees, diplomas and other qualifications, and where and when obtained.
- **Appointments and Affiliations**, including memberships of professional bodies, learned societies, advisory bodies, peer review activities (grants, journals, books etc), editorships etc, with start, and where relevant, end dates.
- **Prizes, Awards and Honours**, including elections to prestigious professional/scientific bodies, providing the full name of the awarding/electing body and the year of award/election.

Section B: Teaching and Scholarship

Evidence of teaching and scholarship contribution (to the extent relevant in each case) should include:

- A record of all under and postgraduate courses taught over such a period as to demonstrate evidence of fulfilment of the teaching criteria (normally not less than three years).
- Details of course developments and pedagogical innovation.
- The annual number of hours of teaching undertaken in your Institution (stint).
- Details of any grants, as applicable. Please note, student awards cannot be classed as grant capture.
- Details of Invited or Contributed Talks/Seminars, or other research presentations. You will also be asked to indicate if you were the keynote/plenary speaker at any of your talks. Generally, keynote speeches are considered the primary speech, which sets the central theme of a conference, whereas plenary speeches cover a broad range of topics. However, in some disciplines, the term keynote and plenary are used interchangeably.
- Details of administrative work that the Institution has agreed to be equivalent to part of the annual teaching stint.
- Details of any regular and substantial contribution to the teaching programmes of other Institutions.
- An up-to-date list of any postgraduate students formally supervised, including results, since your last promotion/appointment.
- Summary of examining duties.

Samples of course descriptions, hand-outs, bibliographies, summary evidence of student feedback may be included, up to a **maximum** of ten sides of A4.

Scholarship

Scholarship involves the synthesis and presentation of knowledge, as opposed to research which is the discovery of new knowledge. A particular strand of scholarship involves a systematic practice which enhances and improves the student experience, as well as outcomes. All scholarship should, in as far as is possible, be subject to critical review and any materials developed should be made available for others to use.

At Cambridge, the Frascati definition of **research** is used, which can be reviewed [here](#). For the avoidance of doubt, research conducted by T&S academics will be considered and assessed as scholarship.

Examples of evidence of scholarship may include, but are not limited to, the following:

- Textbooks for teaching aspects of the subject matter/discipline, which may be used in Higher Education or other sectors, or in professional/training contexts.
- Online teaching or learning materials (i.e. either for exploitation by educators or directly by students/learners) which teach aspects of the subject matter/discipline, for use in Higher Education or other sectors, or in professional/training contexts.
- Original research of an applied nature, e.g. pedagogic research into ways of teaching a particular subject/discipline, possibly but not necessarily derived from applied research into one's own practice of teaching it in Higher Education.
- Original research of a more traditional nature.

More examples of evidence of scholarship can be found in the Indicators of Excellence.

For the avoidance of doubt, research conducted by T&S academics will be considered and assessed as scholarship.

Section B: Teaching and Scholarship (continued)

Evidence of the above should be captured in your publications list as applicable (further information can be found on page 21). However, you may wish to provide further details on your scholarship in the section of the application form named “Teaching and Scholarship Contribution” or include them as one of the key achievements you would like to highlight in your Personal Statement (see page 23).

The impact of your scholarship

A key aspect of your application is the evidence of the impact your scholarly activities have had on your teaching. You should ensure that you explain the relevance of your scholarship and scholarly outputs to the teaching you do for the University, and how the discipline is taught elsewhere, and the impact the resulting changes have had.

College Teaching

You may include details of College(s) teaching and work undertaken as a College Director of Studies, in which case the name and College of the Senior Tutor should be given, so they can be contacted to provide a statement regarding your College Teaching.

Clinical Work and Postgraduate Medical Teaching and Training

If you hold an Honorary NHS consultant contract, you should provide details of your contribution to postgraduate medical education and training. Information provided in relation to teaching will be considered under the teaching criteria and information provided in relation to clinical duties will be considered under Service to the University and Academic Community.

Clinical Veterinary Work and Postgraduate Veterinary Teaching and Training

If you are engaged in veterinary clinical work, you should provide details of your contribution to postgraduate veterinary teaching and training. Information provided in relation to teaching will be considered under the teaching criteria and information provided in relation to other clinical duties will be considered under Service to the University and Academic Community.



Important note: only teaching conducted at the University of Cambridge/its Colleges can be considered as part of your application.

Publications (scholarly outputs, textbooks and online resources)

Details of scholarly outputs should be provided as follows:

- The publications list must be structured into sections, including a section for peer-reviewed publication and a section for pre-prints and author accepted manuscripts which have a persistent Digital Object Identified (DOI);
- Within the sections referred to above, the publications list must be in a clear chronological order, stating for each publication (including any books) the year of publication, and page numbers (where available*). Where relevant, you must clearly mark publications since your last promotion/appointment with an asterisk;
- The publications list must include only outputs which are publicly available** for consideration. Publications which have been “accepted and are in press” but are not yet publicly available must not be included in the publications list. However, if you would like to refer to an in-press publication in your personal statement (see page 23), you can do so;
- Work in progress but not yet completed must **not** be included;
- Citation data, in disciplines where this is appropriate, may be included; consideration of an application will not be prejudiced if citation data are not included. For the avoidance of doubt, applications will not be assessed on the basis of citation data/metrics alone, and these will be used in conjunction with qualitative indicators of research quality and impact, in line with the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#);

- Copies of publications must **not** be included.
- Please note, the points noted on this page are intended as guidance only. You are encouraged to follow disciplinary norms when preparing your publications list, which may differ from the above.

Online learning and teaching resources

Links should be provided, clearly demonstrating how the resource is publicly accessible, e.g. via relevant web portals and/or licences. Where available, download data or access statistics should be provided or other evidence of take up or adoption.

Outputs which can be included:

All research and research-led publications that are publicly available** for consideration (i.e. copies are obtainable at the time of application, or at some previous time, by members of the public through normal trade channels) can be included in your publications list.

Non-standard contributions:

For disciplines where the communication of research results is not, or is only partly, in the form of conventional scholarly publication, other forms of contribution should be listed.

Co-authored and multi-authored publications:

Applicants should provide details of their role and contribution in co-authored and multi-authored publications, as referred to in the section on the [personal statement](#).

* It is recognised that page numbers may not be available for online publications.

** It is recognised that in certain circumstances, a publication/output may not be publicly available, for example due to data confidentiality or ethical reasons. If this is the case, please explain briefly why the material is not publicly available and, if relevant, note any protocols by which others in your community might be able to access it.



Section C: Service to the University and Academic Community

You should provide a list of contributions other than in teaching and scholarship undertaken in your Institution/School/University and any service to the academic community outside the University that you wish to have considered. This might include service on the central University bodies, working parties, reviews, engagement in widening participation activity, the design and delivery of outreach programmes, contribution to the subject undertaken outside the University, editorial work, contribution to academic societies and meetings, details of research management, of research groups, and the creation and management of multi-institutional national/international research facilities. It may also include public engagement work.

If you hold an Honorary NHS consultant contract you should include details of your participation in regional and national committees (e.g. Royal Colleges, General Medical Council) and bodies concerned with undergraduate and postgraduate medical education, as well as details of your clinical duties.

If you are engaged in clinical veterinary work, you should include details of your participation in regional and national committees and bodies concerned with postgraduate veterinary education, as well as details of your other clinical duties beyond teaching and pedagogy.

Section D: Personal Statement

You must include a personal statement* in support of your application. Your personal statement should explain your case for promotion, and how the evidence provided in your application demonstrates your achievement of the [Assessment Criteria](#) of the office/post to which you are applying. You should highlight information about your achievements since your last promotion/appointment.

With regard to the evidence provided of teaching and scholarship, you should highlight up to four of your key achievements since your last promotion/appointment, and describe their significance in terms of your discipline, and of your contribution to them, in order to demonstrate the quality and value of your teaching and scholarship. You are advised to limit these descriptions to 50-100 words per achievement. In addition, you should make clear your role and contribution in co-authored and multi-authored publications or multi-partner projects. You might also wish to highlight key advances set out in your scholarship, how your scholarship informs your teaching, and the benefit this has on your students.

If you consider your teaching and/or scholarship to be multidisciplinary you should explain clearly the multidisciplinary aspects of your work and indicate which of the University institutions your work mostly concerns.

Student feedback is an important factor in assessing the effectiveness of teaching, course development and innovation. Therefore, your self-assessment should take into account student feedback (including informal emails) on the courses you have taught or are teaching. The Head of Institution may comment on this self-assessment in the Institutional Statement. It is acknowledged that some institutions do not have formal processes for gathering student feedback. In these cases, reference to informal student feedback

can be included, although such feedback should not be directly solicited from students.

With regard to teaching duties, you should include a self-assessment of the impact of your work on students.

*Please note, the personal statement has a limit of 1,000 words.

Important points to note

You are expected to demonstrate a rising career trajectory in your applications, i.e. an active and progressive contribution to your field. You can provide evidence spanning your entire career to demonstrate your trajectory, although you are expected to focus principally on achievements since your last promotion/appointment, to best demonstrate your continuing rising trajectory.

Your last promotion/appointment start date will be the date you started in your current role. For the purposes of promotion applications, passing probation is not a change in role. As such you can include evidence of achievements during your probationary period in your promotion application.

Note: if you have been promoted through a previous ACP exercise, you can also include evidence from the year preceding your start date in your promoted position, as that period would not have been included in your previous promotion application.

Contextual Factors

You are encouraged to record any Contextual Factors that have affected your performance since your last promotion/appointment. Contextual factors may include, but are not limited to: part-time working, ill health, disability, caring responsibilities and periods of prolonged leave such as maternity, parental or bereavement. This may also include difficulties you faced as a result of the COVID-19 pandemic, which continue to impact your current or future work.

These details should be provided in the separate Contextual Factors section, which has a limit of 500 words. You should focus on the impact the factors have had on you and your performance since your last promotion/appointment and should not include explicit details of the factors themselves, which may be highly sensitive. Please note that the information you provide will be shared with your Head of Institution when they are preparing the Institutional Statement, and with all the committees involved in the assessment of your application.

If you choose to provide Contextual Factors which include health-related matters, the Faculty Committee assessing your application may refer you to Occupational Health with your permission, in order to obtain specialist medical advice about the impact of these matters on your duties. It is important to note that providing Contextual Factors will not have a detrimental effect on any application for promotion, nor will an Occupational Health referral.

Section E: References

You are required to provide names, titles and contact details of nominated referees and must declare any conflicts of interest or areas of collaboration. You should not nominate close colleagues, collaborators, co-authors or former students as referees, to ensure the references gathered provide an objective and unbiased assessment of your application. In exceptional circumstances, for example if you work in a field in which there are few academics, you may nominate academics with whom you have collaborated, but they will be required to declare their interest as set out in the letter requesting the reference.

A referee's input is critical in enabling a full and objective assessment of an applicant's contribution. Referees are therefore requested to comment across the entire range of your duties with explicit reference to the relevant Assessment Criteria and to provide a full and frank appraisal of your suitability for promotion.

Referees can provide useful insights into all aspects of your work but are especially important in assessing your contribution and standing in both teaching and scholarship.

Referees' reports are subject to the strictest confidentiality; however, referees will be made aware that in providing a reference, they give their explicit permission for the use of that reference for consideration under the ACP T&S scheme.

Confidential references normally are exempt from disclosure to the applicant under the terms of data protection legislation. Despite this, we often receive requests from applicants for copies of their references. By default, we will not disclose references without checking with the referee first.

Additional references might be sought in the case of a multidisciplinary application or internal nomination from cognate subject areas.

