

Academic Career Pathways (Research & Teaching)

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 (Research and Teaching) (ACP R&T) scheme is to recognise and reward outstanding contributions and celebrate academic achievement through promotion.

Assessment is based on contributions in research and research leadership, teaching and researcher development, and 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](#). Research integrity is also considered paramount in maintaining the University's international standing and reputation; employees are therefore expected to maintain and uphold these principles at all times.

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 R&T 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 to the academic offices of Associate Professor (Grade 10), Professor (Grade 11), Clinical Professor and Professor at Grade 12, following approval of the [Report of the General Board on arrangements for the implementation of the Academic Career Pathways Scheme \(Reporter, 2018-19, 6547, p.562\)](#). It includes the titles set out in the [Joint Report of the Council and the General Board on the titles and structure of academic offices \(Reporter, 2019-20, 6582, p.419\)](#), which have been approved by the Regent House.

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 more than one grade above their current role. It is important to note that applicants will only be considered for the office for which they have applied. Consideration will not be given for promotion to a lower graded office if the ACP committees determine that an applicant has not met the assessment criteria for promotion to the office for which they have applied.

Progression from Assistant Professor to Associate Professor (Grade 9) forms part of the University's Probation process for academic staff (see the [University's Probation Policy and Academic Probation Procedure](#)).

An Assistant Professor is eligible to apply for promotion to Associate Professor (Grade 10) or a more senior office while still in probation. In the case of an Assistant Professor applying for promotion to Associate Professor (Grade 10), ACP R&T functions as a promotion scheme. If the application is successful, the individual will be deemed to have passed their probation.

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.

Note: Academics who have chosen to retain their existing titles of Lecturer (Grade 9), Senior Lecturer (Grade 10) and Reader (Grade 11) are eligible to apply for promotion as set out below. If their application is successful, their promotion will be to the relevant office and title set out below.

Office	Progression to	Route
Assistant/Associate Professor (Grade 9)	Associate Professor (Grade 10)	ACP R&T
Holders of Grade 9 offices and unestablished posts with curatorial and associated responsibilities	Grade 10 (title will be determined by the relevant Institution)	ACP R&T
Assistant/Associate Professor (Grade 9), and Associate Professor (Grade 10)	Professor (Grade 11) or Professor at Grade 12	ACP R&T
Professor (Grade 11)	Professor at Grade 12	ACP R&T
Holders of offices, who also hold an honorary consultant contract	Clinical Professor	ACP R&T
Professor at Grade 12	Professor at Grade 12, through bands 1, 2, 3 and 4	ACP (Grade 12)

Timetable

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

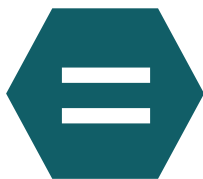
Before Application	Indicative Dates
<ul style="list-style-type: none"> Potential applicants are encouraged to participate in mentoring support provided by the Learning and Organisational Development Team. Heads of Institution should be ensuring that the Staff Review and Development (SRD) appraisal process is followed for all employees in their institution. 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. School and Institution-specific Indicators of Excellence are reviewed and updated as appropriate. 	Ongoing once ACP R&T exercise is launched
Applications and Deadline for Submission	
<ul style="list-style-type: none"> Applicants use the ACP application portal to apply for promotion in line with the specified Assessment Criteria. Applicants agree referees with their Head of Institution and include these in their application. 	August – mid-October
Faculty Committee (FC)	
<ul style="list-style-type: none"> The Faculty Committee (FC) Chair/Secretary checks applications are complete, decides on appropriate FC-nominated referees for each applicant in collaboration with the applicant's Head of Institution, requests references and statements, reviews application content and takes the necessary action in preparation for the FC meeting. 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 the School Committee (SC)	
<ul style="list-style-type: none"> Complete and checked applicant documentation is submitted to the HR Reward Team through the ACP administration portal, 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. 	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 R&T scheme. A Report is published in the <i>Reporter</i> in June confirming approval of Associate Professorships (Grade 10) and recommending the establishment of Professorships (Grade 11 and Grade 12) and Clinical Professorships. Applicants are advised of the outcome. Titles of Professors and Clinical Professors are published in a Notice in the <i>Reporter</i> in July/August. Promotions are effective from the start of 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 the lodging of Appeals (later in July). 	July
Appeals Committee	
<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 to December

Key Principles



The University should provide a **flexible career pathway** for established academic officers that gives due recognition to excellence in research, teaching, 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 officers 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 employees who serve on committees or are involved in administering the ACP R&T 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 (research and teaching) staff:

Office	Grade	Scale Point(s)
Assistant Professor or Associate Professor*	9	Points 49-61
Associate Professor**	10	Point 59-64
Professor**	11	Points 63-67
Professor***	12 (Band 1)	Point 68-76
Clinical Professor	-	Refer to Clinical pay scales

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

** 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](#).

*** The biennial ACP (Grade 12) scheme allows for progression within and between bands 1-4. Professors at Grade 12 who are eligible for this scheme will be notified directly.

Staff holding NHS consultant contracts and promoted to Associate Professorships, and Clinical Professorships will continue to be remunerated at equivalent 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 R&T:	Academic Career Pathways (Research and Teaching)
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 employee, you are eligible to apply for promotion unless an exclusion or exception applies (see below). Exceptionally other employees may be eligible to apply (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/post.*

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.

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.

