



UNIVERSITY OF
CAMBRIDGE

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Academic Career Pathways (Promotion to Grades 10 to 12) Guidance and Procedure 2026-2027

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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 success of the University 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 (Promotion to Grades 10 to 12) (ACP 10-12) scheme is to recognise and reward outstanding contributions and celebrate academic achievement through promotion. Those seeking promotion to Grades 6 to 9 should refer to the [Academic Career Pathways \(Promotion to Grades 6 to 9\) \(ACP 6-9\) scheme](#).

ACP 10-12 is available to those on the **Research and Teaching (R&T), Teaching and Scholarship (T&S) and Research (R)** pathways. Depending on the applicant's pathway, assessment is based on contributions in:

- **R&T:** research and research leadership, teaching and researcher development, and service to the University and to the academic community more broadly.
- **T&S:** teaching and scholarship and service to the University and to the academic community more broadly.
- **R:** research 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 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 10-12 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 in the three career pathways, as explained below.

Research and Teaching (R&T) pathway

Following approval of both the [Report of the General Board on arrangements for the implementation of the Academic Career Pathways Scheme \(Reporter, 2018-19, 6547, p.562\)](#) and the titles set out in [the Joint Report of the Council and the General Board on the titles and structure of academic offices \(Reporter, 2019-20, 6582, p.419\)](#), promotion is available to the following academic offices:

- Associate Professor (Grade 10);
- Professor (Grade 11);
- Clinical Professor; and
- Professor at Grade 12.

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 under this scheme. If their application is successful, their title on promotion would be the title for which they have applied as set out above.

Teaching and Scholarship (T&S) pathway

Following approval of the [Joint Report of the Council and the General Board on the introduction of an Academic Career Pathways \(Teaching and Scholarship\) scheme](#), the offices/posts available vary depending on whether the applicant is established or unestablished.

For established staff, promotion is available to the following academic offices:

- Associate Professor (Grade 10);
- Professor (Grade 11);
- Clinical Professor; and
- Professor at Grade 12.

For unestablished staff, promotion is available to the following unestablished posts:

- Associate Teaching Professor (Grade 10);
- Teaching Professor (Grade 11);
- Clinical Teaching Professor; and
- Teaching Professor at Grade 12.

Research (R) pathway

Following approval of the [Report of the General Board on arrangements for the implementation of an Academic Career Pathways \(Research\) scheme](#), promotion is available to the following unestablished posts:

- Associate Research Professor (Grade 10);
- Research Professor (Grade 11);
- Clinical Research Professor; and
- Research Professor at Grade 12.

Progression through the pathways

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

Pay progression within the current grade (for academic and research staff in Grades 5-11)

The University operates an annual Contribution Reward Scheme (Academic and Research). The purpose of the scheme is to recognise and reward eligible employee's achievements on the basis of their performance and contribution to the University. The scheme gives eligible employees the opportunity to progress through the spine points of their current grade via a contribution increment or receive a one-off single contribution payment in recognition of their work. See the [Contribution Reward Scheme \(Academic and Research\) guidance](#) for full details.

Important note: employees who apply for promotion under the ACP schemes cannot be nominated for an award under the Contribution Reward Scheme (Academic and Research) in the same academic year.

Progression for (Teaching/Research) Professors at Grade 12

The University operates a biennial Academic Career Pathways (Grade 12) scheme for (Teaching/Research) Professors at Grade 12, which offers the opportunity to apply for progression either within their current band or to a higher band (the higher bands available depend on the individual's pathway). See the [Academic Career Pathways \(Grade 12\) guidance](#) for full details.

The impact of probation on promotion

R&T and T&S pathways: progression from Assistant (Teaching) Professor to Associate (Teaching) Professor (Grade 9) forms part of the University's Probation process for academic staff (see the [University's Probation Policy and Academic Probation Procedure](#)).

Research pathway: the probationary arrangements for those on the R pathway differ to those on the R&T and T&S pathways. The job title for those at Grade 9 on the R pathway does not change on passing probation.

Employees on any pathway can apply for promotion while still in their probationary period.

All appointments to University offices are subject to the satisfactory completion of a period of probation, as stipulated in Special Ordinance C (ix). However, the General Board has agreed to waive the period of probation for all employees who are promoted via the ACP schemes, as the competent authority and as referred to in Regulation 1(d) of the General Regulations for University Officers.

Assessment of applications

The case for promotion is assessed in relation to the criteria on the strength of all the evidence contained in the documentation covering the applicant's career (see Assessment Criteria).

Funding

In all cases, institutions should ensure that sufficient funding is identified to support all applications for promotion and ongoing salary costs, and should note the following points:

- As per Special Ordinance C (ii), appointments to established University offices are to the retiring age. Applications for promotion therefore require proof of funding to cover the appointment to the retiring age, which should be confirmed in the Institutional Statement.
 - o Employees on Research contracts may be permitted to apply to the established offices of Professor (Grade 11), Clinical Professor or Professor at Grade 12 on the R&T pathway. However, to do so they must seek written confirmation from their Principal Investigator (PI) that funding is available to the retiring age. They must also obtain written support from their Head of Institution and approval from their Head of School. Approval must be provided to the HR Reward Team (acp@admin.cam.ac.uk) prior to the application deadline in order for the individual to be granted access to the ACP Application Portal to prepare their application.
- Applications for promotion to unestablished posts require proof of funding to cover the duration of the applicant's existing appointment, which should be confirmed in the Institutional Statement.

Queries concerned with funding should be raised with the relevant School Finance Business Partner in the first instance.

Applicants on the **R pathway** must confirm with their PI that sufficient grant funding is available to cover the cost of the promotion for the duration of their appointment. Details of the funding arrangements must be provided in the application form. Applications that cannot demonstrate available funding will be withdrawn.

Employees with multiple posts

For employees who hold more than one **T&S contract**, their application will apply to all T&S contracts they hold. Where the grades are different, they will be promoted to the higher grades of all roles, in all institutions.

For employees who hold more than one **R contract**, they may only apply for promotion in the institutions where there is funding available to support promotion. If there is funding available in both institutions, they will only need to submit one application form covering both posts. If there is funding available to support the promotion in one institution only, they will only be able to apply for promotion in that institution.

Glossary of Abbreviations

AC	Appeals Committee
ACP 10-12	Academic Career Pathways (Promotion to Grades 10 to 12)
ACP 6-9	Academic Career Pathways (Promotion to Grades 6 to 9)
CRS	Contribution Reward Scheme
FC	Faculty Committee
GB	General Board
HR	Human Resources
Institution	Faculty, Department or NSI
NSI	Non-School Institution
R	Research
R&T	Research and Teaching
SC	School Committee
SRD	Staff Review and Development
T&S	Teaching and Scholarship
VCC	Vice-Chancellor's Committee

Timetable

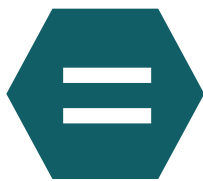
Before application	Indicative dates
- School and Institution-specific Indicators of Excellence are reviewed and updated as appropriate. - Potential applicants are encouraged to participate in mentoring support provided by the Learning and Organisational Development Team. - Heads of Institution should be ensuring that the Staff Review and Development (SRD) process is followed for all employees in their institution. - The Head of Institution actively reviews the list of eligible employees (provided by HR) and offers them the opportunity to discuss promotion. - Applicants seek advice on promotion from their Head of Institution (or other senior academic). - Committee memberships are agreed and meeting dates confirmed.	Ongoing once the ACP 10-12 exercise is launched
Scheme launch	
The scheme launches via an email from the Director of HR.	w/c 24 August 2026
Applications and deadline for submission	
- Applicants agree referees with their Head of Institution and include these in their application. - Applicants must submit their applications via the process relevant to their pathway, as follows: - Applicants on the R&T pathway must complete their application via the ACP Application Portal: https://irs.hr.apps.cam.ac.uk/apply - Applicants on the T&S and R pathways must complete the relevant application form (available here). The completed forms and supporting documentation must be submitted via this Microsoft Form.	Applications must be submitted by 23:59:59 on 14 October 2026
Faculty Committee (FC)	
- The Chair/Secretary of each FC checks that submitted applications are complete, decides on appropriate FC-nominated referees for each applicant in collaboration with the applicant's Head of Institution, gathers references and statements, reviews applications and takes the necessary action in preparation for the FC meeting. - At the FC meeting, the applications are evaluated, scored and ranked in accordance with the Assessment Criteria.	By 29 January 2027
Submission of documentation to the School Committee (SC)	
Complete and checked applicant and assessment documentation is submitted to the HR Reward Team to be progressed to the SC.	By 12 February 2027
School Committee (SC)	
The SC reviews the FCs' scores and ranking of each application, checks the scoring has been consistently applied, moderates and adjusts scores if necessary, and creates a single ranked list of applicants for each academic office/post.	By 12 March 2027
Submission of documentation to the Vice-Chancellor's Committee (VCC)	
Complete and checked applicant and assessment documentation is submitted to the HR Reward Team to be progressed to the VCC.	By 2 April 2027