The Faculty Committee assessing your application will also nominate referees to comment on your application. FCs must consult with the applicant's Head of Institution for recommendations on appropriate referees to nominate. On request, the FC will inform you of the referees from whom they have sought references.

Prior to nominating referees, both applicants and Faculty Committees must confirm with the individuals they wish to nominate that they are willing and able to provide a reference, i.e. the applicant should contact the individuals prior to providing their details on the application form, and the FC should contact the individuals prior to sending the formal reference request.

Application	Applicant nominates	FC nominates	Total References
(Teaching) Professorships (G11 and G12) and Clinical (Teaching) Professorships	2 (+ 1 reserve)	3 (+ 1 reserve)	5
Associate (Teaching) Professorships (G10), Associate (Teaching) Professorships (G9), Senior Teaching Associates (G8) and Teaching Associates (G7)	1 (+ 1 reserve)	1 (+ 1 reserve)	2

Summary of first-time application referencing requirements

Reapplicants

An individual is considered a reapplicant if they unsuccessfully applied for the same office/post in the ACP T&S 2024-25 exercise. For reapplicants, the references from the previous exercise are carried forward and additional references are required, as set out in the table below.

A referee cited in a previous application should only be requested to update the earlier reference if there

have been significant changes in the applicant's publication record or other circumstances relating to the case for promotion since the referee was last approached. Updated references are counted as additional references. References relating to the previous application for the same office/post should be listed and carried forward.

Application	Applicant nominates	FC nominates	Total References
(Teaching) Professorships (G11 and G12) and Clinical (Teaching) Professorships	1 (+ 1 reserve)	2 (+ 1 reserve)	3
Associate (Teaching) Professorships (G10), Associate (Teaching) Professorships (G9), Senior Teaching Associates (G8) and Teaching Associates (G7)	1 (+ 1 reserve)	1 (+ 1 reserve)	2

*Summary of reapplicant referee requirements (**additional** to the references carried forward from the previous year)*

Feedback from previous applications

As a reapplicant, you have the option to include the feedback statement you received in your previous application in your current application. You may wish to do this so the committees considering your reapplication can see the feedback previously provided, and how you have addressed that since your previous application, i.e. what actions you have taken to improve in areas that were previously identified as requiring improvement.

Promotion to a (Teaching) Professorship (Grade 11 and 12) and Clinical (Teaching) Professorship (Scheme A)

Most referees for promotion to a (Teaching) Professorship (Grades 11 and 12) or a Clinical (Teaching) Professorship will be external to the University but there may be circumstances where it is appropriate to nominate referees from cognate subject areas in the University.

In choosing your nominated referees, you should note that referees are expected to be international leaders in their field, and familiar with your field of expertise in teaching and scholarship. At least one of the referees should be able to comment on your service to the academic community externally. You can choose to nominate a referee from the University of Cambridge, but they should be external to your own institution.

Promotion to an Associate (Teaching) Professorship (Grade 10) (Scheme A)

For promotion to Associate (Teaching) Professor (Grade 10) two references are required, at least one of which should be internal and one of the referees should be able to comment authoritatively on the quantity of teaching and service to the University and academic community.

In choosing your nominated referees, you should note that referees are expected to be leaders in their field and familiar with your field of teaching and scholarship. You must supply the details of one internal referee and one reserve (who could be internal or external), and the FC will provide the details of one referee and one reserve.

Promotion to Associate (Teaching) Professor (Grade 9); to Senior Teaching Associate (Grade 8) and to Teaching Associate (Grade 7) (Scheme B)

For promotion to Associate (Teaching) Professor (Grade 9); to Senior Teaching Associate (Grade 8) and to Teaching Associate (Grade 7) two references are required, at least one of which should be internal and one of the referees should be able to comment authoritatively on the quantity of teaching and service to the University and academic community.

In choosing your nominated referees, you should note that referees are expected to be leaders in their field and familiar with your field of teaching and scholarship. You must supply the details of one internal referee and one reserve (who could be internal or external) and the FC will provide the details of one referee and one reserve.

Statements

In certain circumstances, additional statements will be sought in support of your application, as follows:

- If you request that your **College teaching or work as a Director of Studies** be taken into account, an additional statement will be required from the Senior Tutor of the College at which you have regularly undertaken the greater part of your College teaching (the details of which you should provide in their application). The statement should provide a factual description of the scope and amount of such teaching work, and comment on the effectiveness of your contribution.
- For clinicians who hold an **honorary clinical NHS consultant contract**, an additional statement will be requested from the appropriate NHS Trust to provide comment on your role and effectiveness of your contribution to clinical work and postgraduate medical teaching and training.
- For applicants engaged in **clinical veterinary work and postgraduate veterinary teaching and training**, an additional statement will be required from the relevant Clinical Manager to provide comment on your role and the effectiveness of your contribution to clinical work, including postgraduate veterinary teaching and training. The information provided in relation to teaching will be considered in relation to the teaching criteria, and the information provided in relation to clinical duties will be considered in relation to the service criterion.

Mentoring and application support

The ACP CV Scheme that has previously been available is currently under review. For the 2025-26 ACP T&S exercise, an alternative process has been introduced by the Learning and Organisational Development Team.

Please send any queries to the email address:
orgdev@admin.cam.ac.uk.

Further information on Mentoring can be found at:
[Mentoring](#)



Submission

The completed application must be submitted to the HR Reward Team (acp@admin.cam.ac.uk) and by the deadline date stated in the Timetable.

Outcomes

You will be notified of the outcome of your application after the GB meeting that considers ACP T&S recommendations.

Unsuccessful Applications

If your application is unsuccessful and you wish to receive feedback, you should request this from your Head of Institution by the deadline set out in the timetable.

You may ask for the feedback statement set out in the SC minutes to be carried forward for information to your next application under the ACP T&S scheme. This option is intended to help you demonstrate how you have responded to feedback and further strengthened your application. More information on the feedback process can be found on page 77.

Guidance for Heads of Institution

Heads of Institution, with the assistance of appropriate senior colleagues if necessary, play an important role in the career development of all eligible academic employees in their Institution. The list of eligible employees will be provided to Institutions via the burst report mechanism at the launch of each year's ACP T&S exercise. Burst report recipients must share the eligibility lists with the Head of Institution.

The University's [Staff Review and Development \(SRD\) appraisal scheme](#), whilst remaining a separate and independent mechanism for reviewing personal contribution and professional development, should be used to discuss career aspirations, assess an individual's readiness for promotion, and help inform and support the ACP T&S process. These discussions should take place on a regular and ongoing basis throughout the course of an individual's career. Heads of Institution must have open and honest conversations with academics in their institution about whether it is the right time for them to apply for promotion, and for which office/post they should apply. They should also provide guidance to individuals on areas they may wish to work on in order to better demonstrate their achievement of the Assessment Criteria.

Heads of Institution should also ensure that appropriate mentoring opportunities are available and help facilitate this process to support career development and progression, including ensuring employees are aware of the mentoring and application support available. They should also support staff who work part-time, or who have high teaching loads, to identify ways in which they can make contributions in relation to service.

Heads of Institution are required to review the gender balance and ethnic diversity of ACP T&S applications and to provide an explanation to the Chair of the FC when these are not in proportion to

their representation in the proximate less senior office/post.

The decision whether to make an application will ultimately sit with the individual.

The relevant Faculty Committee must consult with an applicant's Head of Institution for recommendations of appropriate referees to nominate. Heads of Institution should provide the names of suitable referees who will be able to provide a qualitative assessment of the applicant and give a full and frank appraisal of their suitability for promotion. However, Heads of Institution will not be provided with references received for an applicant, unless they are a member of one of the committees which will be assessing the application.

Head of Institution Responsibilities



Have supportive and confidential conversations with all employees that are eligible to apply; discuss any perceived barriers, including any relevant Contextual Factors that may be preventing an individual from applying.



Actively help and mentor employees from groups that are under-represented at senior levels who are potentially ready for promotion to encourage them to apply.



Discuss promotion pathways with under-represented employees not yet ready for promotion.



Ensure that the mentoring and application support available is actively publicised to all eligible employees.

Institutional Statement

The Head of Institution is required to provide a statement explaining whether or not they support an individual's application and the reasons for their decision. This statement should represent the view of the Institution and should comment on the strength of the case for promotion in terms of the respective Assessment Criteria (Teaching and Scholarship and Service to the University and to the Academic Community). The statement should include evidence of excellence with respect to these criteria, and the quality of the applicant's contribution across the criteria since their last promotion/appointment. The statement should refer to the Indicators of Excellence, where relevant. The statement should also comment on the applicant's overall role and contribution to the academic enterprise and their standing in relation to other academic employees in the Institution and provide contextual information on the applicant's achievement over and above what would normally be expected of someone in their current role. It should also provide a comparison of the applicant's teaching hours to the institution's average where possible and include comments on the applicant's quality of teaching from the institution's academic lead for teaching if appropriate.

In all cases, the statement must include details of the funding, including the source from which the case for promotion is to be met. Queries concerning funding should be raised with the relevant School Finance manager in the first instance.

It may be necessary for the Head of Institution preparing the statement to consult with the Head(s) of other Institutions where an applicant has stated that their case for promotion is multidisciplinary, they hold a 'joint' office, or their duties involve a regular

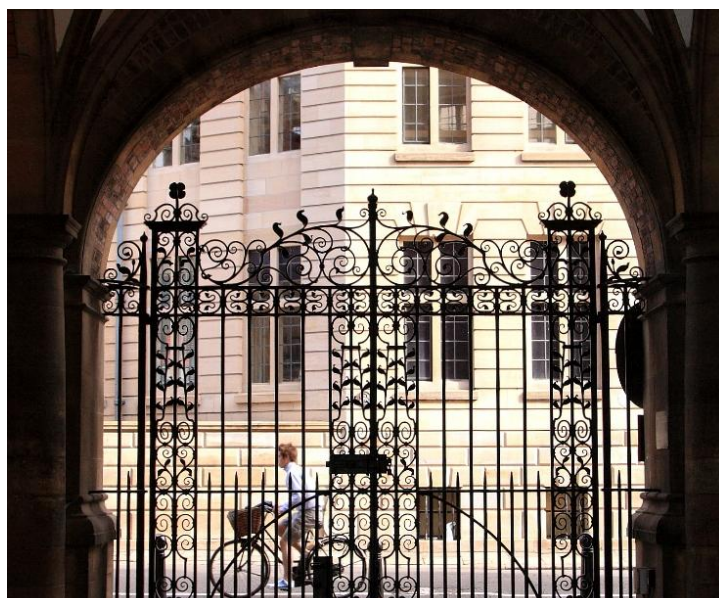
and substantial contribution to the teaching programme of other Institutions.

Where an applicant has provided details of Contextual Factors, these should be taken into account in the statement and when evaluating their contribution, detailing the impact this has had on their ability to carry out their duties.

The [Staff Review and Development \(SRD\) appraisal scheme](#), whilst remaining a separate and independent mechanism for reviewing personal contribution, should be used to discuss career aspirations and assess an individual's readiness for progression. It is essential that these types of discussions are taking place on a regular and ongoing basis throughout the course of an individual's career.

Heads of Institutions are expected to undertake annual performance appraisals with employees as part of the SRD scheme, and it is recommended that the appraisal undertaken in the last 12 months is used to support an individual's application. Heads of Institution must indicate when the most recent appraisal with an applicant took place in the statement.

The Head of Institution may delegate the preparation of the statement to another senior academic officer, who should firstly be consulted to ensure they are able to prepare the statement. Where this is done, the



Head of Institution should confirm that the statement represents the internal view of the Institution of the case for promotion. The statement must be submitted by the requested date and in time for the FC meeting.