Further Eligibility Information

Professorships (Grade 11 and 12)

Holders of University offices whose duties are primarily concerned with research or teaching and research are eligible for promotion to these offices. Exceptionally, holders of University offices whose duties are not primarily concerned with either teaching or research or both may be eligible for consideration if they are known to have made a significant contribution to research in addition to fulfilling the duties of the office they currently hold. In these circumstances, advice should be sought from the relevant Head of Institution.

An employee who does not hold an office listed in the Schedule to Special Ordinance C(i) 1 of the Statutes would only be promoted to a personal Professorship on condition that their duties after promotion remain principally those of the office from which they have been promoted.

Clinical Professorships

Holders of University offices whose duties are primarily concerned with research or teaching and research, 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 for promotion to a Clinical Professorship. They cannot apply for Professorships (Grade 11 or 12).

Associate Professorships (Grade 10)

Only established Assistant Professors or Associate Professors (Grade 9) may be considered for promotion to established Associate Professorships (Grade 10).

The holders of unestablished posts whose contracts of employment specify the title "Assistant Professor" or "Associate Professor (Grade 9)" may be considered for promotion to the unestablished post of Associate Professor (Grade 10). The period of the appointment would be from the date of the promotion to the end date of their current tenure. Holders of these posts should discuss the matter of their possible promotion with their Head of Institution before deciding whether or not to submit an application for promotion.

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.

Staff with curatorial, conservation and associated responsibilities

Those holding a Grade 9 office or unestablished post with curatorial, conservation and associated responsibilities in the Museum of Archaeology and Anthropology, the Whipple Museum of the History of Science and the Fitzwilliam Museum are eligible to apply for promotion to Grade 10. Ordinarily, holders of the office of Associate Professor (Grade 10) are required to teach a minimum of 30 hours a year. However, [Section 3\(d\) of Special Ordinance C \(ii\)](#) has been introduced to allow for the Faculty Board or other authority concerned to determine the amounts of teaching to be given by officers undertaking curatorial, conservation and associated responsibilities in that institution.

When submitting the application via the ACP application portal, curators and associated staff wishing to apply for promotion to Grade 10 should select the option “Associate Professor (Grade 10)”. However, should their application for promotion to Grade 10 be successful, their new title would be determined as appropriate by their employing department i.e., their new title will not be Associate Professor (Grade 10).

For more information on the assessment of applications from staff with curatorial, conservation and associated responsibilities, please refer to the Scoring section of the guidance.

It is acknowledged that those in these roles are more focused on research and service than teaching, and as such, it is expected that applications from these employees will be considered under Option 1, the research-weighted scoring route for applications for this office/position.

For the avoidance of doubt, these individuals are also eligible to apply for promotion to Professor (Grade 11) or Professor at Grade 12.

Research staff

The normal promotion route is to the post of Research Professor (Grade 11) or Research Professor (Grade 12). Please see the updated Senior Researcher Promotions (SRP) scheme procedure and guidance on the [HR Division webpages](#). Advice in relation to particular cases can be obtained from the relevant HR Business Partnering Team.

The Head of Institution should provide an opportunity for discussing the appropriate way forward with employees whom they consider to have a reasonable prospect of promotion, whether through an application under the ACP R&T scheme or under the SRP scheme. If a member of Research staff wishes to apply for promotion via ACP R&T, they must have written support from their Head of Institution, and approval from their Head of School, prior to applying. Evidence of this written support and approval must be sent to the HR Reward Team (acp@admin.cam.ac.uk) in order for the individual to be granted access to the ACP application portal to prepare their application.

Research staff considering applying for promotion via ACP R&T should note that they can only apply for promotion to either Professor (Grade 11) or Professor at Grade 12, both of which are established offices. As per [Chapter XI of Statutes and Ordinances](#), appointments to University offices are to the retiring age, and as such, applicants for these offices must be able to provide proof of funding to cover the appointment to the retiring age. Applications that cannot demonstrate available funding will be withdrawn.

If there is any doubt as to the eligibility of a prospective applicant, the Chair of the Human Resources Committee will rule on the matter on behalf of the General Board.

Application for Promotion

You are responsible for preparing and submitting your application to the Secretary of the FC for the institution to which your office or post is assigned via the [ACP application portal](#) by the deadline specified in the Timetable. You should complete the relevant online application 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 can check this by downloading a PDF copy of your application from the ACP application portal.

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 for which they have applied. Consideration will not be given for promotion to a lower graded office if the ACP committees determine that an applicant has not met the assessment criteria for promotion to the office for which they have applied.

Those who applied for the same office 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 via the ACP application portal, you will be guided through the following sections of the form:

Application Details

- Which office you are applying for, choosing from Professor at Grade 12, Clinical Professor, Professor (Grade 11) or Associate Professor (Grade 10).
- If you are applying for an **Associate Professorship (Grade 10)**, you must indicate whether you want your application to be evaluated by reference to Option 1 weighting (research-weighted) or Option 2 weighting (teaching-weighted). These options are explained in more detail in the [Scoring](#) section. You are advised to discuss this with your Head of Institution and/or mentor prior to applying.
- If you are applying for a **Professorship at Grade 12, a Clinical Professorship or a Professorship (Grade 11)**, you will be asked to provide the proposed title for your Professorship/Clinical 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.
- 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 19.

Personal Details

These details will be pre-populated but can be edited if necessary. If you use a different surname professionally, please provide it in this section.