Vice-Chancellor's Committee (VCC)	
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.	TBC
General Board (GB)	
- The GB receives the recommendations from the VCC and confirms its support for promotions under the ACP 10-12 scheme. - A Report is published in the <i>Reporter</i> in June confirming approval of all promotions and recommending the establishment of Professorships (Grade 11 and Grade 12) and Clinical Professorships. - Titles of Professors, Teaching Professors, Clinical Professors and Clinical Teaching 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
Outcomes communicated to Heads of Institution and applicants	
- Heads of Institution are advised of the outcome of applications in their Institution immediately after the GB meeting. - Applicants are advised of the outcome the following week.	Early June
Deadline for feedback to applicants	
Final date for feedback to be provided to unsuccessful applicants from Heads of Institution.	2 July 2027
Deadline for lodging appeals	
Unsuccessful applicants have the right to lodge an appeal against the decision of the VCC. Appeals may be made only on the ground 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.	16 July 2027
Appeals Committee meetings	
- 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 2027 (exact dates TBC)

Key Principles



The University should provide **flexible career pathways** for academic and research staff 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.



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 10-12 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 Equality, Diversity & Inclusion (ED&I) Team 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](#).

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 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.

Salary change upon promotion

Upon successful promotion, applicants will move to the first point in their new grade, or receive a two-increment increase, whichever is the greater, in line with the [University's internal promotions process](#).

Office/post	Grade	Spine Point(s)
Assistant (Teaching/Research) Professor and Associate (Teaching) Professor	9	Points 49 – 61
Associate (Teaching/Research) Professor	10	Points 59 – 64
(Teaching/Research) Professor (Grade 11)	11	Points 63 – 67
(Teaching/Research) Professor at Grade 12	12 (Band 1)	Points 68 – 76
Clinical (Teaching/Research) Professor	-	Refer to Clinical pay scales

Staff holding NHS consultant contracts and promoted via ACP 10-12 will continue to be remunerated at equivalent NHS levels of remuneration.

Market Pay and Advanced Contribution Supplements

For employees 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 their application for promotion is successful.

Scheme adjustments

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. 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 ACP schemes are available to 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.

Academic (R&T or T&S) or research employees can apply for promotion via ACP 10-12 on the relevant pathway, subject to meeting the eligibility criteria referred to below, unless an exclusion or exception applies (see below). Exceptionally, other employees may be eligible to apply (see 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.

In order to be eligible to apply for promotion via ACP 10-12, you must:

- be employed on the academic pathway in which you wish to apply, i.e. R&T, T&S or R; and
- have been employed in your current post¹ for at least 12 months as at 1 October of the calendar year in which you are applying. 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 on the R&T and T&S pathways are also normally expected to have one year's worth of teaching evidence at Cambridge/its Colleges. Applicants with less than one year's worth of evidence may not be scored as highly in regard to teaching.

Important note: If you apply for promotion under one of the ACP schemes, you will not be able to apply for pay progression under the Contribution Reward Scheme (Academic and Research) in the same academic year.

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.

There are additional eligibility considerations for those on all pathways, which are explained below.

¹ This includes following promotion to a new office/post.

R&T pathway: Further Eligibility Information

Promotion to Professor (Grade 11) and Professor at Grade 12

Holders of established 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.

Promotion to Clinical Professor

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 Professorships at Grade 12.

Promotion to Associate Professor (Grade 10)

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

Unestablished Assistant Professors or unestablished Associate Professors (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 their possible promotion application with their Head of Institution before deciding whether or not to submit an application for promotion.

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](#) 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 online 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 will not be Associate Professor

(Grade 10). Their new title will be determined, as appropriate, by their employing department and in accordance with Statutes and Ordinances, if applicable.

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/post.

Staff with curatorial, conservation and associated responsibilities are also eligible to apply for promotion to Professor (Grade 11) or Professor at Grade 12.

Research staff

The normal promotion route for Research staff is via the R pathway. However, employees on Research contracts may be permitted to apply to the established offices of Professor (Grade 11), Clinical Professor (for clinical research staff) or Professor at Grade 12 on the R&T pathway. As per Special Ordinance C (ii), appointments to established University offices are to the retiring age. As such, Research staff wishing to apply for promotion to these offices must seek written confirmation from their Principal Investigator (PI) that funding is available to the retiring age. They must also obtain written support from their Head of Institution and approval from their Head of School. Approval must be provided to the HR Reward Team (acp@admin.cam.ac.uk) prior to the application deadline in order for the individual to be granted access to the ACP Application Portal to prepare their application.

T&S pathway: Further Eligibility Information

Clinical Professorships and Clinical Teaching Professorships

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

R pathway: Further Eligibility Information

Clinical Research Professorships

Holders of research positions, whose duties are primarily concerned with 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 to apply for promotion to a

Clinical Research Professorship. They cannot apply for Research Professorships (Grade 11) or Research Professorships at Grade 12.

Applicants in their probationary period

For the purposes of promotion applications, passing probation is not a change in role. As such, you can include evidence of achievements during and following your probationary period in your application when applying for promotion.

Reapplications

If you were unsuccessful in an application in one year's exercise, and you apply for the same office/post in the next available exercise, you will be considered a reapplicant. 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 must be evidenced in written statements, explaining the reasons for the exemption, and provided to the HR Reward Team (acp@admin.cam.ac.uk).

Note: for the first exercise of the ACP 10-12 scheme in 2026-27, those on the research pathway who applied for promotion to the same post in the 2025-26 exercise of the Senior Researcher Promotions (SRP) scheme will not be considered reapplicants. This is because the assessment process of applications made under SRP was different to the assessment process in ACP 10-12.

Those employed on Fixed Term Contracts

If you are employed on a fixed term contract, you are able to apply for promotion, provided you meet the eligibility criteria referred to on page 14. Following a successful application the promotion will only be actioned if you remain employed in the post under which you applied for promotion 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 in that post at the point the promotion becomes effective.

Exclusions – disciplinary warnings

Any employee with a live disciplinary warning as at 1 October of the year in which they are applying will not be considered eligible to apply for promotion. In addition, an employee who has applied for promotion in an ACP exercise and is then subsequently issued with a disciplinary warning throughout the scheme process, at any point until the Vice-Chancellor's Committee meets in May, will no longer be considered eligible to apply for promotion. Their application will be therefore withdrawn and will not be taken to any further stage of consideration.

Application for Promotion

You are responsible for preparing and submitting your application via the appropriate route by the deadline specified in the timetable. Your application should provide evidence and examples that best support your case for promotion and clearly demonstrate how you meet the Assessment Criteria for the relevant office/post and pathway, referring to the Indicators of Excellence for guidance. This section sets out certain requirements relating to the application form and basic content of required information.

You must present your case for promotion in a concise manner, avoiding duplication where possible. Your application must be a maximum of 30 pages, including all attachments. Applicants on the R&T pathway who are required to submit their application via the ACP Application Portal can check this by downloading a PDF copy of their application from the portal.

