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UNIVERSITY OF
CAMBRIDGE

NOTICES**Calendar**

24 March, *Wednesday*. Last issue of the *Reporter* in the Lent Term.

25 March, *Thursday*. Lent Term ends.

27 March, *Saturday*. Congregation of the Regent House via videoconference at 11 a.m. (see below and p. 465).

17 April, *Saturday*. Easter Term begins.

20 April, *Tuesday*. Discussion via videoconference at 2 p.m. (see below).

21 April, *Wednesday*. First issue of the *Reporter* in the Easter Term.

27 April, *Tuesday*. Full Term begins.

Additional Discussion on Tuesday, 20 April 2021

The Vice-Chancellor gives notice that an additional Discussion has been added to the schedule of Discussions for 2020–21, to be held via videoconference on Tuesday, 20 April 2021 at 2 p.m. Those qualified under the regulations for Discussions (*Statutes and Ordinances*, p. 105) are invited to attend for all items; other members of the collegiate University who wish to do so may attend for the discussion of items 1 and 2. The following Reports will be discussed:

1. Joint Report of the Council and the General Board, dated 24 March 2021, on the introduction of an academic (teaching and scholarship) career path (p. 454).
2. Joint Report of the Council and the General Board, dated 24 March 2021, on the grant of the titles of Affiliated Assistant Professor, Affiliated Associate Professor and Affiliated Professor (p. 462).
3. Report of the General Board, dated 24 March 2021, on the establishment of a Professorship (p. 465).

Those wishing to join the Discussion by videoconference should email UniversityDraftsman@admin.cam.ac.uk from their University email account, providing their CRSid (if a member of the collegiate University), by 10 a.m. on the date of the Discussion to receive joining instructions. Alternatively, contributors may email remarks to contact@proctors.cam.ac.uk, copying ReporterEditor@admin.cam.ac.uk, by no later than 10 a.m. on the day of the Discussion, for reading out by the Proctors,¹ or ask someone else who is attending to read the remarks on their behalf.

¹ Any comments sent by email should please begin with the name and title of the contributor as they wish it to be read out and include at the start a note of any College or Departmental affiliations they have.

Amending Statutes for Murray Edwards College

22 March 2021

The Vice-Chancellor gives notice that he has received from the Governing Body of Murray Edwards College, in accordance with the provisions of Section 7(2) of the Universities of Oxford and Cambridge Act 1923, the text of proposed Statutes to amend the Statutes of the College. These, together with the current Statutes, are available on the College's website at: <https://www.murrayedwards.cam.ac.uk/about/statutes-ordinances-and-governance/statutes>. The Council will consider the amendments after 10 a.m. on 9 April 2021.

Congregation of the Regent House on Saturday, 27 March 2021

A Congregation by videoconference will take place on Saturday, 27 March 2021 at 11 a.m., to approve the supplicat for degrees in absence and Graces for degrees submitted under Statute B II 2 (p. 465). In addition to the necessary official participants, access will also be provided to members of the Regent House wishing to attend for this business, who should please give notice by email to vco.ceremonial@admin.cam.ac.uk before 6 p.m. on Friday, 26 March. The supplicat for degrees will be posted online (Raven access only) at <https://www.student-registry.admin.cam.ac.uk/graduation/supplicat-lists-degree-ceremonies>.

Election to the Board of Scrutiny

18 March 2021

Further to its Notice of 12 March 2021 (*Reporter*, 6611, 2020–21, p. 431), the Council, after consulting with the Chair of the Board, agreed to make an appointment to the Board of Scrutiny to fill the vacant place instead of holding another election. It approved the appointment of Mr Gavin Flynn, *DOW*, on the recommendation of the Senior Proctor and Junior Proctor, to serve as a member of the Board in class (c)(i) (a person who has been a member of the Regent House for not more than ten years on 1 October 2021) with immediate effect until 30 September 2023.

Report of the Council on recognition of the merger of Cambridge University Press and Cambridge Assessment in the University's Statutes and Ordinances: Notice in response to Discussion remarks

18 March 2021

The Council has received the remarks made at the Discussion on 9 March 2021 concerning the above Report (*Reporter*, 2020–21: 6608, p. 380; 6611, p. 438).