Personal Statement

Please refer to page 18 for more details.

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 to which you are applying. You should highlight information about your achievements since your last promotion/appointment.

With regard to the evidence provided of research, you should highlight up to four of your key research outputs 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 research. You are advised to limit these descriptions to 50-100 words per output. The outputs must be publicly available for consideration. In addition, your role and contribution in large, multi-author publications should be made clear. If your research results do not take the form of conventional scholarly publications, you should provide information about this. With regard to researcher development (where applicable), you should include a self-assessment of the impact of your work on your research team.

If you consider your teaching and/or research 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 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 (if applicable), you should include a self-assessment of the impact of your work on students.

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

Important points to note

You are expected to demonstrate a rising career trajectory in your application, 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.

Curriculum Vitae (CV)

This section can be completed using the online layout on the form or uploaded as a PDF. 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 end dates (where applicable).
- **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 the award/election.

*If you choose to complete the online layout of the CV, when a PDF version of your application is generated, the CV may slightly exceed the two-page limit, which is permissible.

Research and Research Leadership

In this section, you will be asked to provide information in the following sub-sections:

- **Grants:** details of major external grants and contracts awarded (including values and dates) since your last promotion/appointment, together with the names of co-investigators where applicable. Please note, student awards cannot be classed as grant capture.
- **Publications:** please refer to page 22 for more details on this.
- **Talks and Research Associations,** including a list of major lectures/seminars, or other research presentations (with month and year), and details of postdoctoral and other researchers, including visiting academics, with whom you are or have been directly associated in the recent past. 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 terms keynote and plenary may be used interchangeably.
- **Other Scholarly Contributions,** which can include additional information about other contributions or work that you wish to be taken into account that has not already been set out in your application, i.e. other kinds of research or research-led outputs that are relevant to your discipline that have not been captured in your publications list, or another section of your application. The outputs must be publicly available for consideration, and you must explain how the outputs are relevant to your research. For examples of the types of outputs to include in this section, please review your School's [local Indicators of Excellence](#). You can also discuss this with your Head of Institution, and/or a mentor.

Publications

You should include details of your publications, as follows:

- An up-to-date list of publications, set out in accordance with the conventions of the relevant academic discipline;
- The publications list must be structured into sections, including a section for peer-reviewed publications and a section for preprints and author accepted manuscripts which have a persistent Digital Object Identifier (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 (in addition to the four highlighted outputs (see page 18), you can do so;
- Work in progress but not yet completed must **not** be included;
- Citation data may be included in disciplines where this is appropriate; 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.

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 in the “Other Scholarly Contributions” section of the application form (see page 21).

Co-authored and multi-authored publications

You should provide details of your role and contribution in co-authored and multi-authored publications, as explained 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.*

Teaching and Researcher Development

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

- A record of all under and postgraduate courses taught over a period as to demonstrate evidence of fulfilment of the teaching criteria (normally not less than three years);
- An up-to-date list of postgraduate students formally supervised, including results, since your last promotion/appointment;
- Details of course developments and pedagogical innovation;
- The annual number of hours of teaching undertaken in your Institution (stint);
- 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;
- Details of research groups over such a period as you consider necessary;
- Summary of examining duties.

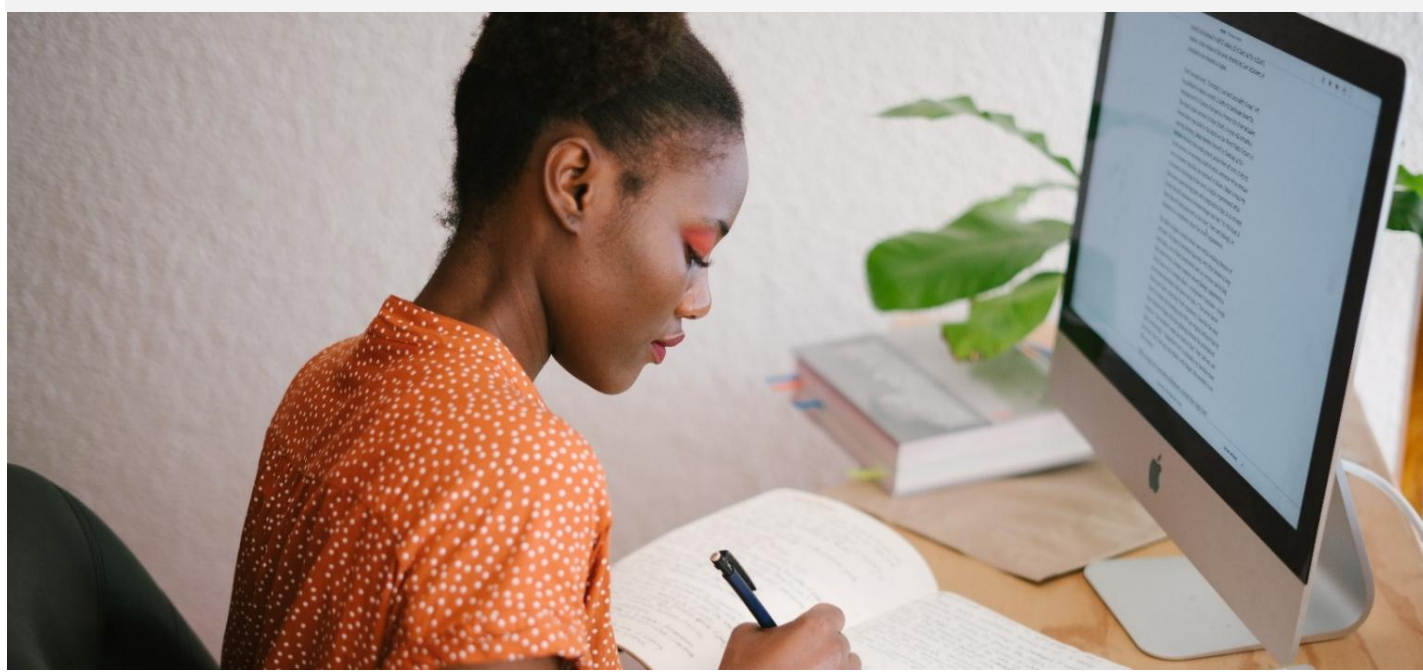
When providing evidence of your contribution to researcher development, you must provide details of your own actions and input, and not the achievements of any researchers you may have supported.