The San Francisco Declaration on Research Assessment (DORA)

You are expected to apply the principles of the San Francisco Declaration on Research Assessment (DORA), of which the University is a signatory. You must not make any reference to “high impact”, “high quality”, “influential”, “high ranking”, “top tier” or “Q1 (1st quartile)” journals, or use any other such language that suggests a journal, publisher or other dissemination outlet is superior. Assessment will be made on the quality and the impact of the research itself, and not on where it has been published or shared, or on the quantity of outputs. Assessment will be inclusive of different output types, to include publicly available outputs such as articles, books, book chapters, reports, exhibitions, datasets, software, artefacts, etc. See the [DORA guidelines](#) and the [University's Open Research Position Statement](#) for more information.

How to submit your application

Applicants on the R&T pathway must submit their application via the ACP Application Portal. The ACP Application Portal will guide you through the sections of the form, as detailed on page 19. Guidance on using the ACP Application Portal can be found in the [User Guide for Applicants](#).

Applicants on the T&S and R pathways must complete the relevant application form (available [here](#)). The completed forms and supporting documentation must be submitted via this [Microsoft Form](#).

The ACP Application Support Scheme

The ACP Application Support Scheme is open to academics and researchers in all subjects and seeks to encourage and support applicants to apply for promotion via ACP.

Please send any queries to the Learning and Organisational Development Team at: LOD@admin.cam.ac.uk.

Further information on the scheme can be found at the following link: [Academic mentoring](#)



R&T pathway: 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 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 ACP Application Support Scheme Adviser prior to applying.
- If 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 it is, your personal statement should explain the multidisciplinary nature of your work and indicate which institutions your work mostly concerns.
- You will be asked if you would like your **College Teaching** to be considered as part of your application.
- 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.
- 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 33.

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 31 for more details.

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. Please note that if you complete the online layout of the CV, when a PDF version of the application is generated, the CV may slightly exceed the two-page limit, which is permissible.

If preferred, you can choose to provide a narrative CV but please ensure that it 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 your role title, place of work, start dates and end dates (where applicable).

- **Education and Qualifications**, including details of degrees, diplomas and/or 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.

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 21 for more details on this.
- **Research Talks:** 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.
- **Research Associations and Collaborations:** details of postdoctoral and other researchers, including visiting academics, with whom you are or have been directly associated in the recent past. These should be associations which you have been directly or primarily responsible for initiating (maximum of 1,000 words).
- **Other Scholarly Contributions:** 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. Indicate if any of these are open access (free to read and reuse at no cost) by marking as '(open)'. 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 available² 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 31), you can do so.
- Indicate which publications are open access (free to read and reuse at no cost) by marking as ‘(open)’.
- Work in progress but not yet completed must **not** be included.
- Copies of publications must **not** be included.

Note: citation data is not a direct indicator of research quality. In line with the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#), while citation data may be included, applications will be assessed on the quality and the impact of the research itself, and not on the quantity or range of citations received. Consideration of an application will not be prejudiced if citation data are not included.

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 20).

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 personal statement section.

² 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 one year of evidence at Cambridge/its Colleges);
- 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), and details of administrative work that the Institution has agreed to be equivalent to part of the annual teaching stint (maximum of 1,000 words);
- Details of any regular and substantial contribution to the teaching programmes of other Institutions;
- Details of how you have contributed to the development of other researchers or research groups. For example, through mentoring and guidance, leadership (formal or informal), training or teaching. 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 (maximum of 1,000 words);
- 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 five sides of A4. Please add annotations to any supporting evidence you include in your application, to provide commentary and an explanation of why you have included it, and how it demonstrates your achievement of the assessment criteria.

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 year prior to the dispensation.

College Teaching

If you undertake any College teaching or as a College Director of Studies, these details can be included. You should also provide the name and College of the Senior Tutor.

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 central University bodies, working parties/groups, 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, administrative duties carried out in relation to the Research Excellence Framework (REF), 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.

This section must be a maximum of 1,000 words.

T&S pathway: what to include in your application

Application details

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

- **Personal details**, including your name, contact details and current position details.
- **Which office/post you are applying for**, choosing from (Teaching) Professor at Grade 12, Clinical (Teaching) Professor, (Teaching) Professor (Grade 11) or Associate (Teaching) Professor (Grade 10).
- You will be asked if your application is **multidisciplinary**. If it is, your personal statement should explain the multidisciplinary nature of your work and indicate which institutions your work mostly concerns.
- You will be asked if you would like your **College Teaching** to be considered as part of your application
- 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.
- 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 33.
- If you are applying for a **(Teaching) Professorship (Grade 11 or 12)** or a **Clinical (Teaching) Professorship**, you will be asked to provide the proposed title for your (Clinical) (Teaching) Professorship, should your application for promotion be successful. Your title should be relevant to your field, and you must discuss and agree the proposed title with your Head of Institution before submitting your application.

Note: If you hold more than one T&S contract, your application for promotion will apply to all T&S contracts you hold. Where the grades are different, you will be promoted to the higher grade of all roles, in all institutions.

Curriculum Vitae (CV)

You must submit a copy of your CV with your application form. This should be a concise CV of **no more than two sides of A4 (500 words)**, including any annotations. If preferred, you can choose to provide a narrative CV but please ensure it 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 your role title, place of work, start dates and (where applicable) end dates.
- **Education and Qualifications**, including details of degrees, diplomas and/or other qualifications, and where and when obtained.
- **Appointments and Affiliations**, including memberships of professional bodies, learned societies, advisory bodies, peer review activities (grants, journals, books etc), editorships etc, with start, and where relevant, end dates.
- **Prizes, Awards and Honours**, including elections to prestigious professional/scientific bodies, providing the full name of the awarding/electing body and the year of award/election.

Teaching and Scholarship

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

- A record of all under and postgraduate courses taught over such a period as to demonstrate evidence of fulfilment of the teaching criteria (normally not less than one year of evidence at Cambridge/its Colleges).
- Details of course developments and pedagogical innovation.
- The annual number of hours of teaching undertaken in your Institution (stint), and details of administrative work that the Institution has agreed to be equivalent to part of the annual teaching stint (maximum of 1,000 words).
- Details of any grants, as applicable. Please note, student awards cannot be classed as grant capture.
- Details of Invited or Contributed Talks/Seminars, or other research presentations. You will also be asked to indicate if you were the keynote/plenary speaker at any of your talks. Generally, keynote speeches are considered the primary speech, which sets the central theme of a conference, whereas plenary speeches cover a broad range of topics. However, in some disciplines, the term keynote and plenary are used interchangeably.
- Details of any regular and substantial contribution to the teaching programmes of other Institutions.
- An up-to-date list of any postgraduate students formally supervised, including results, since your last promotion/appointment.
- Summary of examining duties.

Samples of course descriptions, hand-outs, bibliographies, summary evidence of student feedback may be included, up to a **maximum** of five sides of A4. Please add annotations to any supporting evidence you include in your application, to provide commentary and explanation of why you have included it, and how it demonstrates your achievement of the assessment criteria.

Scholarship

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

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

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

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

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

Evidence of the above should be captured in your publications list as applicable (see below). However, you may wish to provide further details on your scholarship in the section of the application form named “Teaching and Scholarship Contribution” (this section must be a maximum of 1,000 words) or include them as one of the key achievements you would like to highlight in your personal statement (see page 31).

The impact of your scholarship

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

College Teaching

If you undertake any College teaching and work undertaken as a College Director of Studies, these details can be included. You should also provide the name and College of the Senior Tutor so they can be contacted to provide a statement regarding your College teaching.