Mr Allen suggests that the merger of the University Press and Cambridge Assessment requires the approval of the Regent House, and Professor Evans advises that the Report should have recommended the merger to the Regent House. Both ask for information on the case for the merger. The recommendation is not to replace the existing structures with new ones. As paragraph 2 of the Report explains, what is proposed is the adoption of Statute J as the governance framework for the merged entity, with the Press Syndicate (under a revised name) taking responsibility for its management, but with modifications to make clear that the business of Cambridge Assessment is included within its remit. Under Statute J 2 and 3, the Press Syndicate is responsible for the management of the finance, property, and affairs generally of the University Press and has power in the name of the University and for the purposes of the University Press to exercise the powers in Statute A II 3–8.¹ The Regent House has therefore already granted the Press Syndicate powers to manage its own affairs without further reference to the Regent House. The Press and Local Examinations Syndicates have acted within their existing authority in agreeing to the merger and therefore the approval of the Regent House is not required. Further information on the merger is available on the Press's website at <https://www.cambridgeassessment.org.uk/single-organisation/>.

Professor Evans suggests that it would have been courteous for the Regent House to have been asked specifically to approve the abolition of the Local Examinations Syndicate. This change was not presented as a separate recommendation in the Report because it would have added to the complexity of the presentation of the changes; there was no intention to be discourteous. The Report is nevertheless clear that the proposal is to dissolve the Local Examinations Syndicate, and it seeks approval for changes to Ordinance, which include the rescission of the regulations for the Syndicate.

The Council acknowledges that it could have approached the matter in a different way, as part of which the approval of the University could have been sought. Nevertheless, for the reasons given, the recommendations of the Report are sound, as are the approach taken and the business reasons for presenting them in this way.

Professor Evans notes the amendments to recognise the merged entity as the Press and Assessment Department and queries its status. The Press and Assessment Department, like the University Press, would be an institution within the University that is independent of the General Board and the Council. New Statute C I 1(c) confirms this status. Statute A V concerns institutions under the supervision of the General Board; nothing in that Statute prevents the University from establishing a Department outside the supervision of the General Board; indeed, as Dr Chow's remarks indicate, the University Press has long been regarded as an example of such a Department.

Professor Evans refers to the existence of a company registered as Cambridge Assessment with Companies House. This company is dormant and was registered only to prevent the use of the name by another company.

The Council wishes to reassure Professor Evans that plans for the merger are well advanced. Mr Allen notes the steps that have been taken to reach this point and refers to the Council's 2019–20 Annual Report, which records the development of a single strategy for the two businesses to become more joined-up, more digitally enabled and more efficient. The Council is of the view that the merger will advance those plans further, and therefore implementing the merger as soon as practicable will be to the advantage of the two businesses and the academic University.

Dr Chow expresses reservations about the proposed membership of the Press and Assessment Syndicate, noting the existing powers of the Syndicate. As Mr Allen notes, there has been a Press and Assessment Board (PAB) in place since 2017, when the Press and Local Examinations Syndicates agreed to delegate their powers concerning the management of the two businesses to the PAB. The Report notes in paragraph 3 that there are no plans to change those arrangements, therefore most of the Press and Assessment Syndicate's powers would be exercised by the PAB (and, under the PAB's terms of reference, four of its members must be senior academics). Dr Chow also suggests that replacing members of the Senate in Regulation 1(c) of the revised Ordinance for the Syndicate with members with experience and expertise in matters relevant to the work of the Syndicate would lead to a very different composition when compared to the membership of the existing two Syndicates. Membership of the Senate includes alumni, so the Council already has authority to appoint those who are not members of the Regent House, should it wish to do so. The Council also already appoints to the Syndicates those with expertise relevant to their remits. Therefore, after noting the change in the number of members in Regulation 1(c), the only substantive change is to extend the pool of appointees beyond those already connected with the University.

Finally, Dr Chow suggests that, without adequate academic leadership in the membership of the Syndicate, it would be 'all too easy for commercial concerns to override academic values, removing public benefit.' The Council does not agree that this is a concern. As part of the University, the merged entity must act only within the University's charitable purposes, which are carried out for the public benefit. Council will continue to exercise its authority to appoint members of the Syndicate prudently.