Statements should be no more than two sides of A4. Statements that do not provide sufficient detail or do not conform to this guidance will be returned by the Chair of the FC with a request that the statement is amplified and returned by the date on which the agenda and documentation are circulated to members of the FC.

The statement forms part of an individual's application documentation and progresses through

each of the committee stages. As part of the feedback process, the statement will be disclosed to the applicant on request.

Giving Feedback to Unsuccessful Applicants

Heads of Institutions have an important role in providing feedback to unsuccessful applicants and should be mindful that the individual may be upset and possibly experiencing a range of emotions including disappointment, demotivation and, perhaps, even anger and will need time to work through their feelings.

The Head should allow adequate time to speak to the unsuccessful applicant, preferably in person, and be able to hold further discussions, where required.

Heads should support the individual and, with the help of other senior academic colleagues, put supportive mechanisms in place including mentoring, buddying and help with undertaking teaching duties, as necessary, to help the individual clearly understand what they need to do to strengthen their case for promotion in future.

Page 77 of this document provides further detail of the feedback provisions.



Committees

All the applications made as part of the ACP T&S scheme will be assessed under a three-stage committee process and will utilise the same membership as the ACP (Research and Teaching) scheme subject to the differences identified under Committee Membership detailed below:

1. Faculty Committee (FC)
2. School Committee (SC)
3. Vice-Chancellor's Committee (VCC)

The list of the FCs and SCs is below:

School Committee	Faculty Committee
Arts and Humanities	Combined Faculty Committee One: Architecture and History of Art, English, Music, Philosophy and Divinity
	Combined Faculty Committee Two: Classics, Modern and Medieval Languages and Linguistics and Asian and Middle Eastern Studies
Biological Sciences	Biology and Veterinary Medicine
Clinical Medicine	Clinical Medicine
Humanities and Social Sciences	Economics
	Education
	History
	Human, Social, and Political Sciences and the Department of History and Philosophy of Science
	Law, Land Economy and Criminology
Physical Sciences	Earth Sciences and Geography
	Mathematics
	Physics and Chemistry
Technology	Business and Management
	Computer Science and Technology
	Engineering and Chemical Engineering and Biotechnology

Committees' Roles and Responsibilities

Faculty Committee

- Advises the Chair and Secretary (by circulation) in deciding actions to take before the meeting, including nominating referees.
- Reviews applications, ensuring there is a complete set of documentation for each applicant.
- Considers each application at the meeting, evaluating, banding and scoring the applicant's Teaching & Scholarship and Service to the University and the academic community contribution objectively against the evaluative criteria and recording collective decisions against the Assessment Criteria, using the full range of scores in order to indicate the relative strength of each application.
- Decides whether each case meets the criteria across the two areas: Teaching & Scholarship and Service, in accordance with the Assessment Criteria, confirming its assessment to the SC.
- Provides recommendations to the SC, placing applications for each academic office/post in a ranked list of priority.
- Advises the respective Lead HR Business Partner (as Secretary of the relevant SC) that documentation is complete and can be provided to the SC.

School Committee

- Reviews the Teaching & Scholarship and Service to the University and academic community evaluation score for each applicant from the FCs, making changes it believes are necessary to ensure that they have been applied consistently between applicants and across FCs.
- Records all decisions made against the relevant Assessment Criteria.
- Decides which applicants meet the required standard of excellence and should receive promotion, producing a rank order of total scores for each academic office/post.
- Agrees a feedback statement for each applicant not recommended for promotion, to be provided at their feedback meeting with their Head of Institution.
- Advises the Secretary of the VCC that documentation is complete and can be provided to the VCC.

Vice-Chancellor's Committee (VCC)

- Moderates between the School Committees to ensure that a consistent standard has been achieved. The VCC receives the rank order of applicants for each academic office/post and considers the documentary evidence for applicants, deciding whether any adjustments in evaluation are necessary.
- Identifies any particular case(s) where the SC reached a different conclusion from the FC and any cases in which non-standard aspects have caused difficulty.
- Make recommendations to the General Board concerning applicants that should receive promotion for each academic office/post. The General Board receives these recommendations and confirms the promotion outcomes.



Committee Membership

- For each annual ACP T&S exercise, Faculty Boards will review and nominate the membership of their FC and seek approval from the relevant Council of the School. The FC Chair will be nominated from among those members.
- Each School has a SC, the membership of which will be approved by the relevant Council of the School and will include the Head of School. The Council of each School will also nominate a Chair from an institution independent of that School and a member external to the University, who will be a distinguished academic, for appointment by the GB. Each committee will be invited to co-opt an additional external member for the first few years of operation of the schemes to assist the University in embedding institutional experience.
- The membership of both the FCs and SCs should comprise:
 - a minimum of five members and normally not more than nine members, who will normally be at professorial level and will be chosen to cover the range of disciplines covered by the committee, and;
 - a professorial member of staff in an appropriate subject area who is independent of the institutions covered by that committee.
- Committees are required to include at least one representative with specific expertise in teaching focused academic practice.
- An additional member from the Institute of Continuing Education may be invited to join the Faculty or School Committee, where deemed relevant by a school.
- Members of the FC and SC will normally serve for a three-year term and no member may serve for more than two consecutive terms of three years (i.e. members may serve on a committee for a maximum of six years). An exception can be made when a Head of School's tenure exceeds six years. In such cases, the Head of School can continue to serve on the School Committee for the duration of their Headship.
- The full membership of the promotions committees will be published in the Reporter in the Michaelmas Term.
- VCC membership comprises: The Vice-Chancellor (Chair), the Chair and external member of each SC and the Pro-Vice-Chancellor with responsibility for staff. Other attendees at the meeting include the Director of Human Resources (Secretary) and the Academic Secretary (Secretary of the GB).
- Provision may be made for an additional external member to be included on the Vice-Chancellor's Committee, who has knowledge and experience of implementing similar schemes, to help the University embed institutional understanding of an academic (teaching and scholarship) career pathway.
- Committee members must be Professors at Grade 12 or of professorial standing¹.
- There is no age disqualification for membership.
- The membership of each committee should have as fair a representation across genders, race and ethnicity as reasonably possible. The Secretary of each School Committee should check with each external member how they wish their gender and race to be described. A report will be provided centrally of the gender, race and ethnic origin of committee members.

¹ Exceptionally, permission may be given in certain circumstances for non-professorial members to be appointed, in order to ensure there is appropriate expertise in teaching & scholarship. As the ACP T&S scheme is embedded further, the pool of academic (teaching & scholarship) Professors in the University will likely increase. If this is considered necessary, advice should be sought from the relevant Lead HR Business Partner.

- University members of promotions committees are expected to undertake relevant training in equality and diversity matters as specified by the Human Resources Division on behalf of the General Board.
 - University members of promotions committees are expected to undertake training on Freedom of Speech, including reading the Freedom of Speech guidance, resources and training information on the [Governance and Compliance Division website](#), reviewing the [“Introducing free speech” factsheet](#), and watching the video and reviewing the [guidance on the Office for Students website](#).
 - All members of promotions committees are responsible for ensuring that the assessment of applications is conducted fairly and transparently and complies with the Scheme’s Key Principles. Any member can challenge the process at any time if they consider that this is not the case by raising this with Chair of the relevant committee.
 - Meetings should be arranged so that, if possible, all members can attend. The quorum for all committees is two-thirds of the membership, subject to a minimum of four members. Decisions should be made with the concurrence of the majority of members attending the meeting.
 - Meetings may be held in person or via a videoconferencing platform.
 - Depending on the number of applications, committees may wish to consider scheduling their meetings to allow for a day’s break to be taken between the discussion of applications made under ACP R&T, and those made under ACP T&S.
 - All members should be aware that:
 - i. a systematic approach in forming a view of an application is desirable;
 - ii. the process of evaluation is a collective activity with all decisions made collectively;
 - iii. if a member is unable to be present at the meeting, they may provide a written statement of their assessment of the applications. However, as written views cannot be challenged by other members,
- they should be accorded less weight than those openly discussed in the meeting;
- iv. if all members agree immediately on the same overall assessment, this can be accepted without discussion. Differences in individual members’ evaluations should be discussed and a consensus reached.
- Members who are on sabbatical leave must seek permission to attend meetings held during their period of leave through the relevant Lead HR Business Partner.
 - There should be no overlap in the membership of the ACP committees in any annual exercise, with the exception of an individual being a member of more than one Faculty Committee. While someone could sit on multiple FCs, it is not permissible to sit on a FC and a School Committee in the same exercise. Similarly, it is not permissible for someone to be a member of more than one SC in the same exercise. Therefore, it is recommended that the SC membership is determined before that of the FC.

Documentation

The Secretary for each committee is responsible for ensuring that each application and supporting documentation is complete and conforms to the guidance. The Secretary for each committee is also responsible for ensuring that all meeting documentation is circulated not less than a week in advance of the meeting. Any material submitted that is not in accordance with the guidance should be returned, either to the applicant or Secretary of the previous committee as appropriate, for necessary revision and re-submission in advance of the date on which the agenda and documents are to be circulated to members of the relevant committee.

Overarching Considerations



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 provide examples of evidence of fulfilment of these criteria. Assessment against the criteria requires the exercise of good judgement, balance and objective evidence.



Each committee should be mindful of the existence of unconscious biases – both in themselves and others - and consider how these biases might affect how assessments are made and how they affect objective decision-making. Committee members should constructively challenge any potential implicit or explicit biases they observe in the assessment process, whether in themselves or others, to ensure fairness and promote inclusion.



Whilst it is important to ensure a fair and consistent approach is taken to evaluating excellence, the University recognises that certain metrics, such as student feedback and bibliometrics, have their limitations. Committees should, therefore, be mindful of the importance of judgement and be aware of the limitations of metrics when making their assessment. By signing the [San Francisco Declaration on Research Assessment \(DORA\)](#) the University has acknowledged that intellectual content is more important than publication metrics or the identity of a journal. Terms such as 'high quality research' or 'influential research' should be preferred to the words 'impact' and 'impactful', which may be misinterpreted as denoting 'journal-impact factor'. Committees are directed to the University's guidance on the [Responsible Use of Metrics in Research Assessment](#), and are expected to follow these principles.



It is recognised that the lines between education leadership and service are not always clear-cut and that there may be differences between disciplines. Assessments should, therefore, be made within the context of relevant disciplinary norms, taking care to avoid double-counting and ensuring that decisions are objective and clearly documented.



The University aims to be a leader in driving an inclusive and respectful culture and in promoting a positive working environment for all in its community and high standards of conduct are expected from all employees. Formal sanctions will be taken into account when assessing the applicant's suitability for progression or promotion and employees with live disciplinary warnings on file may be excluded from applying.

The Role and Responsibilities of Committee Chairs

At each stage of the process, and in addition to ensuring the business of each committee is carried out in accordance with this guidance, the Chair is required to ensure that:

- Each application is assessed against the published Assessment Criteria;
- Committee members understand that Indicators of Excellence are suggestive in nature and non-exhaustive; not all indicators will be relevant to all applicants;
- Committee members declare any conflicts of interest and agree the appropriate action to take to address them. It is recommended that in circumstances where a member has a personal relationship with an applicant, or they could be perceived to benefit from the promotion of an applicant (e.g. they are joint applicants for a research grant for which the decision is pending), they excuse themselves from the meeting for the duration of the discussion about that applicant;
- Appropriate consideration is given to any declared Contextual Factors and advice is sought from the relevant HR Business Partnering Team in advance of the meeting as appropriate;
- Appropriate consideration is given to applications where the subject area crosses School Committee boundaries (see Multidisciplinary Applications);
- Prior to concluding business, committees must review and consider the scoring of applications holistically, to ensure they have applied the scoring methodology consistently across all applications;
- The Minutes (Assessment Records) of each committee meeting are an accurate record, include the justifications for the committee's

decisions, reflect the scores awarded and are approved by each member. The Assessment Record should be a summary of the committee's assessment and the recommendation, and should not include detail on the contents of the application; and

- All necessary action is taken following approval of the Minutes.