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

If your duties do not include teaching, or you have been formally dispensed from discharging teaching duties on a temporary basis, you should make this clear in your application, giving the reasons and dates.

If you have been formally dispensed from discharging teaching duties on a temporary basis, but wish your teaching contribution to be assessed, you should make this clear in your application to allow your teaching contribution to be assessed by the committees (as part of the Teaching and Researcher Development criterion). You should provide evidence of this contribution while in employment at the University and/or in Colleges over at least the previous three years prior to the dispensation.

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





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.



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 criterion and information provided in relation to clinical duties will be considered under Service to the University and to the 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 criterion and information provided in relation to clinical duties will be considered under Service to the University and to the Academic Community.

Service to the University and Academic Community

You should provide a list of contributions other than in teaching and research undertaken in your Institution/School/University and any service to the academic community outside the University that you wish to be 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 clinical duties.

References

You are required to provide the names, titles and contact details of nominated referees and must declare any conflict 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 on research, 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 scholarship and research.

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 R&T scheme.

Confidential references are normally 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	Faculty Committee nominates	Total References
Professorship (G11 and G12) and Clinical Professorship	2 (+ 1 reserve)	3 (+ 1 reserve)	5
Associate Professor (G10)	1 (+ 1 reserve)	1 (+ 1 reserve)	2

Summary of first-time application referencing requirements

Reapplicants

For reapplicants, i.e. those who unsuccessfully applied for the same office in the ACP R&T 2024-25 exercise, the references from the previous exercise will be 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 should be listed and carried forward.

Application	Applicant nominates	Faculty Committee nominates	Total References
Professorship (G11 and G12) and Clinical Professorship	1 (+ 1 reserve)	2 (+ 1 reserve)	3
Associate Professor (G10)	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 Professorship (Grades 11 and 12) and Clinical Professorship

Referees for promotion to a Professorship (Grades 11 and 12) or a Clinical Professorship should normally 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 (normally at Grade 12 or equivalent), research active and familiar with your field of research. At least one of the referees should be able to comment on your service to the academic community externally.

Promotion to Associate Professor (Grade 10)

For promotion to Associate 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, research active and familiar with your field of research. 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 your 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 R&T 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 Secretary of the Faculty Committee via the [ACP application portal](#) by the deadline set out in the [Timetable](#). Guidance on using the ACP application portal can be found in the [Applicant User Guide: ACP Application Portal](#).

Outcomes

You will be notified of the outcome of your application after the GB meeting that considers ACP R&T 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 R&T 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 72.

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 staff 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 R&T 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 R&T 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 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.

Heads of Institution are required to review the gender balance and ethnic diversity of ACP R&T 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.

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, the Heads of Institution will not be provided with any references received, unless they are a member of one of the committees 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.



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



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.



Ensure that all eligible employees are informed of mentoring and application support available.

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 (Research and Research Leadership, Teaching and Researcher Development, 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 both generic and local 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.

If the duties of the applicant's role do not include teaching, or they have been formally dispensed from discharging teaching duties on a temporary basis, this should have been made clear in their application, giving the reasons and dates. The Head of Institution should confirm that an applicant is not carrying out teaching, has a formal dispensation or their role does not include teaching.

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

via the ACP administration portal by the requested date and in time for the FC meeting.

In exceptional circumstances, the Head of Institution may propose a departure from the standard scoring model for promotion to Professor (Grades 11 and 12) or Clinical Professor. If appropriate, this should be detailed in the statement. More information on this can be found in [General Comments on Scoring](#) on page 69.

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 will be upset and likely to be 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 available 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 writing research grants and 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 72 of this document provides further detail of the feedback provisions.



Committees

All the applications made as part of the ACP R&T scheme will be assessed under a three-stage committee process:

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 Committees
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 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 (FC)	School Committee (SC)	Vice-Chancellor's Committee (VCC)
<ul style="list-style-type: none"> • 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 research 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. • Makes an indicative assessment of the applicant's Teaching and Researcher Development and Service to the University and to the academic community. • Decides whether each case meets the criteria across the three areas: Research and Research Leadership, Teaching and Researcher Development 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 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 via the ACP administration portal. 	<ul style="list-style-type: none"> • Reviews the Research and Research Leadership evaluation and 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. • Assesses and scores each applicant against the Teaching and Researcher Development and Service to the University and to the Academic Community criteria, taking account of the indicative evaluation and recommendations of the FC. • Records all decisions made against the relevant Assessment Criteria and School/Institution-specific Indicators of Excellence. • Decides which applicants meet the required standard of excellence and should receive promotion, producing a rank order of total scores for each academic office. • 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 via the ACP administration portal. 	<ul style="list-style-type: none"> • 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 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. The General Board receives these recommendations, confirms the outcomes of Associate Professor (Grade 10) applications and provides a Report to the University recommending the establishment of Professorships (Grades 11 and 12) and Clinical Professorships, for its approval.