Clinical Work and Postgraduate Medical Teaching and Training

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

Clinical Veterinary Work and Postgraduate Veterinary Teaching and Training

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

Publications (scholarly outputs, textbooks and online resources)

Details of scholarly outputs should be provided as follows:

- The publications list must be structured into sections, including a section for peer-reviewed publication and a section for pre-prints and author accepted manuscripts which have a persistent Digital Object Identified (DOI).
- Within the sections referred to above, the publications list must be in a clear chronological order, stating for each publication (including any books) the year of publication, and page numbers (where available). Where relevant, you must clearly mark publications since your last promotion/appointment with an asterisk.
- The publications list must include only outputs which are publicly available³ for consideration. Publications which have been “accepted and are in press” but are not yet publicly available must not be included in the publications list. However, if you would like to refer to an in-press publication in your personal statement (see page 31), you can do so.
- Indicate which publications are open access (free to read and reuse at no cost) by marking as ‘(open)’.
- Work in progress but not yet completed must **not** be included.
- Copies of publications must **not** be included.

³ 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.

Note: citation data is not a direct indicator of research quality. In line with the University's guidance on the [Responsible Use of Metrics in Research Assessment](#), while citation data may be included, applications will be assessed on the quality and the impact of the research itself, and not on the quantity or range of citations received. Consideration of an application will not be prejudiced if citation data are not included.

The points noted on this page are intended as guidance only. You are encouraged to follow disciplinary norms when preparing your publications list, which may differ from the above.

Online learning and teaching resources

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

Outputs which can be included

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

Non-standard contributions

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

Co-authored and multi-authored publications

You should provide details of your role and contribution in co-authored and multi-authored publications, as referred to in the section on the personal statement.

Service to the University and Academic Community

You should provide a list of contributions other than in teaching and scholarship undertaken in your Institution/School/University and any service to the academic community outside the University that you wish to have considered. This might include service on central University bodies, working parties/groups, 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, administrative duties carried out in relation to the Research Excellence Framework (REF), details of research management, of research groups, and the creation and management of multi-institutional national/international research facilities. It may also include public engagement work.

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

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

This section must be a maximum of 1,000 words.

R pathway: what to include in your application

Application details

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

- **Personal details**, including your name, contact details and current position details.
- **Which post you are applying for**, choosing from Research Professor at Grade 12, Clinical Research Professor, Research Professor (Grade 11) or Associate Research Professor (Grade 10).
- You will be asked if your application is **multidisciplinary**. If it is, your personal statement should explain the multidisciplinary nature of your work and indicate which institutions which your work mostly concerns.
- 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.
- 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 33.

Note: If you hold a Research contract in more than one institution, you may only apply for promotion in the institutions where there is funding available to support promotion. If there is funding available in both institutions, you will only need to submit one application form covering both posts. If there is funding available to support the promotion in one institution only, you will only be able to apply for promotion in that institution.

Curriculum Vitae (CV)

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

Your CV must be attached as a separate document (in PDF format) to the application form.

Your CV should include the following:

- **Professional history**, including all current and previous professional appointments held. Please include your role title, place of work, start dates and end dates (where applicable).
- **Education and Qualifications**, including details of degrees, diplomas and/or 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.

Research and Researcher Development

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 29 for more details on this.
- **Research Talks:** 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.
- **Research Associations and Collaborations:** details of postdoctoral and other researchers, including visiting academics, with whom you are or have been directly associated in the recent past. These should be associations which you have been directly or primarily responsible for initiating (maximum of 1,000 words).
- **Other Scholarly Contributions:** include any 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. Indicate if any of these are open access (free to read and reuse at no cost) by marking as 'open'. You can discuss this with your Head of Institution, and/or a mentor.
- **Evidence of researcher development:** details of how you have contributed to the development of other researchers or research groups. For example, through mentoring and guidance, leadership (formal or informal), training or teaching. 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.

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 available⁴ for consideration. Publications which have been "accepted and are in press" but are not yet publicly available must not be included in the

⁴ 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.

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 31), you can do so.

- Indicate which publications are open access (free to read and reuse at no cost) by marking as ‘open’.
- Work in progress but not yet completed must **not** be included.
- Copies of publications must **not** be included.

Note: citation data is not a direct indicator of research quality. In line with the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#), while citation data may be included, applications will be assessed on the quality and the impact of the research itself, and not on the quantity or range of citations received. Consideration of an application will not be prejudiced if citation data are not included.

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 29).

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.

Service to the University and Academic Community

You should provide a list of contributions other than in research undertaken in your Institution/School/University and any service to the academic community outside the University that you wish to have considered. This might include service on central University bodies, working parties/groups, 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, administrative duties carried out in relation to the Research Excellence Framework (REF), 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 and College teaching.

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

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

This section must be a maximum of 1,000 words.

All pathways: Personal Statement

You must include a personal statement in support of your application. Your personal statement should be a maximum of 1,000 words and explain your case for promotion, and how the evidence provided in your application demonstrates your achievement of the Assessment Criteria of the office/post to which you are applying. You should highlight information about your achievements since your last promotion/appointment.

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 so you can include evidence of achievements during your probationary period in your promotion application.
- 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.

Key outputs/achievements

For applicants on the **R&T and R pathways**, with regard to the evidence provided of research, you should highlight up to four of your **key research outputs** (including but not limited to, journal articles, books, chapters, reports, pre-prints, datasets, software, artefacts) since your last promotion/appointment, and describe their significance in terms of your discipline, and of your contribution to them (using CRediT taxonomy or your own words), 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. You may wish to indicate if any of these are open access (free to read and reuse at no cost). 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.

For applicants on the **T&S pathway**, with regard to the evidence provided of teaching and scholarship, you should highlight up to four of your **key achievements** since your last promotion/appointment, and describe their significance in terms of your discipline, and of your contribution to them, in order to demonstrate the quality and value of your teaching and scholarship. You are advised to limit these descriptions to 50-100 words per achievement. In addition, you should make clear your role and contribution in co-authored and

multi-authored publications or multi-partner projects. You might also wish to highlight key advances set out in your scholarship, how your scholarship informs your teaching, and the benefit this has on your students.

Multidisciplinary teaching and/or research

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

For applicants on the **R&T and T&S pathways**, 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. You should provide commentary on the feedback you have received, explaining how you have responded to that feedback, and how you have used it to improve your 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.

Teaching duties

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

All pathways: feedback from previous applications

If you are a reapplicant (see page 17), 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 it since your previous application, i.e. what actions you have taken to improve in areas that were previously identified as requiring improvement.

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, periods of prolonged leave such as maternity, parental or bereavement, and any 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. This information will not be shared with referees or those providing additional statements for your application, including College teaching statements, veterinary statements or clinical statements.

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, 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.

References

You are required to provide the names, titles and contact details of nominated referees. 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. You must declare any conflict of interest or areas of collaboration by indicating this when submitting your application. As a guide, co-authoring two or three publications with a referee would not normally be considered a conflict of interest. However, a more extensive publication record with a referee may indicate a close professional relationship and would be regarded as a conflict. Similarly, where any collaboration or co-authorship took place five or more years ago and there has been no substantial subsequent collaboration, this would not normally be considered a conflict of interest.

There may be circumstances in which exceptions to the above guidance may be appropriate, such as:

- In disciplines in which there are few academics, individuals with whom you have collaborated on research may be nominated as referees. In such cases, the nature and extent of the collaboration should be declared, and the referee will be required to declare their interest when submitting a reference.
- In disciplines that typically have a lower publication expectation, co-authoring fewer than three publications may be considered a conflict of interest. Applicants should not nominate referees with whom they have co-authored the majority of their publications, regardless of their total number of publications.

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' 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 10-12 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 by the FC in the case of a multidisciplinary application or internal nomination from cognate subject areas.

The FC 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 the applicant and Faculty Committee must confirm with the individuals they wish to nominate that they are willing and able to provide a reference, i.e. you 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.

The table below shows the number of referees required for first time applicants.

Application	Applicant nominates	Faculty Committee nominates	Total References
(Teaching/Research) Professorships (G11 and G12) and Clinical (Teaching/Research) Professorships	1 (+ 1 reserve)	2 (+ 1 reserve)	3
Associate (Teaching/Research) Professorships (G10)	1 (+ 1 reserve)	1 (+ 1 reserve)	2

Summary of application referencing requirements

References for reapplicants

You will be considered a reapplicant if you unsuccessfully applied for the same office/post in the ACP 2025-26 exercise. For reapplicants, the same number of new references will be gathered as set out in the table above. In addition, the references from the previous exercise will be carried forward.