Faculty Committee Chair

The FC Chair is expected to ensure that:

- Applications are assessed to check whether the appropriate academic office/post has been applied for (and may request a revised application to be submitted in time for consideration; such cases are exceptional and must be clearly justified).
- There is an appropriate gender balance of applications and explanations provided by the Heads of Institution are reviewed and appropriate action taken before the FC meeting; and,
- The Institutional Statement is sufficiently detailed and contains sufficient explanation.

School Committee Chair

The SC Chair is expected to ensure that they:

- Liaise, if necessary, with the Chair of any other SC to which a FC has referred an application;
- Liaise, if necessary, with the Chair of any FC that considered applications submitted to the SC.

Further Considerations of applications

Contextual Factors

The quality and impact of an applicant's performance should be assessed objectively and on the same basis as other applicants. It is also important to understand and address contextual factors by making appropriate equality-related adjustments to allow for a fair process where those who have faced these additional barriers will be considered on an even footing, although all applications that provide contextual factors will be individual, and so will be assessed on a case-by-case basis. Committees should take into account that not all careers follow a standard and uninterrupted route and all metrics should be considered in context with other factors to ensure that a balanced view is taken of the individual's overall contribution to teaching, scholarship or service.

Equality-related adjustments do not allow committees to lower the bar when assessing excellence. For example, any reduction in working time of the applicant due to contextual factors should be taken into account when judging the quality of their work or output. One way of making an appropriate adjustment would be to consider the impact of the issue on the quantity of activity undertaken. In these circumstances, committees would still require the applicant to demonstrate the same standard (quality) as other applicants in terms of the excellence of their contribution; however, the quantity of scholarly output would be adjusted. Advice about adjustments should be sought at the earliest opportunity from the relevant Lead HR Business Partner.

Committees are encouraged to take a holistic approach to the scoring of applications, taking all aspects of the application (including contextual factors) into account, before deciding on the appropriate score for each Assessment Criterion. If the committee deems it appropriate to adjust the

scores awarded in order to account for any contextual factors, they can do so. It would normally be expected that a maximum of five additional points be awarded, across both Assessment Criteria, with five being given in cases when an applicant's contribution has been severely impacted by the contextual factors described.

When providing details of Contextual Factors, applicants are advised to focus on the impact the factors have had on them and their performance since their last promotion/appointment, and not to include explicit details of the factors themselves, which may be highly sensitive. Similarly, when considering the Contextual Factors provided, committees should consider the impact of the factors on the applicant's work and achievements, rather than the details of the factors themselves.

Key differences between academics on the Teaching and Scholarship pathway and academics on the Research and Teaching pathway

Committees are reminded that the work of academics on the Teaching and Scholarship pathway is typically more intensively timetabled, with considerably higher stint levels than academics on the Research and Teaching pathway. In addition, academics on the Teaching and Scholarship pathway are not eligible for sabbatical leave.

With these differences in mind, committees are discouraged from making direct comparisons between applications from those on the different pathways, as their roles and duties are not the same.

Role profiles for academic (teaching and scholarship) positions can be found in the University's [Role Template Library](#).

Multidisciplinary Applications

Applications will ordinarily be assessed by the committees that align with the applicant's employing institution. However, if the subject area of an application crosses FC boundaries, whether or not the applicant has indicated that their application is multidisciplinary, consideration should be given to the appropriate FC to assess the application. If it is appropriate to refer the application to an alternative FC, the HR Reward Team must be notified on acp@admin.cam.ac.uk.

Once the appropriate FC has been determined, the Chair of the FC should ensure that, where appropriate, action is taken to obtain additional relevant information required to conduct a full assessment of all aspects of the application (for e.g. duties carried out in other institutions) and, if necessary, additional references.

The FC may also decide that, in the interest of fairness, additional senior academic(s) with appropriate specialised knowledge are invited as consultant(s) to attend the meeting of the committee for the consideration of the application concerned.

Examples of instances where multidisciplinary applications apply to the ACP T&S are:

- 1) An applicant is employed by one institution but also delivers teaching in another;
- 2) An applicant holds a T&S contract in more than one institution. In this example, the contracts may be on the same, or different grades. Where the grades are different, the individual will be promoted to the higher grade of both roles, in all institutions.

If appropriate, the application may also be referred for consideration to a different SC. In such cases, the FC should forward the application to the Secretary of the relevant SC(s), giving reasons and, if both committees will be assessing the applicant, a view as to which SC evaluation should be given greater weight by the VCC.

Evidence of a rising career trajectory

As referred to on page 23, applicants are expected to demonstrate a rising career trajectory in their application, and whilst applicants can provide evidence spanning their entire career, they are expected to focus principally on achievements since their last promotion/appointment to best demonstrate their rising career trajectory. It is therefore expected that committees will take greater account of an applicant's achievements since their last promotion/appointment in the assessment of the application. This is not to say earlier achievements cannot be considered, but rather it would be expected that more recent achievements would better demonstrate the applicant's continuing rising trajectory, and therefore their suitability for promotion.

An applicant's last promotion/appointment start date will be the date they started in their current role. For the purposes of promotion applications, passing probation is not a change in role. As such, applicants can include evidence of achievements during their probationary period in their promotion application.

If an applicant has been promoted through a previous ACP exercise, they can also include evidence from the year preceding their start date in their promoted position, as that period would not have been included in their previous promotion application.

Assessment of scholarship and its impact

Committees are expected to consider the impact that an applicant's scholarly activities have had on their teaching, and the relevance of their scholarship and scholarly outputs to the teaching they do for the University, and how the discipline is taught elsewhere, and the impact the resulting changes have had.

The University's Code of Practice on Freedom of Speech

In fulfilling its remit, and mindful of the University's [Code of Practice on Freedom of Speech](#) and the need to have particular regard for the importance of free speech and academic freedom within the law, Committees will consider and note any concerns about free speech or academic freedom that have arisen or might reasonably arise, including reasons why the process did not penalise an applicant for their exercise of free speech or academic freedom.

Before the committee process

After the deadline for applications, the Secretary of the FC circulates a summary list of applicants and the full documentation to each member of the FC. In advance of the FC meeting, the Chair and Secretary, in consultation with the FC members by circulation, confirms for each applicant:

- ✓ Whether the application is multidisciplinary (and if so, decides whether further information from and/or consultation with an additional person(s) is required);
- ✓ Whether any Contextual Factors have been declared (identifying what action to take and seeking advice from the relevant HR Business Partnering Teams where necessary);
- ✓ The choice of references, internal and external, that will be taken forward. FCs must consult with the applicant's Head of Institution for recommendations of appropriate referees to nominate. The FC must also check the applicant-nominated referees for suitability, i.e. that they are not a collaborator, co-author etc. The HR Reward Team requesting the reference will also include the full application (without the Contextual Factors) and refer the referee to the relevant Assessment Criteria and Indicators of Excellence;
- ✓ Where an application is a reapplication, the previous year's references should be carried forward and consideration given to updating existing references if appropriate; this would be treated as one of the references for the current exercise;
- ✓ What action may be required having reviewed the gender and ethnicity balance of the applications and seeking further information from the relevant Head of Institution as appropriate;
- ✓ The appropriate person (usually the Head of Institution but may be delegated to another senior academic officer) to provide the Institutional Statement;
- ✓ Whether information on College teaching and/or clinical/veterinary work is required (see additional details below);
- ✓ Whether the application is for the appropriate level of academic office/post (and, in exceptional cases, whether a new application for a different office/post should be submitted);
- ✓ If the applicant has made reference to their contribution to clinical work and postgraduate medical teaching and training, the Chair of the FC should request a statement from the appropriate NHS Trust to provide comment on their role and effectiveness.
- ✓ If the applicant has made reference to their contribution to clinical work including postgraduate veterinary teaching and training, the Chair of the FC should request a statement from the appropriate Clinical Manager to provide comment on their role and effectiveness.
- ✓ If an applicant requests that their College teaching or work as Director of Studies should be taken into account, the Chair of the FC should request a statement from the Senior Tutor of the College at which the member of staff has regularly undertaken the greater part of their College teaching. The Senior Tutor should be asked to provide a factual description of the scope and amount of such Teaching work, and comment on the effectiveness of the applicant's contribution.

Faculty Committee Meeting

The FC will consider all the documentation for each application and agree collectively the evaluation and scores against each of the Assessment Criteria documenting in each case whether the application for promotion is supported and the reasons for its decision. The FC should then rank the applicants in a list according to the strength of their applications and make its recommendation to the SC. The Chair of each FC should attend part of the relevant SC meeting in a non-voting capacity.

The Secretary of the FC will attend the meeting to provide advice and guidance as appropriate and, together with the Chair, oversee the fair and effective operation of the procedure. The Chair might also wish to invite the relevant Head of School (or another nominated member of the SC) as an invited observer, who then may pass any observations on to the SC.

In addition, FCs may invite additional persons to attend meetings to assist in the consideration of multidisciplinary applications, these persons are not committee members and are not entitled to vote but

the names of those invited to attend may be disclosed to applicants.

Each member of each committee has a responsibility to ensure its business is conducted in accordance with the guidance; the Chair of each committee has a particular role in this regard. Each committee member, and those attending the committee meetings, should ensure that:

- they are familiar with this guidance (the Chair will ask each member for confirmation);
- in considering the applications, they adhere to the Assessment Criteria and do not import additional considerations into their evaluations which may be construed as additional criteria;
- they treat Indicators of Excellence as being suggestive in nature and non-exhaustive; not all indicators will be relevant to all applicants;



- they are aware of their responsibilities relating to equality, diversity and inclusion, including the potential risk of unconscious bias, and have completed the appropriate training (see [Key Principles](#)) to ensure their considerations are collective, fair, impartial and evidence based;
- they consider whether any allowance should be made for Contextual Factors;
- they state any declarations of interest to enable the committee to agree appropriate action to be taken before consideration of applications;

Each committee, together with any other employees involved, is responsible for ensuring all relevant documentation and associated content is treated in the strictest of confidence.

Faculty Committee Minutes

The FC will provide a fairly and objectively worded set of minutes that:

- Confirms whether:
 - an application has been treated as multidisciplinary,
 - an application is to be referred to the SC from an FC in a different School,
 - if allowance has been made for Contextual Factors, and/or
 - if there has been a departure from the standard scoring model and if so, the reasons.
- Confirms any declarations of interest stated by committee members, and states the agreed action to address them;
- Provides a reasoned justification of the agreed evaluations and its determination of the rank order for each office/post;
- Provides a justification where high scores have been awarded that indicate an exceptional contribution; and
- Records where the committee's assessment differs from that suggested by a referee(s) and where it has either taken strong account of, or apparently disregarded, a single critical reference amongst a group of positive references.

School Committee Meeting

The SC will check that applicants have been consistently assessed across the FCs, clearly indicating in its minutes for each application any changes from the FC evaluations and the reasons, as well as whether the application for promotion is supported.

The Chair of each FC should attend part of the relevant SC meeting in a non-voting capacity to present cases and provide clarification where needed.