The Council is submitting a Grace (Grace 1, p. 466) for the approval of the recommendations of this Report.

¹ The letter from Sir Geoffrey Cass quoted by Dr Chow confirms the authority of the Press Syndicate to manage the affairs of the University Press.

Nursery on Harrison Drive: Naming approved

18 March 2021

The Committee on Benefactions and External and Legal Affairs has approved the naming of the nursery on Harrison Drive, Cambridge (*Reporter*, 6567, 2019–20, p. 111), as the Chris Abell Day Nursery. This naming is in recognition of Professor Abell's instrumental role, as Chair of the Nursery Project Board, in the University successfully commencing construction of the new nursery, and has the support of his family.

Remuneration Committee: Terms of reference

18 March 2021

The Council has approved some changes to the terms of reference for its Remuneration Committee. These amendments, which remove references to the West and North West Cambridge Estates team following its absorption within the Estates Division, revise the wording of the version published on 7 October 2020 (*Reporter*, 6590, 2020–21, p. 19).

By amending paragraph 1.1.5 to read as follows:

1.1.5. to approve remuneration matters concerning any associated entities as determined by the Council from time to time.

And by deleting paragraph 4.2 and renumbering the remaining paragraphs in Section 4 on other duties.

Recovery Programme

22 March 2021

In July 2020, the Council approved the University's Recovery Programme as developed by the Crimson Recovery Taskforce (*Reporter*, 6587, 2019–20, p. 542).

The General Board has responsibility for the overall coordination and monitoring of the implementation phase, with support from a small project management team. The General Board and the Council receive regular updates on the Recovery Programme.

The Recovery Programme responds to the challenges of learning and adapting from last year's crisis. Consisting of 13 projects, the programme identifies specific opportunities and puts in place the expertise and resources to capitalise on them. It includes, but is not limited to:

- Developing excellence in online education, and ensuring that the University attracts exceptional students from around the globe;
- Delivering impactful research;
- Helping staff thrive now and in the future;
- Creating the best culture and physical spaces for all of the University's activities while making the best use of its existing resources;
- Accelerating established work to improve the effectiveness of the University's administrative processes, reduce complexity and put the University on a sustainable financial footing.

All 13 projects – and how they link to the objectives already established by the University's Priorities Framework – can be viewed on the Covid Recovery SharePoint site.¹ This site will be developed over time to carry updates, case studies and success stories from the plan.

In the light of the impact of the pandemic on the University's capacity to deliver change, pacing the programme will be critical, as will effective engagement, discussion and communication. The Recovery Programme has the potential to bring real benefits to the way the collegiate University operates and the way people support its work. The project team led by Professor Andy Neely will keep all members of the community updated on, and where appropriate involved in, its development.

The Council notes that a further update in response to the recommendation made by the Board of Scrutiny in its Twenty-fifth Report will be published by the end of April 2021 (see p. 447).

¹ <https://universityofcambridgecloud.sharepoint.com/sites/COVIDRecovery/SitePages/The-Recovery-Programme-all-staff.aspx> (raven-only).