Committee Membership

- For each annual ACP R&T 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.
- 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.
- 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).
- 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.
- 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, namely the Equality and Diversity Essentials and the Understanding Unconscious/Implicit Bias online training modules.
- 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 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.

¹ Exceptionally, permission may be given in certain circumstances for non-professorial members to be appointed. If this is considered necessary, advice should be sought from the relevant [HR Business Partnering Team](#).

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 via the ACP administration portal.

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](#) as well as the respective School/Institution-specific [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 research leadership (or education or clinical 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 are aware of School/Institution Indicators of Excellence and 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

Specifically, the FC Chair is expected to ensure that:

- Applications are assessed to check whether the appropriate academic office 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

Specifically, 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 research, teaching or service.

Equality-related adjustments do not allow committees to lower the bar when assessing excellence. For example, any reduction in the working time of an 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 research 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 all 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.

Important note regarding application details

When preparing a promotion application, the ACP application portal automatically populates an applicant's appointment start date using data in the University's HR system. However, there are some circumstances when this appointment start date may not be the appropriate date to refer to for the purposes of promotion applications, including [the change in academic titles in October 2021](#), and the change in title of Grade 9 academics on passing probation (from Assistant Professor to Associate Professor). These title changes appear as new appointments in the HR system. Committees should therefore be mindful of the appointment start dates shown in the application form and must refer to the applicant's CV to determine their professional history.

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 (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.

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 18, 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.

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 application 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 Secretary of the FC 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 (and, in exceptional cases, whether a new application for a different office 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 applicant 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 this 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 actions to address them;
- Provides a reasoned justification of the agreed evaluations and its determination of the rank order for each office;
- 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; 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.

Applicants must **not** be informed of the outcome of the SC's evaluation or provided with feedback at this stage (see [Outcome](#) 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 actions to address them;
- Provides a reasoned justification of the agreed evaluations and its determination of the rank order for each office, including clear reasons for any adjustment in the FC evaluations, banding and 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 45; 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 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 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. The GB will approve applications for Associate Professorships, and the University will approve applications for Professorships (Grades 11 and 12) and Clinical Professorships by Grace, following publication of a Report of the GB (the GB's Report will usually list, for information, the successful Associate Professorship appointments in that year's exercise).

Following the GB meeting, each applicant, Head of Institutions 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 R&T processes, which apply to all academic staff. The Assessment Criteria for each academic office are given below together with generic Indicators of Excellence.

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

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

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

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

The General Board has the discretion to make changes to the weighting, thresholds, score range, or any other element of the scoring methodology that it deems necessary.

School/Institution-specific Guidance and Indicators of Excellence

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

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

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

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

Professor at Grade 12: Criteria for the Assessment of Research and Research Leadership

Promotion to Professor at Grade 12 requires **outstanding achievement in research and research leadership assessed by reference to international levels of excellence**. This includes both individual and collaborative contributions to research, as well as contributions to leading an excellent institutional research culture.

There are two criteria and outstanding achievement is normally required in both:

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• A substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published.• Makes a significant contribution to the advancement of knowledge in their research discipline.• Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development.	<ul style="list-style-type: none">• Frequently invited to present work at major national and international conferences and institutions.• A significant track record of winning competitive research funding.• In receipt of prizes and honours for research.
CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• Leads and contributes to collaborative research projects.• Elected/appointed to research-related leadership roles.• Creates and manages large research groups.• Convenes and leads major research conferences and seminar programmes.• Provides intellectual thought leadership which informs and contributes to setting the international research agenda in an individual's area.	<ul style="list-style-type: none">• Participation in high-quality public, industrial and/or policy engagement activities linked to research.• Edits major academic journals.• Promotes collaboration and develops cross-disciplinary research activities.

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

Promotion to Professor (Grade 11) requires **outstanding achievement in research and research leadership assessed by reference to national levels of excellence and international recognition**. This includes both individual and collaborative contributions to research, as well as contributions to institutional research culture.

There are two criteria and outstanding achievement is normally required in both:

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• A substantial portfolio of high-quality research outputs that are internationally recognised in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published.• Contributes to the advancement of knowledge in their research discipline.	<ul style="list-style-type: none">• Produces research outputs that have an impact, for example in the REF.• A track record of winning competitive research funding.• Invited to present work at major national and international conferences and institutions.
CRITERION 2: Contributes to high-quality research leadership and supports an inclusive and productive research culture.	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• Makes a significant contribution to collaborative research projects.• Contributes to organisation of major research conferences and seminar programmes.	<ul style="list-style-type: none">• Participation in high-quality public, industrial and/or policy engagement activities linked to research.• Edits major academic journals.• Promotes collaboration and develops cross-disciplinary research activities.

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

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

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

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

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• Consistently receives positive feedback from postdoctoral researchers.• Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications.• Mentors or coaches early-career researchers in other groups or departments.	<ul style="list-style-type: none">• Provides inclusive leadership and delivers excellence through the performance of others.• Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.• Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.• Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.