The relevant Lead HR Business Partner will act as Secretary, providing advice and guidance and, together with the Chair, overseeing the fair and effective operation of the procedure.

The Secretary will prepare and circulate the documentation not less than a week in advance of the meeting, including:

- an agenda;
- a copy of this guidance;
- the complete documentation for each applicant;
- comprehensive lists of all applicants for each academic office/post; and
- the approved FC Minutes including its evaluations, comments and ranking.

The full documentation received by the SC (from the FC), together with the SC's recommendations and signed Minutes should then be forwarded to the Secretary of the VCC Committee.

Applicants must **not** be informed of the outcome of the SC's evaluation or provided with feedback at this stage (see [Outcomes](#) and [Feedback](#) for further information).

School Committee Minutes

Following the meeting, the SC will provide a fairly and objectively worded set of minutes that:

- Confirms whether:
 - an application has been treated as multidisciplinary,
 - an application is to be referred to the SC from an FC in a different School,
 - if allowance has been made for Contextual Factors, and/or
 - if there has been a departure from the standard scoring model and if so, the reasons.
- Confirms any declarations of interest stated by committee members, and states the agreed action to address them;
- Provides a reasoned justification of the agreed evaluations and its determination of the rank order for each office/post, including clear reasons for any adjustment in the FC evaluations, banding, scoring. If there is complete agreement between a FC and a SC, no comment will be necessary;
- Provides a justification where high scores have been awarded that indicate an exceptional contribution;
- Records where the committee's assessment differs from that suggested by a referee(s) and where it has either taken strong account of, or apparently disregarded, a single critical reference amongst a group of positive references;
- Provides feedback statements to be shared with unsuccessful applicants. More information on the preparation of feedback statements can be found on page 48; and
- Reference may be made to comments contained in referees' statements; however, any such reference must be anonymised.

Feedback Statements

As noted above, the School Committee must prepare written feedback statements for unsuccessful applicants. The purpose of the feedback is to provide an unsuccessful applicant with a clear sense of what they would need to do in order to raise the level of their achievement to the standard required to obtain promotion in a future exercise.

Feedback statements must therefore provide clear information on the areas in which improvements are required, referring to the relevant Assessment Criteria and Indicators of Excellence, and provide practical advice on how the applicant might achieve these improvements. For example, they may suggest examples of service contributions that they would expect to see from someone at the level for which the applicant has applied.

Vice-Chancellor's Committee Meeting

The role of the Vice-Chancellor's Committee (VCC) is to moderate between the SCs to ensure that a consistent standard has been achieved for all applications. Therefore, the VCC will receive the rank order of applicants for each academic office/post and consider the documentary evidence for each applicant, deciding whether any adjustments in evaluation are necessary.

The Chairs of the SC, assisted by the respective external members, will present in turn their SC assessments, explaining for which applicants and why promotion was supported and not supported.

They will also identify any cases where the SC reached a different conclusion from the FC, and any cases in which non-standard aspects have caused difficulty. The role of the VCC is in part to moderate between the SCs to ensure that a consistent standard has been achieved.

Therefore, the VCC will consider the documented evidence in respect of each applicant and decide whether any adjustments in evaluations agreed by the FC and/or SC are necessary.

If there is complete agreement with previous committee evaluations, banding and scorings, no further comment is necessary; however, where there is not complete agreement further comments must be recorded. Reference may be made in the Minutes to comments contained in referees' statements but will be anonymised.

The VCC will then make its recommendations to the GB concerning applicants that should be successful. The GB receives these recommendations and confirms the cases for promotion.

Vice-Chancellor's Committee Documentation

The Secretary will circulate the documentation for the meeting electronically in good time in advance of the meeting. The documentation should comprise:

- an agenda;
- a copy of this guidance;
- the complete documentation for each applicant from the SCs;
- signed Minutes of the SC and FC with summary lists of evaluations and rankings agreed by the SC for all applicants in relation to each academic office/post applied to.

Outcomes and Decision of the General Board

The GB will receive the recommendations from the VCC no later than the date specified in the [Timetable](#) and will meet to assess the recommendations from the VCC and make its decision on the outcome of each application. All applications for promotion will be provided to the General Board for approval, and the University will approve applications for (Teaching) Professorships (Grades 11 and 12) by Grace, following publication of a Report of the GB (the GB's Report will usually list, for information, all successful promotions in that year's exercise).

Following the GB meeting, each applicant, Head of Institution and Chair of FC/SC will be informed of the outcome of their respective applications simultaneously by email.

The GB, at its discretion and with the continued input and support of the academic community, may make changes to this guidance as it deems necessary, provided those changes are in line with the Key Principles and made, in the light of experience, for the effective running of future exercises. Recording of statistical and equality of opportunity data relating to the exercise will be produced by the Human Resources Division.



Assessment Criteria

This section sets out the promotion criteria for the ACP T&S processes, which apply to all academic (teaching & scholarship) employees. The Assessment Criteria for each academic office/post 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), whether engaged as an employee or a worker at the University, in relation to teaching but not from institutions external to the University.
- **Scholarship:** Account may be taken of evidence in relation to scholarship, regardless of where it has been undertaken.
- **Service:** Evidence of contribution to the applicant's subject other than in teaching and scholarship may also include contributions made outside the University.

The generic 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 guidance 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.

The Assessment Criteria and Indicators of Excellence are set out as two separate schemes below:

- Scheme A for those on Grade 9 and above;
- Scheme B for those on Grades 6 to 8, including criteria for promotion to Grade 9.

Scheme A

Scheme A is for those academic (teaching & scholarship) employees on Grades 9 and above. (Senior) Teaching Associates on Grades 6, 7 and 8 are catered for by Scheme B. Scheme A consists of a promotion scheme to progress from Grade 9 to Grades 10, 11, 12 and Clinical (Teaching) Professor.

A1.0 Criteria

Excellence is expected of all employees, and the purpose of the promotions system is to recognise outstanding contributions and celebrate teaching and scholarship achievements. Assessment is based on contributions in teaching and scholarship and service to the University and to the academic community.

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.

For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

A1.1 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.

At this level a contribution to postgraduate as well as undergraduate education is desirable. 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.

Any research conducted by the applicants and referenced in their applications should be considered as evidence of their scholarship.

A1.2 Service Criterion

An applicant seeking promotion on the Teaching & Scholarship career path 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. Evidence of contributions in College may also be recognised as contributing service to the wider University.

A1.3 Additional expectations for promotion to Grades 11 and 12, and Clinical (Teaching) Professor

Progression to Grade 11 and Grade 12 and Clinical (Teaching) Professor involves a broadening of the contribution to education from excellence in teaching practice, to an increasingly significant contribution to the organisation and management of departmental education and student support activity, leadership in educational transformation (including curricula and assessment, pedagogy and innovative use of technology enhanced learning), research relevant to subject knowledge in the discipline and/or of relevance to education in the discipline; and strategic involvement in education matters at Faculty/Department and University wide level.

A national/international reputation would be expected for promotion to Grade 11, Grade 12 or Clinical (Teaching) Professor.

A1.5 Criteria for Promotion to Grades 10, 11, 12 and Clinical (Teaching) Professor

The table below contains the Teaching & Scholarship and Service criteria for promotion to Grade 10, Grade 11, Grade 12 and Clinical (Teaching) Professor, specifying how many need to be evidenced, and weightings to be applied, as further explained in the section on performance descriptors and scoring below. Academic (teaching & scholarship) staff are expected to contribute significantly to excellence in teaching, learning and assessment and it is therefore expected that all will evidence fulfilment of T&S criteria 1 and 2 as well as 3 and/or 4, as well as the Service criterion.

SCHEME A CRITERIA				
		Grade 10	Grade 11	Grade 12 or Clinical (Teaching) Professor
Core weighting requirements:	T&S: Service:	At least three (80%) Yes (20%)	At least three (70%) Yes (30%)	At least three (70%) Yes (30%)
Alternative weighting requirements:	T&S: Service:	At least three (70%) Yes (30%)	At least three (60%) Yes (40%)	At least three (60%) Yes (40%)
Teaching and Scholarship	1	Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.	Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.	
	2	A significant contribution to curriculum development and enhancement, informed by scholarship.	Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship.	
	3	A strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.	A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.	
	4	An effective contribution to strategic or developmental initiatives at University level and beyond.	Significant contribution to strategic or developmental education initiatives at disciplinary, Faculty, University, sector and national/international levels.	Effective leadership of strategic or developmental education initiatives at University, national or international levels.

Service to the Academic University		A consistent effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	A significant contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	A significant contribution of service and leadership to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.
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Applicants for promotion will need to evidence sustained excellence in relation to these criteria.

University Associate Professors and Associate Teaching Professors appointed at Grade 9 who have been confirmed in post following a successful probationary period will need to evidence the contribution made since the end of their probationary period when applying for promotion to Grade 10. However, for the purposes of promotion applications, passing probation is not a change in role. As such, applicants can include evidence of achievements during their probationary period in their promotion application.

University Associate Professors and Associate Teaching Professors who have already been successfully promoted (e.g. to Grade 9, in accordance with Scheme B) and are now seeking promotion to a higher grade will need to evidence the contribution made since their previous promotion and which builds on previous contribution.

For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

A2.0 Example Indicators of Excellence and Impact

Examples are provided below of the kinds of Indicators of Excellence which applicants 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. Applicants for promotion should 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 applicant's role profile or to [generic Academic \(Teaching & Scholarship\) role profiles](#) for the relevant grade. Evidence of an increasing level of responsibility/leadership is expected to be evidenced, the higher the level of promotion being sought. A contribution at national/international level and a national/international reputation are expected for promotion to (Teaching) Professorships at Grades 11 and 12, and Clinical (Teaching) Professorships.

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 around generic criterion headings. Reference will need to be made to the criterion descriptor for the appropriate level specified in the table at A1.5 above.

A2.1: Example Indicators in relation to Teaching and Scholarship criteria

CRITERION 1: Delivery of excellent research-informed and intellectually challenging teaching	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices, with evidence of effectiveness • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • (Significant) contribution to the content and marking of examinations and other assessment tools • Evidence of continued improvement in own teaching practice driven by student and peer review of teaching feedback • Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research • 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 communication skills or professionalism, and would be expected to be involved in the creation and/or delivery of assessments 	<ul style="list-style-type: none"> • 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 • Positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • (Significant) contribution to internal teaching reviews • Recognition by their institution and/or by students of their excellence in teaching. • Nomination for the award of a prize for teaching • Demonstration of the use of evidence-informed approaches to enhance student learning • Demonstrable impact from role-modelling good teaching and learning practice to others • Consistently successful outcomes from supervision of undergraduate and/or graduate projects or dissertations
In addition, for promotion to Grades 11 and 12 and Clinical (Teaching) Professorships	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • Significant contribution to the organisation and management of departmental educational provision and student support activity • Successful leadership of multidisciplinary teaching programmes involving other departments 	<ul style="list-style-type: none"> • Evidence of excellence in teaching and/or innovative practice, which has greatly enhanced and/or changed the nature of learning and teaching in the applicant's field and has had an impact on the University's reputation for teaching excellence internationally