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.

Promotion to a (Teaching/Research) Professorship (Grades 11 and 12) and Clinical (Teaching/Research) Professorship

Referees for promotion to a (Teaching/Research) Professorship (Grades 11 and 12) or a Clinical (Teaching/Research) 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. This is particularly true for applicants on the T&S pathway.

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, or your field of expertise in teaching and scholarship. At least one of the referees should be able to comment on your service to the academic community externally.

Applicants on the T&S pathway in particular can choose to nominate a referee from the University of Cambridge, but they should be external to your own institution.

Promotion to Associate (Teaching/Research) Professor (Grade 10)

For promotion to Associate (Teaching/Research) Professor (Grade 10), two references are required. 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, or your field of expertise in teaching and scholarship.

For those on the R&T and T&S pathways: at least one referee should be internal and able to comment authoritatively on the quantity of teaching and service to the University and academic community. 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.

For those on the R pathway: at least one referee should be external. You must supply the details of one external 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 may 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. The information provided in relation to teaching will be considered under the teaching criterion, and the information provided in relation to clinical duties will be considered under the service criterion.
- 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 under the teaching criterion, and the information provided in relation to clinical duties will be considered under the service criterion.

Submission of applications

Applicants on the R&T pathway must submit their application via the [ACP Application Portal](#). The ACP Application Portal will guide you through the sections of the form, as detailed on page 19. Guidance on using the ACP Application Portal can be found in the [User Guide for Applicants](#).

Applicants on the T&S and R pathways must complete the relevant application form (available [here](#)). The completed forms and supporting documentation must be submitted via this [Microsoft Form](#).

Outcomes

You will be notified of the outcome of your application after the GB has considered the ACP 10-12 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 10-12 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 73.

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 and research employees in their Institution. The list of eligible employees will be provided to Institutions via the burst report mechanism at the launch of each year's ACP 10-12 exercise. Burst report recipients must share the eligibility lists with the Head of Institution, so they can review and offer eligible employees the opportunity to discuss promotion.

The University's [Staff Review and Development \(SRD\) 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 10-12 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 employees in their institution about whether it is the right time for them to apply for promotion, and for which office/post they should apply. They should also provide guidance to employees on areas they may wish to work on in order to better demonstrate their achievement of the assessment criteria.

Heads of Institution should help facilitate career development and progression, including ensuring employees are aware of the mentoring and application support available (see page 18). They should also support staff who work part-time, or who have high teaching loads, to identify ways in which they can make contributions in relation to service.

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

Recommending referees

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. Referees should not be close colleagues, collaborators, co-authors or former students of the applicant. As a guide, co-authoring two or three publications with an applicant would not normally be considered a conflict of interest. However, a more extensive publication record with a referee may indicate a close professional relationship and could be regarded as a conflict. Similarly, where any collaboration or co-authorship took place five or more years ago and there has been no substantial subsequent collaboration, this would not normally be considered a conflict of interest. It should be noted that Heads of Institution will not be provided with any references received, unless they are a member of one of the committees assessing the application.

Employees with multiple posts

For employees who hold more than one **T&S contract**, their application will apply to all T&S contracts they hold. Where the grades are different, they will be promoted to the higher grades of all roles, in all institutions.

For employees who hold more than one **R contract**, they may only apply for promotion in the institutions where there is funding available to support promotion. If there is funding available in both institutions, they will only need to submit one application form covering both posts. If there is funding available to support the promotion in one institution only, they will only be able to apply for promotion in that institution.

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;
- 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;
- refer to both generic and local Indicators of Excellence, where relevant;
- comment on the applicant's overall role and contribution to the academic enterprise and their standing in relation to other academic/research 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;
- provide a comparison of the applicant's teaching hours to the institution's average where possible;
- include comments on the quality of the applicant's teaching from the Institution's academic lead for teaching if appropriate; and
- refer to any student feedback included in the application, where applicable.

The Head of Institution may delegate the preparation of the statement to another senior academic officer, who should 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 view of the Institution on the case for promotion. The statement must be submitted by the date requested by the FC and in time for its meeting.

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

The statement forms part of an individual's application documentation and progresses through each of the committee stages. As part of the feedback process, the statement will be disclosed to the applicant on request.

Funding

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 for applications on the **R&T and T&S pathways** should be raised with the relevant School Finance Business Partner in the first instance. Queries concerning funding for applications on the **R pathway** should be raised with the relevant Principal Investigator (PI).

As per Special Ordinance C (ii), appointments to established University offices are to the retiring age. Applications for promotion to these offices therefore require proof of funding to cover the appointment to the retiring age. Applications that cannot demonstrate available funding will be withdrawn.

Multidisciplinary applications

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.

Contextual Factors

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.

Staff Review and Development (SRD) scheme

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

Dispensation from teaching

For applicants on the R&T pathway, if their duties 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.

Departure from the Standard Scoring Model

In exceptional circumstances, the Head of Institution may propose a departure from the standard scoring model for the office/post for which the applicant has applied. If appropriate, this should be detailed in the statement. More information on this can be found in General Comments on Scoring on page 71.

The San Francisco Declaration on Research Assessment (DORA)

Institutional statements must adhere to the principles of the San Francisco Declaration on Research Assessment (DORA), of which the University is a signatory. The assessment of an application, and therefore the institutional statement, must not make any reference to "high impact", "high quality", "influential", "high ranking", "top tier" or "Q1 (1st quartile)" journals, or use any other such language that suggests a journal, publisher or other dissemination outlet is superior. Assessment must be made on the *quality and impact* of the research itself, and not on where it has been published, or the quantity of outputs.

Giving Feedback to Unsuccessful Applicants

Heads of Institutions have an important role in providing feedback to unsuccessful applicants and should be mindful that the individual may be upset and 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 of Institution should allow adequate time to speak to the unsuccessful applicant, preferably in person, and be available to hold further discussions, where required.

The Head of Institution 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 73 of this document provides further detail of the feedback provisions.



Guidance for Committees

All applications made as part of the ACP 10-12 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, Divinity and Centre for Research in the Arts, Social Sciences and Humanities
	Combined Faculty Committee Two: Classics, Modern and Medieval Languages, Asian and Middle Eastern Studies, Language Centre and Institute for Technology and Humanity
Biological Sciences	Biology
Clinical Medicine	Clinical Medicine
	Veterinary Medicine ⁵
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

Following submission, applications from employees in Non-School Institutions will be reviewed by the Head of Institution who will determine the appropriate Faculty Committee to assess the application.

⁵ As confirmed in the *Reporter*, the General Board has set up a Vet School Change and Oversight Board (VSCOB). Whilst the VSCOB is in place, a specific Faculty Committee has been created for the assessment of applications from employees in the Department of Veterinary Medicine. Applications will then proceed to the School Committee for Clinical Medicine.