Leasing of part of a University building at 17 Mill Lane

22 March 2021

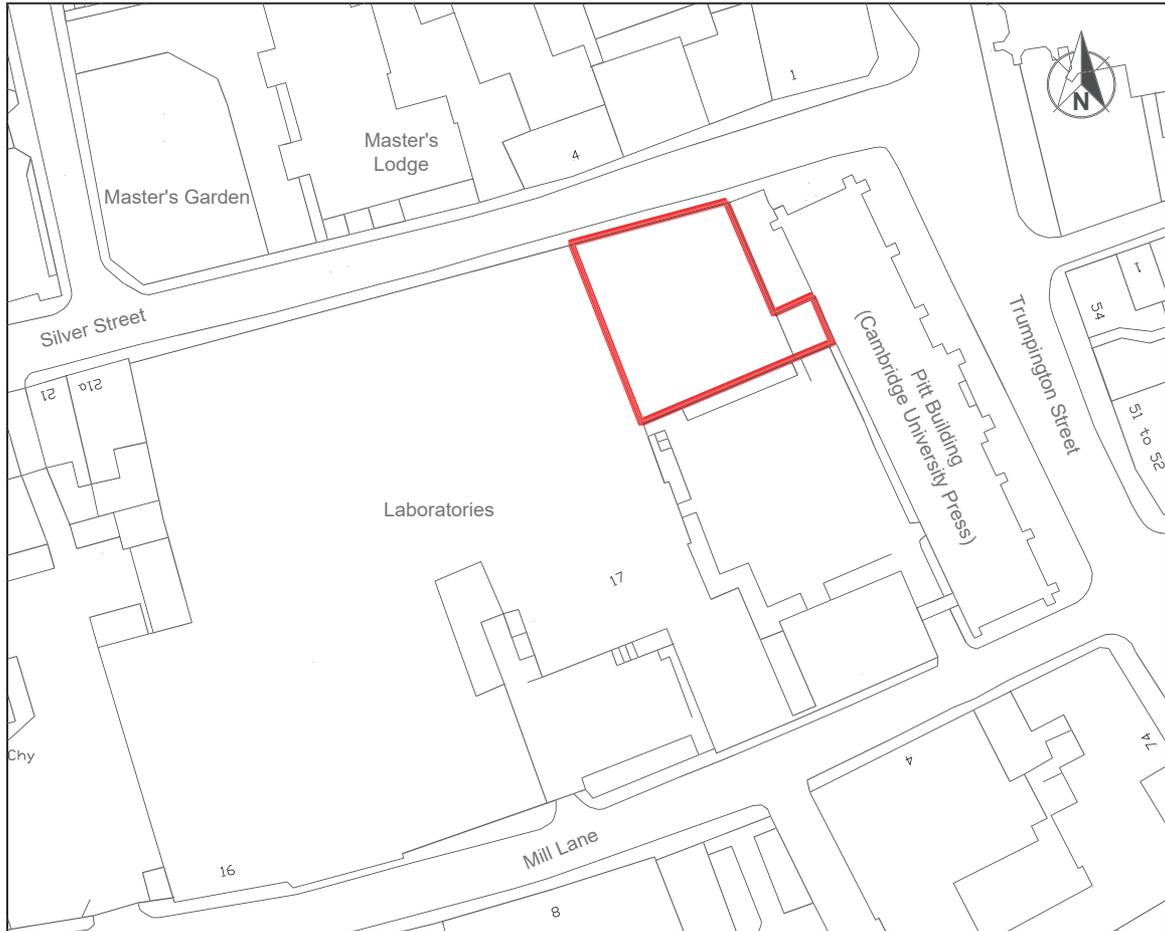
The Council proposes that the University grant a long lease of part of a building on the north side of Mill Lane in Cambridge to the Gates Cambridge Trust. 17 Mill Lane is a four-storey building, which currently hosts a range of University activities including five School offices and the University of Cambridge Students' Union (Cambridge SU).

The current proposal relates specifically to the area occupied by the Offices of the School of Arts and Humanities and Cambridge SU. The Estates Strategy Committee has endorsed the proposal, which has also been scrutinised and supported by the Finance Committee, and agreed by the Council.

Replacement accommodation will be provided for the Office of the School of Arts and Humanities elsewhere on the Mill Lane site, and for Cambridge SU in the University Centre.

The Council is accordingly submitting a Grace to the Regent House (Grace 2, p. 466) for the approval of the proposal as described above and shown on the plan below.

Location plan: Lease of part of 17 Mill Lane



Twenty-fifth Report of the Board of Scrutiny: Notice in response

22 March 2021

The Council has received the Board of Scrutiny's Twenty-fifth Report and its Supplementary Report on Allocations from the Chest for 2020–21 and the remarks made at the Discussions on 8 December 2020 and 9 February 2021 on those Reports (*Reporter*, 2020–21: 6597, p. 159; 6601, p. 286; 6604, p. 322; 6607, p. 373). The Board continues to provide helpful pointers on key topics for the collegiate University community and highlights matters that require further clarification. The Council has provided its response below to the recommendations made in the Board's Reports and the remarks made on them, as well as to other comments made by speakers at the Discussions.

The Board's Reports consider decisions made during 2019–20 or based on data from that academic year. This was a year marked by significant uncertainty, both indirectly and directly as a result of the Covid-19 pandemic. The after-effects of the pandemic are still being felt and, whilst there are reasons to be cautiously optimistic about the University's position, the outlook remains unsettled.