CRITERION 2: Contribution to curriculum development and enhancement	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • (Leadership) of revision and updating of course content, ensuring it is research-informed • (Leadership in) development, revision and updating course design ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Design and review of assessment methods and tools, informed by best practice and in line with research and strategic drivers • Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes 	<ul style="list-style-type: none"> • Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Proactive (leading) compliance with quality assurance regulations and any accreditation requirements (Leadership) in embedding of practice-oriented perspectives developed in professional contexts into taught provision • Significant (leading) contribution to multidisciplinary initiatives
In addition, for promotion to Grades 11 and 12 and Clinical (Teaching) Professorships	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • Leadership in educational transformation within/beyond own discipline / sector • Evidence of embedding relevant literature or theory and/or best practice from other HEIs nationally/internationally into educational design • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience • Impact on curriculum development & enhancement beyond own department or discipline 	<ul style="list-style-type: none"> • Leadership of programme review (e.g. Tripos, MPhil, MSt, lifelong learning / exec ed) • Design of new programme (e.g. Tripos, MPhil, MSt, lifelong learning / exec ed) • Participation in curriculum / quality review at other Universities (national and international) with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review

CRITERION 3: Track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment
Generic Indicators of Excellence and/or impact

- | | |
|--|--|
| <ul style="list-style-type: none"> • Sustained engagement in CPD activities with demonstrable impact on practice within the discipline and beyond • Well received delivery of CPD and other forms of professional training including for early career academic staff • Evidence of scholarly evaluation of programmes and courses applied to developments in higher education and beyond • Sharing and promoting good practice within and beyond the University through well-regarded contributions to Teaching & Learning webpages, blogs, social media etc • Participation in debate/dialogue on teaching with the wider (higher) education community • External recognition of teaching/subject expertise through invitations to disseminate practices and scholarship externally • Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula beyond the University • Sustained track record of development of high quality open educational resources which are adopted within and beyond the University • A significant contribution (e.g. as lead/sole author) to publications (including books/text books) which enhance knowledge in the discipline and/or are exploited in teaching of the discipline in Higher Education or in other sectors, or in professional/training contexts • Published online teaching or learning materials (i.e. either for exploitation by educators or directly by students/learners) which teach aspects of the subject matter/discipline, whether for Higher Education or in other sectors, or in professional/training contexts | <ul style="list-style-type: none"> • Dissemination of scholarship in the subject and/or teaching and learning case studies / action research in conference/workshop presentations • Invitations to speak at conferences/deliver keynotes based on reputation in the field • Publications record in relevant journals, books or edited collections evidencing scholarship in / about the discipline • Original research of an applied nature, for example pedagogic research into ways of teaching a particular subject/discipline, which may or may not be derived from applied research into one's own practice of teaching in Higher Education • Roles as editor/peer reviewer • Press coverage of the applicant's scholarship or activities • Contributions in a variety of media on strategic issues related to teaching and learning of the discipline, or in relation to public understanding of the discipline • Impactful engagement with professional practice contexts in the development of teaching/course design & content • An evidence-based influence on best practice in a professional context relevant to the applicant's discipline • Achievement of qualifications / professional accreditation as relevant (e.g. Senior/Principal Fellowship of HEA; Membership/Fellowship of relevant professional body; MEd; EdD; PGCHE) |
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In addition, for promotion to Grades 11 and 12, and Clinical (Teaching) Professorships
Generic Indicators of Excellence and/or impact

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|---|---|
| <ul style="list-style-type: none"> • Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula • Evidence of influencing practice in their field of expertise nationally/internationally • National/international conference papers | <ul style="list-style-type: none"> • International publication / editorial track record • Reputation nationally/internationally as an expert in their field • Scholarship-driven influence on government / public policy / professional bodies • National/international reputation as a leading expert in their field |
|---|---|

CRITERION 4: Contribution to strategic or developmental initiatives*Generic Indicators of Excellence and/or impact*

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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) • Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals • (Leading) contribution to the development and delivery of Department, Faculty and/or College activities which promote diversity, inclusion, widening participation and/or internationalisation • (Leading) development and delivery of initiatives related to employability | <ul style="list-style-type: none"> • (Leading) contribution to strategic initiatives related to the discipline/subject area in collaboration with other HE and/or non-HE institutions • (Leading) development of external partnerships or networks for strategic purposes • Contribution to strategic initiatives involving related professional bodies / national associations • Contribution to public engagement initiatives related to the study of the discipline • Track record in securing internal or external funding for teaching and learning development projects • Strategic contribution to the discipline within a College context |
|---|---|

In addition, for promotion to Grades 11 and 12, and Clinical (Teaching) Professorships*Generic Indicators of Excellence and/or impact*

- | | |
|--|--|
| <ul style="list-style-type: none"> • Significant contribution to leadership in education within the Faculty/Department and/or the University • Contribution to the governance and/or strategic direction of educational provision within the University • An impact on the University's reputation in education within the wider community / sector • A strategic role in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration • Contribution to national/international strategic education-related initiatives | <ul style="list-style-type: none"> • Acting as a national and international champion for the discipline and/or for education reform or innovation • Nationally / internationally respected provider of leading discipline / educational advice to government bodies or other large organisations with impact on policy and practice • Significant contribution to relevant national/ international committees, associations or professional bodies • Track record in securing philanthropic donations for strategic purposes • Influence on strategic developments in the teaching of the subject beyond the University, nationally/internationally |
|--|--|

A2.2: Example Indicators in relation to service contribution

CRITERION: Service to the University and wider academic community	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • Effective contribution to the work of committees / working groups at Departmental / Faculty / University level • Convening of relevant groups or networks to achieve specific goals • A significant contribution to the administration of assessment procedures, including examinations • (Leading) contribution to equality, diversity, inclusion activity • Leading role in devising/delivering widening participation and/or other outreach initiatives • Promotion of cross-disciplinary collaboration and knowledge sharing • Significant role in cross-HEI projects and initiatives, including as a project lead or convenor 	<ul style="list-style-type: none"> • Creation of a positive working environment acting as a positive role model in promoting the University's value of mutual respect • Successful management, coaching or mentoring of other staff • Positive contribution to staff development and review • Fostering of strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining / membership of review panels) • Service on and/or chairing of external committees / reviews / policy reviews • Service on national bodies/committees representing the discipline
In addition, for promotion to Grades 11 and 12, and Clinical (Teaching) Professorships	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • Effective in a senior leadership or administrative role in Department / Faculty / School • Line manager of colleagues with evidence of impact on their career development • Evidence of personal impact in leading, motivating and developing colleagues • Leadership to establish a mentoring and sponsoring culture within a Faculty/Department • Promotion of effective use of the Staff Review and Development Scheme 	<ul style="list-style-type: none"> • Effective contribution to demanding Faculty / University committees or other bodies • Significant and sustained personal contribution to the collegiate running and strategic direction of the University • Leading/serving on national and/or international bodies/boards/associations representing the discipline or chairing special interest groups at international levels • Advisor to national/international governmental or other policy bodies • External examining nationally/internationally • Significant contribution to Higher Education more widely

A3.0 Performance Descriptors and Scoring

In evaluating applications, committees will expect to see a rising career trajectory, particularly with regard to scholarship and contribution to the discipline for promotion to Professorships (Grades 11 and 12) and Clinical (Teaching) Professorships. When reviewing applications, committees can consider evidence spanning an applicant's entire career, although particular focus should be given to their achievements since their last promotion/appointment.

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.

A3.1 Scoring (Teaching) Professorships (Grades 11 and 12) and Clinical (Teaching) Professorships

Applicants for promotion to (Clinical) (Teaching) Professorships will be assessed against the following evaluative criteria and scoring methodology:

- Teaching & Scholarship (70/100);
- Service to the University and the Academic Community (30/100).

However, in recognition of the different contexts and roles held by academic (teaching & scholarship) staff in different institutions with other opportunities to contribute, an alternative weighting is also available for which a *clear rationale* would be needed. More information can be found in the section "Departure from the Standard Scoring Model" (page 75). The alternative scoring methodology is:

- Teaching & Scholarship (60/100);
- Service to the University and the Academic Community (40/100).

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

Performance descriptor (banding)	Scoring models			
	Core weighting (70/30)		Alternative weighting (60/40)	
	Teaching & Scholarship	Service to the University & Academic Community	Teaching & Scholarship	Service to the University & Academic Community
Outstanding Evidence*	49 - 70	21 - 30	41 - 60	27 - 40
Strong Evidence**	30 - 48	13 - 20	25 - 40	17 - 26
Moderate Evidence	15 - 29	7 - 12	13 - 24	9 - 16
Insufficient/Unclear Evidence	8 - 14	4 - 6	7 - 12	5 - 8
Clearly Unsatisfactory	1 - 7	1 - 3	1 - 6	1 - 4

* A score in the Outstanding Evidence banding would be expected for applications which demonstrate the applicant has delivered exceptional accomplishments, demonstrated in their achievement of the Assessment Criteria.

** A score in the Strong Evidence banding would be expected for applications which demonstrate the applicant has exceeded expectations, demonstrated in their achievement of the Assessment Criteria.

A3.2 Scoring University Associate Professors and Associate Teaching Professorships

Progression to University Associate Professor and Associate Teaching Professor (Grade 10) is determined by reference to the scoring scheme for promotion to (Teaching) Professor but adapted to reflect the fact that the balance between teaching and scholarship and service can shift in different directions over the course of an individual's career.

Applicants for promotion to University Associate Professor and Associate Teaching Professor (Grade 10) will be assessed against the following evaluative criteria and scoring methodology:

- Teaching & Scholarship (80/100);
- Service to the University and the Academic Community (20/100).

However, in recognition of the different contexts and roles held by academic (teaching & scholarship) staff in different institutions with other opportunities to contribute, an alternative weighting is also available for which a *clear rationale* would be needed. More information can be found in the section "Departure from the Standard Scoring Model" (page 75). The alternative scoring methodology is:

- Teaching & Scholarship (70/100);
- Service to the University and the Academic Community (30/100).

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

Performance descriptor (banding)	Scoring models			
	Core weighting (80/20)		Alternative weighting (70/30)	
	Teaching & Scholarship	Service to the University & Academic Community	Teaching & Scholarship	Service to the University & Academic Community
Outstanding Evidence*	53 – 80	15 – 20	49 – 70	21 – 30
Strong Evidence**	32 – 52	10 – 14	30 – 48	13 – 20
Clear Evidence	16 – 31	5 – 9	15 – 29	7 – 12
Insufficient/Unclear Evidence	9 – 15	3 – 4	8 – 14	4 – 6
Clearly Unsatisfactory	1 – 8	1 – 2	1 – 7	1 – 3

* A score in the Outstanding Evidence banding would be expected for applications which demonstrate the applicant has delivered exceptional accomplishments, demonstrated in their achievement of the Assessment Criteria.

** A score in the Strong Evidence banding would be expected for applications which demonstrate the applicant has exceeded expectations, demonstrated in their achievement of the Assessment Criteria.

Scheme B

Scheme B is for Senior Teaching Associates and Teaching Associates on Grades 6, 7 and 8. Academic (teaching & scholarship) staff on Grades 9 and above are catered for by Scheme A.

Scheme B provides a mechanism for promotion to a higher grade:

- Recognising a contribution which goes above and beyond the breadth and depth of the underlying role, in respect of excellence in Teaching & Scholarship and, where relevant, Service.

B1.0 Criteria

Excellence is expected of all employees and the purpose of the promotions system is to recognise outstanding contributions and celebrate teaching and scholarship achievements. Assessment is based on contributions in teaching and scholarship and service to the University and to the academic community.

All applicants for promotion are expected to share and role model the University's values in promoting collegiality and mutual respect. For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

B1.1 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.

Any research conducted by the applicants and referenced in their applications should be considered as evidence of their scholarship.

B1.2 Service Criterion

An applicant seeking promotion on the Teaching & Scholarship career pathway is required to show an effective service contribution. [Note that this is not a compulsory requirement for promotion to Grade 7 unless the alternative weighting outlined below 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.