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

Applicants are required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that individuals may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless, the University normally expects applicants to demonstrate a significant degree of service contribution that is internal to the University.

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

Clinical Professor Applications: Criteria for the Assessment of Research and Research Leadership

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

There are two criteria and outstanding achievement is normally required in both. Clinical academic applicants would be expected to demonstrate the same quality of contribution across both criteria as non-clinical applicants. However, in recognition of their clinical responsibilities, some adjustment may be made for expectations around volume of contribution, in particular in relation to Criterion 2.

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

CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• A substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published.• Makes a significant contribution to the advancement of knowledge in their research discipline.• Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development.• It is expected that significant contribution to the advancement of knowledge would be at least partly evidenced by authorship position.	<ul style="list-style-type: none">• Frequently invited to present work at major national and international conferences and institutions.• A significant track record of winning competitive research funding.• In receipt of prizes and honours for research.• Applicants working in highly collaborative methodological fields (for example in biostatistics, or imaging), would be expected to be producing high quality methodological papers, as well as publications in the field in which their methods are being used.

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

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

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

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

As the Clinical School has no Tripos courses and no 'standard' undergraduates, there are restricted opportunities for non-clinical applicants to become involved in teaching. Whilst non-clinical applicants would be expected to demonstrate the same quality of contribution as clinical applicants, the quantity of contribution under Criterion 1 and also Criterion 3 (which for clinical applicants includes postgraduate medical education) may be lower. The balance of evidence in Criterion 2 may therefore be greater for non-clinical applicants. Non-clinical applicants are able to demonstrate evidence under Criterion 1 relating to masters course teaching within the School, and also contributions to courses in other Schools within the University. Particularly for non-clinical applicants, College teaching may form a substantial portion of the evidence of contribution under Criterion 1.

CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• Designs and develops new programmes.• Leads/makes a significant contribution to internal teaching reviews.• Demonstrates breadth of knowledge and teaches effectively beyond immediate research area.• Receives prizes for teaching.• Undertakes examination/acts as a course examiner.• Provides educational leadership and organisation including curriculum development and learning design.• Clinical applicants would be expected to be teaching clinical students in a variety of settings, for example on wards, in clinic, in outpatients. They may also be teaching more broadly across the clinical curriculum, for example, in communications skills or professionalism, and would be expected to be involved in the creation and/or delivery of assessments.• It would be appropriate to include as evidence of excellence, the creation of innovative or enhanced electronic learning resources, or the introduction of new technology to enhance learning/course delivery.	<ul style="list-style-type: none">• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement.• Publishes major textbooks/e-learning materials adopted in courses internal or external to the University.• National or global press coverage of the applicant's educational ideas or activities.• Holding an educational leadership position within a professional body• Receives excellent student feedback.• Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> Consistently high research student completion rates. Award of prizes and honours for researcher development. Consistently receives positive feedback from research students. Researcher training and development processes includes oversight of placement opportunities (where available) with industrial or other partners. 	<ul style="list-style-type: none"> Provides inclusive leadership and delivers excellence through the performance of others. Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. Contributes significantly towards recruiting and winning support for research students. Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.

CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> Consistently receives positive feedback from postdoctoral researchers. Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications. Mentors or coaches early-career researchers in other groups or departments. For clinical applicants, contribution to postgraduate medical education will be considered under this criterion. Indicators of excellence will include contribution to postgraduate training and assessment, and evidence of excellent trainee feedback. 	<ul style="list-style-type: none"> Provides inclusive leadership and delivers excellence through the performance of others. Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.

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

Applicants are required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that individuals may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless, the University normally expects applicants to demonstrate a significant degree of service contribution that is internal to the University. For the Clinical School, service to the community (in broad terms), and to the public (including patients), are key components under this heading.

CRITERION: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none"> • Departmental/Faculty/University academic leadership roles. • Sits on demanding Departmental/Faculty University committees and bodies. • Provides active mentoring and support for colleagues. • Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing. • Contributes to the running, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity. • Evidence of excellence, impact and commitment to clinical practice and to the highest standards of professionalism. • Evidence of patient and public engagement. • Membership of national/international healthcare committees and advisory bodies. • Membership of relevant NHS committees and commitment to furthering the close relationship between the University and the NHS, particularly in the local context. • Widening participation activities can include junior doctors, and strengthening participation in under-represented specialties/areas. • Being asked to sit on/contribute to work of national curriculum and/or assessment committees (i.e. Royal Colleges, GMC Standards or medical schools council question banks). 	<ul style="list-style-type: none"> • Engages significantly in peer review activity. • Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors). • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Significant and sustained public engagement activity. • Departmental/Faculty leadership roles also encompass Unit and Research Institute or Centre leadership roles.

Associate Professor (Grade 10) Applications: Criteria for the Assessment of Research and Research Leadership

An applicant is required to demonstrate **achievement in research assessed by reference to national levels of excellence**. This may include individual and/or collaborative contributions to research.

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

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• A portfolio of high-quality research outputs that are nationally recognised as excellent. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published.• Invitations to present work externally.	<ul style="list-style-type: none">• Invitations to join research consortia.