The Roles and Responsibilities of the Committees

Faculty Committee (FC)	School Committee (SC)	Vice-Chancellor's Committee (VCC)
• 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 achievements objectively against the relevant evaluative criteria and recording collective decisions against the relevant Assessment Criteria and School/Institution-specific Indicators of Excellence, using the full range of scores in order to indicate the relative strength of each application. • Decides whether each application meets the criteria across the assessment criteria relevant to the applicant's pathway, in accordance with the Assessment Criteria, confirming its assessment to the SC. • Provides recommendations to the SC, placing applications for each office/post in a ranked list of priority. • Advises the respective Lead HR Business Partner (as Secretary of the relevant SC) that documentation is complete and can be provided to the SC.	• Reviews the evaluation and scores for each applicant from the FCs, making changes it believes are necessary to ensure that they have been applied consistently between applicants and across FCs. • Records all decisions made against the relevant Assessment Criteria and School/Institution-specific Indicators of Excellence. • Decides which applicants meet the required standard of excellence and should be promoted, producing a rank order of total scores for each office/post. • Agrees a Feedback Statement for each applicant not recommended for promotion, to be provided to the applicant 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.	• Moderates between the School Committees to ensure that a consistent standard has been achieved. The VCC receives the rank order of applicants for each office/post and considers the documentary evidence for applicants, deciding whether any adjustments in evaluation are necessary. • Identifies any particular application(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 be promoted for each office/post. The General Board receives these recommendations, confirms the promotion outcomes 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 10-12 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 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.
- An additional member from the University of Cambridge Professional and Continuing Education (PACE) may be invited to join the Faculty or School Committee, where deemed relevant by a school.
- 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 multidisciplinary applications.
- Committees are required to include at least one representative with specific expertise in teaching focused academic practice.
- Committee members must be (Teaching/Research) Professors at Grade 12 or of professorial standing⁶.
- 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 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).
- The membership of each committee should have as fair a representation across gender and ethnicity as reasonably possible. The Secretary of each School Committee should check with each external member how they wish their gender and ethnicity to be described. The representation across committees will be monitored.
- University members of 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 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](#)

⁶ 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](#).

[Compliance Division website](#), reviewing the [“Introducing free speech” factsheet](#), and watching the video and reviewing the [guidance on the Office for Students website](#).

- All committee members 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 virtually.
- 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 the different pathways.
- All members should be aware that:
 - a systematic approach in forming a view of an application is desirable;
 - the process of evaluation is a collective activity with all decisions made collectively;
 - 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; and
 - 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 committees in any annual exercise, with the exception of an individual being a member of more than one FC. While someone could sit on multiple FCs, it is not permissible to sit on a FC and a SC 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.

Overarching Considerations for Committees



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 (where applicable) 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, the identity of a journal, a book publisher, or other venue for sharing research outputs, and that quality is prioritised over quantity. While terms such as ‘high quality research’ or ‘influential research’ are acceptable, any reference to ‘impact’ or ‘impactful’ research should be explained in terms of scholarly impact upon the research field or societal/economics/other impact on research ‘users’ outside of it (e.g. practitioners, policymakers, industry, the public), to avoid any misinterpretation of ‘impact’ as denoting ‘journal impact factor’.

Assessments must not make any reference to “high impact”, “high quality”, “influential”, “high ranking”, “top tier” or “Q1 (1st quartile)” journals or use any other such language that suggests a journal, publisher or other dissemination outlet is superior. Assessment must be made on the quality and the impact of the research itself, and not on where it has been published or shared. It must be inclusive of different output types, to include publicly available outputs such as articles, books, book chapters, reports, exhibitions, datasets, software, artefacts, etc. Committees are directed to the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#), and are expected to follow these principles. See also the [DORA guidelines](#) and the [University’s Open Research Position Statement](#).



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.

Further considerations for assessment 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 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, scholarship or service (as applicable to their pathway).

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.

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

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

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

Role profiles for academic R&T and academic T&S positions can be found in the [University's Role Template Library](#).

Multidisciplinary applications

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

Once the appropriate FC has been determined, the Chair of the FC should ensure that, where appropriate, action is taken to obtain additional relevant information required to conduct a full assessment of all aspects of the application (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 31, 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.

Assessment of scholarship and its impact for applicants on the T&S pathway

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

Important notes regarding application details

Applicants on the R&T pathway

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.

Applicants on the T&S pathway

In 2022, the University introduced the Teaching and Scholarship pathway, following approval of the [Joint Report of the Council and the General Board on the introduction of an Academic Career Pathways \(Teaching and Scholarship\) scheme](#). Since its introduction, many employees moved from their previous academic-related contracts to Academic (Teaching and Scholarship) contracts, as well as changing their job title. However, their duties did not change. These changes were made in the University's HR system with the relevant effective date. Committees should therefore be mindful that applicants may have been in their current role for a longer period than the system suggests, as despite their contract type and title changing, they may have been doing the same role for a longer period.

In addition, some employees have been through the ACP transfer process to transfer from an Academic (Research and Teaching) contract to an Academic (Teaching and Scholarship) contract.

Committees should refer to the applicant's CV to determine their professional history.

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 committee boundaries (see Multidisciplinary Applications on page 49);
- 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 and 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	School Committee Chair
Specifically, the FC Chair is expected to ensure that: • applications are assessed to check whether the appropriate academic office/post has been applied for (and may request a revised application to be submitted in time for consideration; such cases are exceptional and must be clearly justified); and • the Institutional Statement is sufficiently detailed and contains sufficient explanation.	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; and • liaise, if necessary, with the Chair of any FC that considered applications submitted to the SC.

Before the committee process

After the deadline for applications, the Secretary of the FC circulates a 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, as per the guidance in the References section of this guidance. 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; if it is decided to request an updated reference from a previous year's referee, this would be treated as one of the newly gathered 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 the application is for the appropriate level of office/post (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.

The 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 for each application whether it 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 will be asked to attend part of the relevant SC meeting in a non-voting capacity, in order to answer any questions the SC may have about any applications.

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 individuals 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 the FC 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 at the start of the meeting);
- 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 allowance should be made for Contextual Factors; and
- 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 individuals involved, is responsible for ensuring all relevant documentation and associated content is treated in the strictest of confidence.

The Faculty Committee Secretary is responsible for ensuring that each application and supporting documentation is complete and conforms to the guidance. 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.

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

- an agenda;
- a link to this guidance;
- the complete documentation for each applicant; and
- comprehensive lists of all applicants for each office/post.

Following the meeting, the full documentation (applications, references/statements, completed assessment records and minutes) should then be forwarded to the Secretary of the SC.

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

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 and where it has either taken strong account of, or apparently disregarded, a single critical reference/statement amongst a group of positive references/statements.

The 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.

Each member of the SC 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 at the start of the meeting);
- 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 allowance should be made for Contextual Factors; and
- they state any declarations of interest to enable the committee to agree appropriate action to be taken before consideration of applications.

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.

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.

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

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

The full documentation (applications, references/statements, completed assessment records and 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 action to address them;
- provides a reasoned justification of the agreed evaluations and its determination of the rank order for each office/post, including clear reasons for any adjustment in the FC evaluations, banding, scoring. If there is complete agreement between a FC and a SC, no comment will be necessary;
- provides a justification where high scores have been awarded that indicate an exceptional contribution;
- records where the committee's assessment differs from that suggested by a referee(s) and where it has either taken strong account of, or apparently disregarded, a single critical reference amongst a group of positive references;
- provides feedback statements to be shared with unsuccessful applicants;
- more information on the preparation of feedback statements can be found below; and
- reference may be made to comments contained in referees' statements; however, any such reference must be anonymised.

Feedback Statements

The SC 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.

The 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 office/post and consider the documentary evidence, deciding whether any adjustments in evaluation are necessary.

Each member of the VCC 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 at the start of the meeting);
- 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 allowance should be made for Contextual Factors; and
- they state any declarations of interest to enable the committee to agree appropriate action to be taken before consideration of applications.

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. The VCC will focus its discussion on:

- applications which were considered and scored to be either on, just above or just below the line for promotion;
- applications where the SC reached a different conclusion to the FC, including those where significant adjustments were made to the scores; and
- applications with non-standard aspects, which may have caused difficulty.

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.

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.

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

- an agenda;
- a link to 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. All applications for promotion will be provided to the GB for approval, and the University will approve applications for the establishment of Professorships (Grades 11 and 12) and Clinical Professorships by Grace, following publication of a Report of the GB (the Report will list, for information, all successful promotions in that year's exercise).

Following the GB meeting, each Head of Institution and Chair of FC/SC will be informed of the application outcomes in their respective areas by email. Applicants will be informed of the outcome of their application by email by the date specified in the timetable.

Recording of statistical and equal opportunity data relating to the exercise will be produced by the HR Division.