B1.4 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, and outlining the weightings which are explained further in the section on performance descriptors and scoring below.

- Academic (teaching & scholarship) staff are expected to contribute significantly to excellence in teaching, learning and assessment and it is therefore expected that all will evidence fulfilment of T&S criteria 1 and 2 as well as 3 and/or 4.
- Applicants for promotion will 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 a higher grade will need to evidence the contribution made since their previous promotion and which builds on previous contribution.

SCHEME B CRITERIA				
		Grade 7	Grade 8	Grade 9
Core weighting requirements:	T&S: Service:	All (100%) No (0%)	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)
Alternative weighting requirements:	T&S: Service:	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)	At least three (70%) Yes (30%)
Teaching and Scholarship	1	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and plays an important role in, and influences teaching activity	Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity
	2	An effective contribution to curriculum development and enhancement	An effective and influential contribution to curriculum development and enhancement	An effective and influential 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	
Service to the Academic University		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

B2.0 Example Indicators of Excellence and Impact

Examples are provided below of the kinds of Indicators of Excellence which applicants 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 applicant'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.

B2.1: Example Indicators in relation to Teaching and Scholarship Criteria

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

CRITERION 2: Contribution to curriculum development and enhancement
Generic Indicators of Excellence and/or impact

- | | |
|--|---|
| <ul style="list-style-type: none"> • Revision and updating of course content, ensuring it is research-informed • 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 • Contribution to the design and content of assessment tools (including exams) • Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes | <ul style="list-style-type: none"> • Evidence of the implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Proactive compliance with quality standards, regulations and any accreditation requirements. • Revision of assessment methods informed by best practice • Embedding of practice-oriented perspectives developed in professional contexts into taught provision • Contribution to multidisciplinary initiatives |
|--|---|

CRITERION 3: Scholarship in the discipline and/or related to the development of good practice in teaching and learning

Generic Indicators of Excellence and/or impact

- Sustained engagement in CPD activities with demonstrable impact on own practice
- Delivery of CPD and other forms of professional training to peers
- Sharing of good practice at disciplinary or multidisciplinary levels, including contributions to Teaching & Learning webpages, blogs, social media etc
- Exchange of teaching experiences and ideas with colleagues and the wider higher education community
- External recognition of excellent teaching, invitations to join working groups/ projects etc., keynote speeches, etc.
- Effective participation in external working groups/projects etc
- Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula
- Development of open educational resources which are adopted within and beyond the Department/Faculty
- Contribution to publications (including books/textbooks) which enhance knowledge in the discipline and/or are used in teaching of the discipline
- Dissemination of scholarship in the subject and/or teaching and learning case studies / action research in conference/workshop presentations
- Dissemination of the outcomes of own scholarship through publications in relevant journals/edited collections
- Other contributions to relevant peer reviewed publications (e.g. as reviewer)
- Effective engagement with professional practice contexts in the development of own teaching
- Influence on the development of best practice in a professional context relevant to the applicant's discipline.
- Achievement of qualifications / professional accreditation as relevant (e.g. Fellowship of HEA; Membership/Fellowship of relevant professional body; MED; PGCHE)

CRITERION 4: Participation in strategic or developmental initiatives

Generic Indicators of Excellence and/or impact

- 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)
- Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals
- Contribution to Department, Faculty or College activities which promote diversity, inclusion, widening participation and/or internationalisation
- Contribution to employability initiatives
- Participation in strategic initiatives related to the discipline/subject area with other HE and/or non-HE institutions
- Participation in collaborative partnerships for the development of excellence in Teaching, Learning and Assessment
- Contribution to public engagement initiatives related to the study of the discipline
- Success in securing funding for teaching and learning development/innovation projects
- Significant contribution to the discipline within a College context

B2.2: Example Indicators in relation to service contribution

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

B3.0 Performance Descriptors and Scoring

In evaluating applications, committees will expect to see a rising career trajectory. When reviewing applications, committees can consider evidence spanning an applicant's entire career, although particular focus should be given to their achievements since their last promotion/appointment. 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.

B3.1 Scoring Associate (Teaching) Professorships (Grade 9)

Progression to Associate (Teaching) Professor (Grade 9) is determined by reference to the scoring scheme for promotion to Associate (Teaching) Professor (Grade 10) in Scheme A.

Applicants for promotion to Associate (Teaching) Professor (Grade 9) will be assessed against the following evaluative criteria and scoring methodology:

- Teaching & Scholarship (80/100);
- Service to the University and the Academic Community (20/100).

However, in recognition of the different contexts and roles held by academic (teaching & scholarship) employees in different institutions with other opportunities to contribute, an alternative weighting is also available for which a *clear rationale* would be needed. More information can be found in the section "Departure from the Standard Scoring Model" (page 75). The alternative scoring methodology is:

- Teaching & Scholarship (70/100);
- Service to the University and the Academic Community (30/100).

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

Scoring Models for Associate (Teaching) Professorships (Grade 9)				
Performance descriptor (banding)	Core weighting 80/20		Alternative weighting 70/30	
	Teaching & Scholarship	Service to the University & Academic Community	Teaching & Scholarship	Service to the University & Academic Community
Outstanding Evidence*	53 - 80	15 - 20	49-70	21-30
Strong Evidence**	32 - 52	10 - 14	30-48	13-20
Moderate Evidence	16 - 31	5 - 9	15-29	7-12
Insufficient/Unclear Evidence	9 - 15	3 - 4	8-14	4-6
Clearly Unsatisfactory	1 - 8	1 - 2	1-7	1-3

*A score in the Outstanding Evidence banding would be expected for applications which demonstrate the applicant has delivered exceptional accomplishments, demonstrated in their achievement of the Assessment Criteria.

**A score in the Strong Evidence banding would be expected for applications which demonstrate the applicant has exceeded expectations, demonstrated in their achievement of the Assessment Criteria.

B3.2 Scoring Senior Teaching Associates (Grade 8)

Progression to Senior Teaching Associate (Grade 8) is informed by the system in Scheme A.

Applicants for promotion to Senior Teaching Associate (Grade 8) will be assessed against the following evaluative criteria and scoring methodology:

- Teaching & Scholarship (90/100);
- Service to the University and the Academic Community (10/100).

However, in recognition of the different contexts and roles held by academic (teaching & scholarship) employees in different institutions with other opportunities to contribute, an alternative weighting is also available for which a *clear rationale* would be needed. More information can be found in the section “Departure from the Standard Scoring Model” (page 75). The alternative scoring methodology is:

- Teaching & Scholarship (80/100);
- Service to the University and the Academic Community (20/100).

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

Scoring Models for Senior Teaching Associates (Grade 8)				
Performance descriptor (banding)	Core weighting (90/10)		Alternative weighting (80/20)	
	Teaching & Scholarship	Service to the University & Academic Community	Teaching & Scholarship	Service to the University & Academic Community
Outstanding Evidence*	58 - 90	9 - 10	53 - 80	15 - 20
Strong Evidence**	35 - 57	7 - 8	32 - 52	10 - 14
Moderate Evidence	18 - 34	5 - 6	16 - 31	5 - 9
Insufficient/Unclear Evidence	9 - 17	3 - 4	9 - 15	3 - 4
Clearly Unsatisfactory	1 - 8	1 - 2	1 - 8	1 - 2

* A score in the Outstanding Evidence banding would be expected for applications which demonstrate the applicant has delivered exceptional accomplishments, demonstrated in their achievement of the Assessment Criteria.

** A score in the Strong Evidence banding would be expected for applications which demonstrate the applicant has exceeded expectations, demonstrated in their achievement of the Assessment Criteria.

B3.3 Scoring Teaching Associates (Grade 7)

Progression to Teaching Associate (Grade 7) is informed by the system in Scheme A.

Applicants for promotion to Teaching Associate (Grade 7) will be assessed against the following evaluative criteria and scoring methodology, which accounts for the fact that few Grade 6 Teaching Associates may have the opportunity to fulfil the Service criterion in fulfilment of their roles:

- Teaching & Scholarship (100);

However, in recognition of the different contexts and roles held by academic (teaching & scholarship) employees in different institutions with other opportunities to contribute, an alternative weighting is also available for which a *clear rationale* would be needed. More information can be found in the section “Departure from the Standard Scoring Model” (page 75). The alternative scoring methodology is:

- Teaching & Scholarship (90/100);
- Service to the University and the Academic Community (10/100).

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

Scoring Models for Teaching Associates (Grade 7)				
Performance descriptor (banding)	Core weighting (100)		Alternative weighting (90/10)	
	Teaching & Scholarship	Service to the University & Academic Community	Teaching & Scholarship	Service to the University & Academic Community
Outstanding Evidence*	68 – 100	/	58 - 90	9 - 10
Strong Evidence**	43 - 67	/	35 - 57	7 - 8
Moderate Evidence	22 – 42	/	18 - 34	5 - 6
Insufficient/Unclear Evidence	11 - 21	/	9 - 17	3 - 4
Clearly Unsatisfactory	1 - 10	/	1 - 8	1 - 2

* A score in the Outstanding Evidence banding would be expected for applications which demonstrate the applicant has delivered exceptional accomplishments, demonstrated in their achievement of the Assessment Criteria.

** A score in the Strong Evidence banding would be expected for applications which demonstrate the applicant has exceeded expectations, demonstrated in their achievement of the Assessment Criteria.

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 both evaluative criteria; therefore, any committee awarding such high scores is expected to include a justification in the minutes of their meeting.

Scoring Teaching and Scholarship 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 an academic (teaching & scholarship) post holder is undertaking a standard amount of teaching in a satisfactory way, a mid-range score would be appropriate. Many teaching staff 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 of academic (teaching & scholarship) staff on the grade currently held and merits a score substantially higher or lower than the standard expected, detailed evidence must be provided.

All academic (teaching & scholarship) staff are expected to be able to evidence criteria 1 and 2 as relevant to each stage of progression as specified in Schemes A and B respectively, with scoring reflecting the quality and quantity of contribution. The award of a very high score therefore indicates that the applicant is making an exceptional contribution in several aspects of teaching. The nature of that exceptional contribution should be addressed in the 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.