Associate Professor (Grade 10) Applications: Criteria for the Assessment of Teaching and Researcher Development

An applicant seeking promotion to Associate Professor (Grade 10) is required to show consistent and sustained excellence in **providing high-quality undergraduate and postgraduate education that benefits from and engages with Cambridge's research-rich environment and/or nurturing the professional and personal development of research students and early-career research staff**. It is recognised that effective contributions may differ between disciplines and that an applicant's contribution is therefore to be assessed in the context of their Institution's expectations, including the local workload model where applicable. Sustained excellence must be shown by reference to all or some of the following criteria:

CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• Designs and develops new programmes.• Contributes to internal teaching reviews.• Undertakes examination / acts as a course examiner.• Provides educational leadership and organisation, including curriculum development and learning design.• Demonstrates sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities.	<ul style="list-style-type: none">• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement.• Publishes materials adopted in courses internal or external to the University.• National or global press coverage of the applicant's educational ideas or activities.• Receives excellent student feedback.
CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive	
<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">• Supervises research students effectively.• Consistently receives positive feedback from research students.	<ul style="list-style-type: none">• Provides inclusive leadership and delivers excellence through the performance of others.• Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.• Contributes towards recruiting and winning support for research students.• Recognises and nurtures talent and engages with researcher training and development processes.

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

<i>Generic examples of Indicators of Excellence</i>	<i>Generic examples of impact</i>
<ul style="list-style-type: none">Consistently receives positive feedback from postdoctoral researchers.	<ul style="list-style-type: none">Provides inclusive leadership and delivers excellence through the performance of others.Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.Recognises and nurtures talent and engages with researcher training and development processes.

Associate Professor (Grade 10) Applications: Criteria for the Assessment of Service to the University and to the Academic Community

An applicant is required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that people may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless, the University normally expects applicants to demonstrate some degree of service contribution that is internal to the University.

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

Performance Descriptors and Scoring

In evaluating applications, committees will expect to see a rising career trajectory, particularly with regard to research for promotion to Professorships (Grades 11 and 12) and Clinical Professorships.

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 and will be used in the majority of applications. In exceptional circumstances, however, alternative scoring models may be used. More details on this can be found on page 70.

Scoring Professorships (Grades 11 and 12) and Clinical Professorships

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

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

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

Please note, it is expected that applications from current Research staff are assessed and scored in the same way as applications from current Academic staff.

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

In exceptional circumstances, it may be appropriate to depart from the standard scoring model. This should be on an individual basis so that the maximum Teaching and Researcher Development score is reduced to 20 with:

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

The table below provides the details of the alternative scoring models available. More information on when it is appropriate to depart from the standard scoring model can be found on page 70.

Performance descriptor (banding)	Alternative scoring model (one)			Alternative scoring model (two)		
	Research and Research Leadership	Teaching and Researcher Development	Service	Research and Research Leadership	Teaching and Researcher Development	Service
Outstanding Evidence*	43 – 60	15 – 20	15 – 20	36 – 50	15 – 20	24 – 30
Strong Evidence**	26 – 42	10 – 14	10 – 14	22 – 35	10 – 14	15 – 23
Moderate Evidence	14 – 25	7 – 9	7 – 9	12 – 21	7 – 9	9 – 14
Insufficient/Unclear Evidence	8 – 13	4 – 6	4 – 6	7 – 11	4 – 6	4 – 8
Clearly Unsatisfactory	1 – 7	1 – 3	1 – 3	1 – 6	1 – 3	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.

Scoring Associate Professorships (Grade 10)

Promotion to Associate Professor (Grade 10) is intended to recognise and reward academic staff who are fulfilling the relevant Assessment Criteria.

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

The ACP R&T scheme has the flexibility to accommodate the non-linear progression of many academic careers. At the point of application, applicants are asked to choose which scoring weighting option they would like the committees to use when assessing their application; option 1 provides the same research-weighted scoring option used for scoring applications for Professorships (Grades 11 and 12) and Clinical Professorships, and option 2 provides a teaching-weighted scoring option.

Promotion to Associate Professor (Grade 10): Option 1 (research-weighted)

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

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

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

Performance descriptor (banding)	Standard scoring model for option 1		
	Research and Research Leadership	Teaching and Researcher Development	Service to the University & Academic Community
Outstanding Evidence*	36 – 50	24 -30	15 - 20
Strong Evidence**	22 – 35	15 – 23	10 – 14
Moderate Evidence	12 – 21	9 – 14	7 – 9
Insufficient/Unclear Evidence	7 – 11	4 – 8	4 – 6
Clearly Unsatisfactory	1 - 6	1 - 3	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.

In exceptional circumstances, it may be appropriate to depart from the standard scoring model. This should be on an individual basis so that the maximum score for Teaching and Researcher Development is reduced to 20 with either:

- **First alternative**, Research and Research Leadership up to a maximum of 60 and Service remaining at a maximum of 20 points, or
- **Second alternative**, Research and Research Leadership remaining at a maximum of 50 but with Service up to a maximum of 30 points.

The table below provides the details of the alternative scoring models available. More information on when it is appropriate to depart from the standard scoring model can be found on page 70.

Performance descriptor (banding)	First alternative scoring model for option 1 (research-weighted)			Second alternative scoring model for option 1 (research-weighted)		
	Research and Research Leadership	Teaching and Researcher Development	Service	Research and Research Leadership	Teaching and Researcher Development	Service
Outstanding Evidence*	43 – 60	15 - 20	15 - 20	36 – 50	15 - 20	24 -30
Strong Evidence**	26 – 42	10 – 14	10 – 14	22 – 35	10 – 14	15 – 23
Moderate Evidence	14 – 25	7 – 9	7 – 9	12 – 21	7 – 9	9 – 14
Insufficient/Unclear Evidence	8 – 13	4 – 6	4 – 6	7 – 11	4 – 6	4 – 8
Clearly Unsatisfactory	1 – 7	1 -3	1 -3	1 – 6	1 -3	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.