Scoring and Performance Descriptors (bandings)

R&T pathway

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

The scores and performance descriptors (bandings) 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, the alternative scoring models may be used (see page 71).

Scoring Professorships (Grades 11 and 12) and Clinical Professorships

Applications 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).

Performance descriptor (banding)	Standard scoring model		
	Research and Research Leadership	Teaching and Researcher Development	Service to the University & Academic Community
Outstanding Evidence	40 – 50	24 - 30	16 - 20
Strong Evidence	30 - 39	18 – 23	12 – 15
Moderate Evidence	20 – 29	12 – 17	8 - 11
Insufficient/Unclear Evidence	10 - 19	6 - 11	4 - 7
Clearly Unsatisfactory	1 – 9	1 - 5	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 Teaching and Researcher Development score is reduced to 20 with:

- **First alternative:** Research and Research Leadership is increased to 60 points and Service remains at a maximum of 20 points; or
- **Second alternative:** Service is increased to 30 points and Research and Research Leadership remains at a maximum of 50.

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 71.

Performance descriptor (banding)	First alternative scoring model			Second alternative scoring model		
	Research and Research Leadership	Teaching and Researcher Development	Service	Research and Research Leadership	Teaching and Researcher Development	Service
Outstanding Evidence	48 – 60	16 - 20	16 - 20	40 – 50	16 - 20	24 - 30
Strong Evidence	36 – 47	12 – 15	12 – 15	30 - 39	12 – 15	18 – 23
Moderate Evidence	24 – 35	8 – 11	8 – 11	20 – 29	8 – 11	12 – 17
Insufficient/Unclear Evidence	12 – 23	4 – 7	4 – 7	10 - 19	4 – 7	6 - 11
Clearly Unsatisfactory	1 – 11	1 - 3	1 - 3	1 – 9	1 - 3	1 - 5

Scoring Associate Professorships (Grade 10)

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 10-12 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)

Applications 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).

Performance descriptor (banding)	Standard scoring model for option 1 (research-weighted)		
	Research and Research Leadership	Teaching and Researcher Development	Service to the University & Academic Community
Outstanding Evidence	40 – 50	24 – 30	16 – 20
Strong Evidence	30 – 39	18 – 23	12 – 15
Moderate Evidence	20 – 29	12 – 17	8 – 11
Insufficient/Unclear Evidence	10 – 19	6 – 11	4 – 7
Clearly Unsatisfactory	1 – 9	1 – 5	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 Teaching and Researcher Development is reduced to 20 with either:

- **First alternative:** Research and Research Leadership is increased to 60 points and Service remains at a maximum of 20 points; or
- **Second alternative:** Service is increased to 30 points and Research and Research Leadership remains at a maximum of 50.

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 71.

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	48 – 60	16 - 20	16 - 20	40 – 50	16 - 20	24 - 30
Strong Evidence	36 – 47	12 – 15	12 – 15	30 - 39	12 – 15	18 – 23
Moderate Evidence	24 – 35	8 – 11	8 – 11	20 – 29	8 – 11	12 – 17
Insufficient/Unclear Evidence	12 – 23	4 – 7	4 – 7	10 - 19	4 – 7	6 - 11
Clearly Unsatisfactory	1 – 11	1 - 3	1 - 3	1 – 9	1 - 3	1 - 5

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).

Performance descriptor (banding)	Standard scoring model for option 2 (teaching-weighted)		
	Teaching and Researcher Development	Service to the University & Academic Community	Research and Research Leadership
Outstanding Evidence	40 – 50	24 - 30	16 - 20
Strong Evidence	30 - 39	18 – 23	12 – 15
Moderate Evidence	20 – 29	12 – 17	8 – 11
Insufficient/Unclear Evidence	10 - 19	6 - 11	4 – 7
Clearly Unsatisfactory	1 – 9	1 - 5	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 is increased to 60 and Research remains at a maximum of 20 points, or
- **Second alternative:** Research is increased to 30, and Teaching and Researcher Development remains at a maximum of 50.

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 71.

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	48 – 60	16 - 20	16 - 20	40 – 50	16 - 20	24 - 30
Strong Evidence	36 – 47	12 – 15	12 – 15	30 - 39	12 – 15	18 – 23
Moderate Evidence	24 – 35	8 – 11	8 – 11	20 – 29	8 – 11	12 – 17
Insufficient/Unclear Evidence	12 – 23	4 – 7	4 – 7	10 - 19	4 – 7	6 - 11
Clearly Unsatisfactory	1 – 11	1 - 3	1 - 3	1 – 9	1 - 3	1 - 5

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 they should choose option 1 (research-weighted) when submitting their application. When assessing these applications, committees would normally use the first alternative scoring model available under option 1 for these applicants, to reduce the weighting for Teaching and Researcher Development to 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).

T&S Pathway

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

The scores and performance descriptors (bandings) 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, the alternative scoring models may be used (see page 71).

Scoring (Teaching) Professorships (Grades 11 and 12) and Clinical (Teaching) Professorships

Applications will be assessed against the following evaluative criteria and scoring methodology:

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

However, in recognition of the different contexts and roles held by academic (teaching & scholarship) staff in different institutions with other opportunities to contribute, an alternative scoring model is also available for which a clear rationale would be needed. More information can be found in the section "Departure from the Standard Scoring Model" (page 71). The alternative scoring methodology is:

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

Performance descriptor (banding)	Scoring models			
	Standard scoring model (70/30)		Alternative scoring model (60/40)	
	Teaching & Scholarship	Service to the University & Academic Community	Teaching & Scholarship	Service to the University & Academic Community
Outstanding Evidence	56 - 70	24 - 30	48 - 60	32 - 40
Strong Evidence	42 - 55	18 - 23	36 - 47	24 - 31
Moderate Evidence	28 - 41	12 - 17	24 - 35	16 - 23
Insufficient/Unclear Evidence	14 - 27	6 - 11	12 - 23	8 - 15
Clearly Unsatisfactory	1 - 13	1 - 5	1 - 11	1 - 7

Scoring Associate (Teaching) Professorships (Grade 10)

Applications will be assessed against the following evaluative criteria and scoring methodology:

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

However, in recognition of the different contexts and roles held by academic (T&S) staff in different institutions with other opportunities to contribute, an alternative scoring model is also available for which a clear rationale would be needed. More information can be found in the section “Departure from the Standard Scoring Model” (page 71). The alternative scoring methodology is:

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

Performance descriptor (banding)	Scoring models			
	Standard scoring model (80/20)		Alternative scoring model (70/30)	
	Teaching & Scholarship	Service to the University & Academic Community	Teaching & Scholarship	Service to the University & Academic Community
Outstanding Evidence	64 – 80	16 – 20	56 – 70	24 – 30
Strong Evidence	48 – 63	12 – 15	42 – 55	18 – 23
Clear Evidence	32 – 47	8 – 11	28 – 41	12 – 17
Insufficient/Unclear Evidence	16 – 31	4 – 7	14 – 27	6 – 11
Clearly Unsatisfactory	1 – 15	1 – 3	1 – 13	1 – 5

R Pathway

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

The scores and performance descriptors (bandings) 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, the alternative scoring models may be used (see page xx).

Scoring Associate Research Professorships (Grade 10), Research Professorships (Grades 11 and 12) and Clinical Research Professorships

Applications will be assessed against the following evaluative criteria and standard scoring methodology:

- Research and Researcher Development (70/100); and
- Service to the University and the Academic Community (30/100).

Performance descriptor (banding)	Standard scoring model (70/30)	
	Research and Researcher Development	Service to the University & Academic Community
Outstanding Evidence	56 - 70	24 - 30
Strong Evidence	42 - 55	18 - 23
Moderate Evidence	28 - 41	12 - 17
Insufficient/Unclear Evidence	14 - 27	6 - 11
Clearly Unsatisfactory	1 - 13	1 - 5

In exceptional circumstances, it may be appropriate to depart from the standard scoring model. This should be on an individual basis, to alter the weighting as follows:

- **First alternative:** Research and Researcher Development is increased to 80 and Service is reduced to 20 points; or
- **Second alternative:** Service is increased to 40 and Research and Researcher Development is reduced to 60.