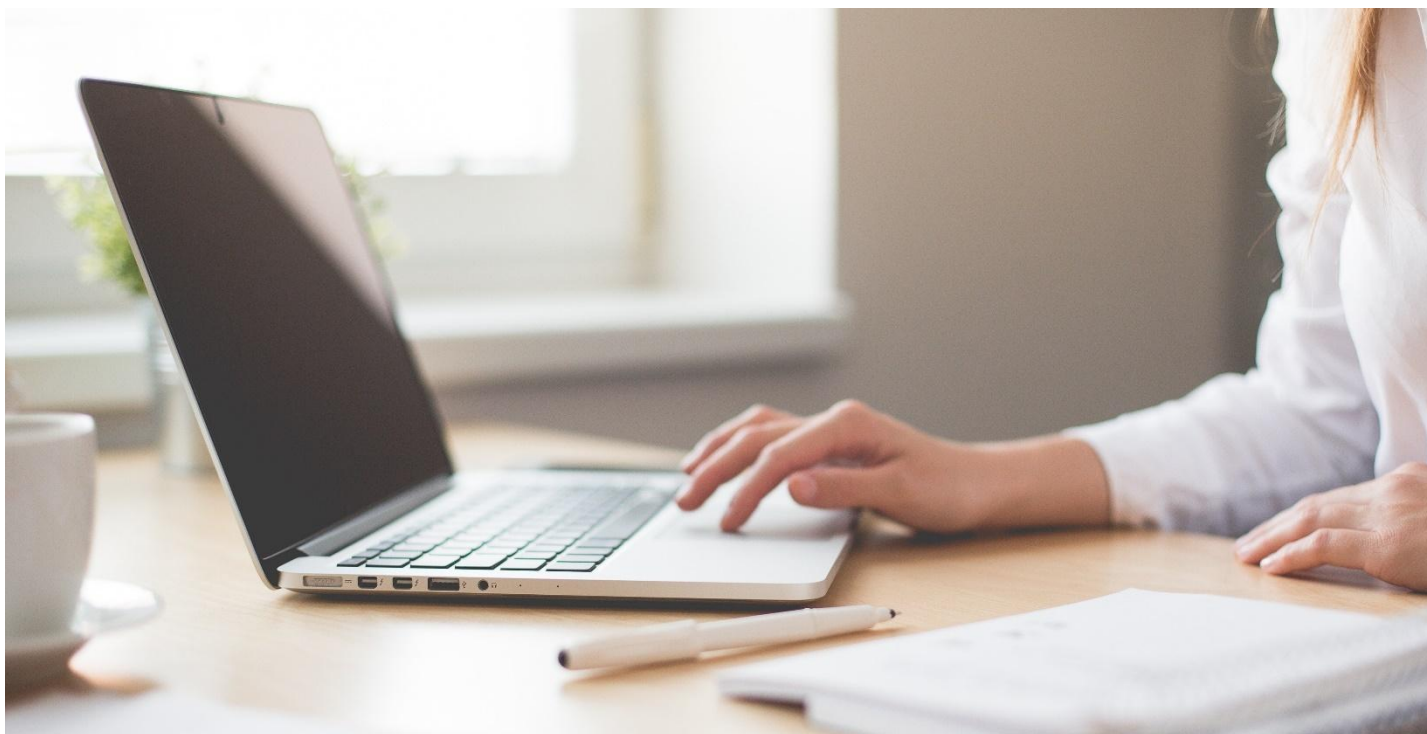
Furthermore, that teaching is expected to benefit considerably from relevant scholarship in the discipline or applied to its delivery (criterion 3) and/or the applicant will be expected to evidence significant contributions to developmental or strategic initiatives (criterion 4). Thus, even excellent teaching and a major contribution to curriculum redesign without evidence of such contributions would not warrant scores in the highest banding.

Committees may find it helpful when scoring Teaching and Scholarship contribution to apportion the full score evenly between the four criteria, and then score achievement against each of the criterion individually. The sum of the four criterion-based scores would then be the overall score for Teaching and Scholarship.

Only teaching conducted at the University of Cambridge/its Colleges can be considered as part of an application for promotion.

Scoring Service to the University and the Academic Community

For a standard service 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.



Departure from the Standard Scoring Model

As shown in the scoring section for each role, alternative scoring models are available for use, in recognition of the different contexts and roles held by academic (teaching and scholarship) employees in different institutions.

An example of when this may be appropriate is when an applicant has had a larger service commitment than would normally be expected.

Where deemed appropriate, the Head of Institution may propose an alternative scoring model in their Institutional Statement for an applicant, setting out the reasons for the proposed exception, for the Faculty Committee to consider. FCs may also consider this, even if not proposed in the Institutional Statement. The FC must record the reasons for their decision on the appropriate scoring model to use in the applicant's assessment record.

Scoring applications from those working part-time hours

It is important to consider an applicant's contracted hours when assessing a promotion application. Those working part-time hours may deliver fewer hours of teaching, or have less time to contribute to activities considered as service. In these circumstances, an applicant's contribution should be considered proportionally, based on their contracted hours. It is also important to note that the same quality of contribution to teaching, scholarship and service are expected regardless of the applicant's working hours, but the expectations in terms of quantity or volume of output should be pro-rated to reflect their part-time hours.

Where appropriate, committees may consider departing from the standard scoring model for applicants who work part-time.

No carry forward

Any score received, whether against a particular criterion or as a total score, only applies to the ACP T&S exercise 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 T&S exercise 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.

Feedback

The purpose of feedback is to provide an unsuccessful applicant with a clear sense of what they would need to do in order to raise the level of their achievement to the standard required to obtain promotion in a future exercise. Every attempt should be made to provide feedback that is helpful and constructive. See the [Timetable](#) for the provision of feedback and the lodging of Appeals.

After the General Board (GB) has met and agreed the outcome of each application, Heads of Institution will be informed of the outcomes of applications in their institution. Details of the feedback process will be provided to those with unsuccessful applicants in their institution.

Unsuccessful applicants must be offered the following by their Head of Institution as part of the feedback process:

- **Written feedback:** a copy of the feedback statement prepared by the relevant SC for the applicant. Applicants must also be informed that they can also request a copy of their Assessment Record completed by the FC and SC, along with a copy of the Institutional Statement, and copies of References where referees have agreed to the release in line with data protection legislation. Applicants can request this by contacting the HR Reward Team (acp@admin.cam.ac.uk);
- **Verbal feedback (feedback meeting):** a meeting in person, so that the Head of Institution can

provide constructive, verbal feedback. Please see below for guidance on how to prepare for these meetings.

Note: there may be circumstances in which it is appropriate for someone other than the Head of Institution to provide feedback to an unsuccessful applicant, for example the Head of School, or a senior colleague who previously provided mentoring or other support to the applicant.

Prior to the feedback meeting

In order to prepare for a feedback meeting, Heads of Institution must meet with the relevant Chairs of the FC and SC, to discuss the reasons for unsuccessful applications. Heads of Institution may also wish to discuss the feedback with the Head of School, prior to meeting with the unsuccessful applicant.

All parties are asked to be mindful of the sensitivities involved in providing feedback and to allow reasonable time for the feedback process to enable the applicants concerned to fully consider the information provided.

The applicant should be reminded that each ACP R&T exercise, and therefore the associated score, is an in-year process only.

Unsuccessful applicants have the right to lodge an appeal against the decision of the Vice-Chancellor's Committee (VCC). Please see the Appeals section for more information on the appeals process.

Feedback Summary – information provided to the HOI



Specific comments relating to the unsuccessful applicant's application.



Statistical data to help convey a sense of the standard that must be reached in future exercises.



The applicant's overall score, score breakdown, and ranking.

Appeals

The timetable for the provision of the lodging of appeals is specified in the [Timetable](#). Appeals may be made only on the grounds of an alleged material defect in the application of the procedure or in the documentation which was not prepared by the applicant and was used by committees which have considered the appellant's application. For example, where it is alleged that the documentation placed before a committee(s) was incomplete, or where it is alleged that a committee(s) must have overlooked or misapprehended a significant fact.

ACP T&S applicants have the right to lodge an appeal against the decision of the Vice-Chancellor's Committee (VCC). **Appeals must be made in writing, addressed to the Secretary of the Appeals Committee (AC) and sent to ACP@admin.cam.ac.uk by the date specified in the [Timetable](#)** and give clearly the reasons on which the appeal is grounded.

The Role and Membership of the Appeals Committee (AC)

The role of the AC is limited to considering whether or not procedural fairness has prevailed in the consideration of an application. Accordingly, an appeal will **not** be a re-hearing or a general review of the application. The consideration of the AC will be confined to the issues raised in the grounds of the appeal. The AC will not consider fresh evidence in support of the appellant's application unless it relates to a fault in the application of the procedure of a committee or in the documentation.

The General Board (GB) will appoint an AC to consider appeals after the VCC has made its recommendations to the GB and these have been communicated to the applicants. The committee will consist of a Chair and four other members, and each member should be

present at the meeting(s). If there are circumstances where this is not reasonably practicable, the quorum necessary to reach a substantive decision will be a simple majority of the members, i.e. three.

Key Principles of the AC

- Members must not be eligible to apply for promotion under that year's exercise;
- A member may not take part in the consideration of a particular applicant's appeal if they were a member of a committee which considered an appellant's application in that year's exercise;
- Any declarations of interest must be stated by committee members, and agreed actions to address them must be documented in the minutes;
- All persons involved in the process and in the consideration of applications should exercise impartiality and fairness and be seen to do so;
- If the Chair of the Appeals Committee withdraws for the whole or part of a meeting, the committee shall appoint a Chair to act in their absence;
- The Head of Reward will act as the Secretary; and
- Meetings may take place in person and/or by videoconference.

Procedure of the Appeals Committee

The AC will receive a copy of this guidance and the following documentation in respect of each appeal lodged:

- A statement of appeal (with any supplementary documents) submitted by the applicant;
- The minutes of the meeting(s) of the relevant committees; and,
- The complete set of the documentation received by the relevant committees when they considered the case for promotion.

In preparing for a meeting at which appeals will be considered, individual members of the AC may wish to form their own preliminary view as to whether, on the ground(s) of appeal, there is reason to question the correctness of the outcome prior to the meeting to discuss each appeal. The AC should aim to confine its consideration of appeals to the documentation and applicants will not be asked to attend a hearing, but the AC may exercise discretion to invite an appellant to attend, if that is considered necessary. (The right to be heard does not mean literally that the 'hearing' must be oral; it may be entirely on the basis of documentation. If questions arise, an appellant may be asked for a clarification in writing).

The AC will, before proceeding to a final consideration of the appeal, give the Chair(s) of the relevant committee(s) the opportunity to submit a written statement responding to the grounds on which the appeal was lodged. The Chair of the relevant committee may consult members of the committee, as they deem appropriate, or, if necessary, reconvene the committee to consider the terms of the response.

Decisions on appeals should be made collectively at the meeting. The Secretary of the AC will be responsible for recording the decision in each case. If there is an equal division of opinion, the Chair shall exercise a casting vote.

Determination of Appeals

The AC will determine an appeal by doing one of the following:

- 1) Allow the appeal by upholding one or more of the grounds of appeal and stating that, in their view, the grounds on which the appeal has been upheld might have made a difference to the decision of the VCC, referring the appellant's application for promotion back to that committee for reconsideration.
- 2) Uphold one or more grounds of appeal but stating that, in their view, the grounds on which the appeal has been upheld would have made no material difference to the decision of the VCC, nevertheless, referring the appellant's application for promotion back to that committee for reconsideration.
- 3) Reject the appeal on all grounds.
- 4) Strike out an appeal on the grounds that it is frivolous, vexatious, or otherwise an abuse of process.

If it is appropriate in a particular case, the AC, in referring the application back to the VCC, may recommend that that committee refers it back to the earlier committee stage at which the fault is alleged to have occurred. There is no right of appeal against the AC's determination of an appeal.

Minutes and Subsequent Action

The Secretary shall record the outcome of the AC's consideration of each appeal in a separate minute. The minute shall state the ground(s) of the appeal and its outcome. The outcome of the appeal will be conveyed to the appellant by the Secretary of the AC after consultation with the Chair and the Director of the Human Resources Division.

In the case of appeals determined under 1 or 2 above, the Secretary of the AC will refer the appellant's application back to the VCC for reconsideration. The Secretary of the AC will inform appellants whose appeals have been determined under 3 or 4 above by letter and copies of these letters should be sent for information to the Chairs and Secretaries of the VCC, and the relevant SC and FC.

The VCC will receive and consider the written report(s) on the appeal(s) considered by the AC and determined under 1 and 2 above, bearing in mind any recommendation by the AC that the application be referred back to an earlier committee stage, with a view to deciding whether the applicant should or should not be promoted to the office/post for which they have applied.

In considering any appeal referred to them by the AC, the VCC will comprise five members, including the external member relevant to the field of the appellant; the committee may vary its procedure as necessary. The Secretary of the VCC will inform each appellant of the VCC's reconsideration of their application. There is no right of appeal against the outcome of the reconsideration of an application by the VCC.