Promotion to Associate Professor (Grade 10): Option 2 (teaching-weighted)

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

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

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

Performance descriptor (banding)	Standard scoring model for option 2		
	Teaching and Researcher Development	Service to the University & Academic Community	Research and Research Leadership
Outstanding Evidence*	36 – 50	24 -30	15 - 20
Strong Evidence**	22 – 35	15 – 23	10 – 14
Moderate Evidence	12 – 21	9 – 14	7 – 9
Insufficient/Unclear Evidence	7 – 11	4 – 8	4 – 6
Clearly Unsatisfactory	1 - 6	1 - 3	1 -3

In exceptional circumstances, it may be appropriate to depart from the standard scoring model. This should be on an individual basis so that the maximum score for Service is reduced to 20 with either:

- **First alternative:** Teaching and Researcher Development up to a maximum of 60 and Research remaining at a maximum of 20 points; or
- **Second alternative:** Teaching and Researcher Development remaining at a maximum of 50 but with Research up to a maximum of 30 points.

The table below provides the details of the alternative scoring models available. More information on when it is appropriate to depart from the standard scoring model can be found on page 70.

Performance descriptor (banding)	First alternative scoring model for option 2 (teaching-weighted)			Second alternative scoring model for option 2 (teaching-weighted)		
	Teaching and Researcher Development	Service	Research and Research Leadership	Teaching and Researcher Development	Service	Research and Research Leadership
Outstanding Evidence*	43 – 60	15 - 20	15 - 20	36 – 50	15 - 20	24 -30
Strong Evidence**	26 – 42	10 – 14	10 – 14	22 – 35	10 – 14	15 – 23
Moderate Evidence	14 – 25	7 – 9	7 – 9	12 – 21	7 – 9	9 – 14
Insufficient/Unclear Evidence	8 – 13	4 – 6	4 – 6	7 – 11	4 – 6	4 – 8
Clearly Unsatisfactory	1 – 7	1 -3	1 -3	1 – 6	1 -3	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.

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

Those who currently hold Grade 9 offices or unestablished posts with curatorial, conservation and associated responsibilities in the Museum of Archaeology and Anthropology, the Whipple Museum of the History of Science and the Fitzwilliam Museum who wish to apply for promotion to Grade 10, must select the “Associate Professor (Grade 10)” option in the ACP application portal. Curatorial, conservation and associated staff are necessarily more focused on research and service than on teaching, so are expected to choose option 1 (research-weighted) as outlined on page 66. Additionally, committees assessing these applications would ordinarily be expected to use the alternative scoring models available under option 1 for these applicants, to reduce the weighting of the score awarded for Teaching and Researcher Development to a maximum of 20/100.

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

General Comments on Scoring

Scoring range

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

Scoring Teaching and Researcher Development Contribution

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

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

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

The award of a very high score indicates that the applicant is making an exceptional contribution in one or more aspects of teaching. The nature of that exceptional contribution should be addressed in the

respective FC and SC meeting minutes. A low score indicates that there are significant concerns about the quantity or quality of an applicant's teaching and the Institutional Statement should clearly set out these concerns.

Only teaching conducted at the University of Cambridge/its Colleges can be considered as part of an application for promotion. However, researcher development can be considered regardless of where it was conducted.

When considering the appropriate score for the Teaching and Researcher Development criterion, it would normally be expected that half of the total points would be apportioned to teaching contribution, and half to researcher development, although committees are encouraged to use their discretion in this regard.

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

In exceptional circumstances, it may be appropriate to depart from the standard scoring model. The alternative models are provided in the scoring section for the relevant office (page 64 for Professorships (Grades 11 and 12) and Clinical Professorships, and pages 66-67 for Associate Professorships (Grade 10)).

Examples of situations when this may be appropriate include when an applicant has been formally dispensed from teaching duties (for example, because they are on a research fellowship), or 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. Heads of Institutions and FCs should bear in mind the standard scoring model reflects extensive discussion across the University on the critical importance of high-quality teaching to the University's mission and the wish to reflect this in the promotions process.

It is not appropriate to seek to use the exception to side-step the normal expectation of three years' teaching experience at Cambridge.

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 produce smaller quantities of research outputs, 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 research, teaching and service is 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.

Scoring applications from applicants in non-standard positions

Applications from those in non-standard positions should be assessed in the same way as applications from those in standard academic positions, in terms of the expectations of their achievement of the Assessment Criteria. Committees should consider the scoring model to use to score these applications, and if appropriate, may choose to use a non-standard scoring model. More details on departing from the standard scoring model can be found in the previous section.

Scoring applications from those on research fellowships

As referred to under Departure from the Standard Scoring Model, it would be appropriate to consider increasing the score for Research and Research Leadership up to a maximum of 60 for those currently on research fellowships. The applications should still be reviewed and assessed in the same way as other applications, with reference to the applicant's achievement of the Assessment Criteria.

No carry forward

Any score received, whether against a particular criterion or as a total score, only applies to the ACP R&T 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 R&T 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 R&T 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 clearly give 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 appellants 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, 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 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.