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 71.

Performance descriptor (banding)	First alternative scoring model (80/20)		Second alternative scoring model (60/40)	
	Research and Researcher Development	Service to the University & Academic Community	Research and Researcher Development	Service to the University & Academic Community
Outstanding Evidence	64 – 80	16 – 20	48 - 60	32 - 40
Strong Evidence	48 – 63	12 - 15	36 – 47	24 – 31
Clear Evidence	32 - 47	8 - 11	24 - 35	16 – 23
Insufficient/Unclear Evidence	16 - 31	4 – 7	12 - 23	8 - 15
Clearly Unsatisfactory	1 - 15	1 - 3	1 - 11	1 - 7

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

Performance descriptors (bandings)

As shown in the scoring tables in the sections above, each score for an assessment criterion has a corresponding performance descriptor (banding). Please note the following points regarding these bandings:

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

The promotion line

Applicants are required to achieve a total score of 80 out of 100 in order to be recommended for promotion. The total score will be the sum of the score given for the assessment criteria relevant to the applicant's pathway.

However, as noted above, the lowest two bandings ('Clearly Unsatisfactory' and 'Insufficient/Unclear Evidence') are deemed to be below the threshold for promotion. As such, should an applicant receive a score in any assessment criterion that falls in either of these performance descriptors (bandings), their application would be deemed to be below the threshold for promotion, and they will not be recommended for promotion, even if their total score is 80 or higher.

Scoring Teaching and Researcher Development contribution

For applicants on the **R&T pathway**, 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.

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 Teaching and Scholarship contribution

For applicants on the **T&S pathway**, each committee will assess the quantity, quality and degree of innovation and leadership (e.g. course design at a macro level) in teaching. If an academic (T&S) post holder is undertaking a standard amount of teaching in a satisfactory way, a mid-range score would be appropriate. Many teaching staff teach more than their stint from time to time and regularly contribute to updating courses and modules; such contributions are regarded to be part of their usual academic role.

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

An applicant seeking promotion on the T&S pathway is required to show consistent and sustained excellence in providing high-quality education that benefits from and engages with Cambridge's research-rich environment and engagement in scholarship of relevance to their discipline.

At this level a contribution to both postgraduate and undergraduate education is desirable. It is recognised that effective contributions may differ between disciplines and that an applicant's contribution is therefore to be assessed in the context of their Institution's expectations, including the local workload model where applicable. Evidence from relevant College teaching could also be used to demonstrate the individual's wider contribution to Teaching & Scholarship.

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

All academic (T&S) staff are expected to be able to evidence criteria 1 and 2 as relevant to each stage of progression, with scoring reflecting the quality and quantity of contribution. The award of a very high score therefore indicates that the applicant is making an exceptional contribution in several aspects of teaching. The nature of that exceptional contribution should be addressed in the SC meeting minutes. A low score indicates that there are significant concerns about the quantity or quality of an applicant's teaching and the Institutional Statement should clearly set out these concerns.

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

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

Scoring Service to the University and to the Academic Community

All applicants seeking promotion are required to show an effective service contribution. The University recognises that people may contribute in different ways at different times and that as individuals become more senior, they may be asked to take on more commitments that are external to the University. Nevertheless, the University normally expects applicants to demonstrate some degree of service contribution that is internal to the University. Evidence of contributions in a College may also be recognised as contributing service to the wider University.

For a standard contribution to service to the University and to the Academic Community, 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 when assessing applications for promotion. As shown in the scoring section for each pathway, alternative models are available for use, in recognition of the different contexts and roles held by employees in different institutions.

Examples of situations when this may be appropriate include when an applicant on the R&T pathway has been formally dispensed from teaching duties (for example, because they are on a research fellowship), or when an applicant on any pathway 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 FC to consider. FCs, SCs and the VCC may also consider this, even if not proposed in the Institutional Statement. The committee must record the reasons for their decision on the appropriate scoring model to use in the applicant's Assessment Record. Heads of Institutions and committees 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 alternative scoring models to side-step the normal expectation of one year of teaching experience at Cambridge (for those on the **R&T and T&S pathways**).

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 (including those working part-time on Guaranteed Minimum Hours Contracts) 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 or research 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 (for applicants on the R&T pathway)

As referred to in the Departure from the Standard Scoring Model section, 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 of scores for reapplicants

Any score received, whether against a particular criterion or as a total score, only applies to the ACP 10-12 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 10-12 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, and a copy of the Assessment Record which provides full comments on the assessment of the application made by the FC and SC. Applicants must also be informed that they can request 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. It may also be appropriate for the Chair of the SC and the Head of School (who is a member of the SC) to attend the feedback meeting, in cases where the Head of Institution was not a member of the SC.

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 applicant concerned to fully consider the information provided.

The applicant should be reminded that each ACP 10-12 exercise is an in-year process, and therefore the associated scores will not be carried forward to any future applications.

Unsuccessful applicants have the right to lodge an appeal against the decision of the 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.



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

Appeals

ACP 10-12 applicants have the right to lodge an appeal against the decision of the VCC. Appeals may only be made on the following grounds:

- there was an alleged material defect in the application of the procedure. For example, where it is alleged that a committee overlooked or misapprehended a significant fact; and/or
- there was an alleged material defect in the documentation which was not prepared by the applicant and was used by the committees which considered the appellant's application. For example, where it is alleged that the documentation placed before a committee(s) was incomplete.

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 explain the reasons on which the appeal is grounded.

The Membership and Role of the Appeals Committee (AC)

The 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 AC will consist of a Chair and five 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. four.

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.

Key Principles of the AC

- Members of the AC must not be eligible to apply for promotion under that year's exercise of ACP 10-12.
- 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.
- 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 appeals should exercise impartiality and fairness and be seen to do so.
- If the Chair of the AC 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.
- Meetings may take place in person and/or virtually.

The Procedure of the AC

Before the AC meets, the Secretary of the AC will share the appeal letters with the Chair of the relevant committee(s) and ask that they submit a written statement responding to the grounds on which the appeal was lodged. The Chair(s) of the relevant committee(s) may consult members of the committee, as they deem appropriate, or, if necessary, reconvene the committee to consider the terms of the response.

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

- the statement of appeal (with any supplementary documents) submitted by the applicant;
- the complete set of the documentation received by the relevant committees when they considered the application for promotion;
- the minutes of the meeting(s) of the relevant committees, and;
- the statement(s) from the relevant committee(s), responding to the grounds on which the appeal was lodged.

The AC should confine its consideration of appeals to the documentation submitted. Appellants will not be asked to attend the meeting, but the AC may exercise discretion to invite an appellant to attend or ask the appellant to provide any information for clarification in writing, if that is considered necessary.

The AC may, before proceeding to a final consideration of the appeal, seek further clarification from the Chair(s) of the relevant committee(s), if deemed necessary. 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) Uphold 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 affected the decision of the VCC. In such cases, the AC will refer the application back to the relevant promotion committee(s) at which the fault is alleged to have occurred and ask the committee(s) to consider the AC's findings and rescore the application. The promotion application will then be referred back to the VCC for reconsideration in light of the revised assessment.
- 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. In these cases, the AC will refer the application back to the relevant promotion committee(s) at which the fault is alleged to have occurred, to confirm whether the upheld ground(s) of appeal would have made any material difference to their scoring of the application. Only where the promotion committee(s) indicates that the upheld ground(s) would have made a material difference to their assessment would the application then be referred to the VCC 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.

There is no right of appeal against the AC's determination of an appeal.

Minutes and Subsequent Action

The Secretary of the AC will record the outcome of the AC's consideration of each appeal. The record will state the ground(s) of the appeal and its outcome.

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

The VCC will receive and consider the written report(s) on the appeal(s) considered by the AC and determined under 1 (and in some cases 2) above, with a view to deciding whether the applicant should or should not be promoted to the office/post for which they have applied.

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



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