One of the impacts of the pandemic was the slowing of work to reduce the academic University's operational deficit. The Council remains committed to plotting a course that achieves sustainable levels of expenditure whilst retaining the ability to invest in projects that aim to deliver savings or new income streams. It considers this to be a prudent approach towards achieving the goal of returning the academic University to surplus.

RECOMMENDATIONS IN THE BOARD'S REPORTS

1. The Board recommends that the Council should publish its strategy for how it intends to deploy any operating surpluses of Cambridge Assessment and Cambridge University Press in future years, and whether such surpluses will be used to offset persistent deficits in Chest and non-Chest expenditure as appears to be the case in 2018–19.

It is intended that transfers to the academic University derived from the operating surpluses of Cambridge Assessment and Cambridge University Press will be channelled to the Investment Fund rather than being used to cover operating deficits within the academic University. The various initiatives in progress or planned within the academic University to increase revenues and constrain costs should be sufficient to allow it to make a sustainable operating surplus in the short to medium term. Allocation of the Investment Fund is made by the Planning and Resources Committee, and Council agrees that a broad strategic framework for the use of the Investment Fund would be valuable.

2. The Board recommends that the University considers reducing further its capital expenditure, quantifying more clearly what it considers to be a sustainable level of expenditure in the longer term, and explaining how this sustainable target level of expenditure relates to the depreciation charge recognised in the financial accounts.

Capital expenditure in 2019–20 continued at the reduced level of ~£215m reported in 2018–19. The University is committed to a small number of substantial capital building projects, most notably the Ray Dolby Centre (Cavendish III) and the Heart and Lung Research Institute, but has otherwise significantly reduced its aspirations for capital building expenditure over the next several years. This process pre-dated but has been reinforced by the Covid-19 pandemic. Since the onset of the pandemic, new commitments have been limited to the construction of a new workplace nursery at Harrison Drive and the refurbishment of the University building at 1 Regent Street for the Cambridge Institute for Sustainability Leadership. The capital costs of the latter project are funded largely by philanthropy and other external funding, supplemented by reserves held locally by CISL.

The Finance Committee has authorised an overall envelope for capital expenditure for the period to 2025, net of philanthropy and other third party funding, but inclusive of expected capital funding from Research England and the Office for Students. This envelope permits additional capital expenditure – in addition to the University's existing commitments such as the Ray Dolby Centre and the Heart and Lung Research Institute – of no more than £428m for the period to 2025. The envelope is determined by the Finance Committee by considering the amount of investment that could be carried out by the University without endangering its financial position even under significant adverse future economic conditions. Capital expenditure within the envelope is therefore considered sustainable.

A comparison of the capital expenditure to depreciation is not particularly useful in relation to buildings with a long life which represents the majority of the University's capital investment. This is because the historic cost (on which depreciation is charged) of a building constructed decades ago bears little relation to the cost of replacing the building now.

In this context it is clear that substantial building projects will only come forward if they are enabled in large part by a sustainable stream of capital grants and philanthropic donations. The Planning and Resources Committee has stood down several projects which were unable to meet that test, and continues to develop only those projects which do not depend on significant financial support from the University. The University must be prepared, however, to use its own funds to meet its carbon reduction commitments and to allow academic growth and development. This will include significant improvements to the estate but will also encompass other 'one-off' investments to support the academic development of the University, in each case within a governance framework to ensure the appropriate and effective use of the University's limited resources.

3. The Board strongly recommends that the University streamlines and standardises its key financial and HR processes so that it can effectively invest in procuring and deploying modern, fit-for-purpose IT systems to make genuinely efficient, effective and unobtrusive administration across the institution a real possibility.

In order for the University to become more efficient and effective in its HR and finance practices, it needs to make better use of its resources, working in common ways. Many of the University's IT-related processes and systems have grown organically at a local level, without central systems that were able to support them. This is still the case, and as a result the University operates a plethora of different processes and systems at Departmental and School level. This situation presents a significant opportunity to optimise staff time deployed to support these varied processes (and budget spent on locally-procured-and-supported systems). By tackling this thorny but pivotal issue of standardising and harmonising processes across Schools and Departments, the University will be able to deploy modern IT systems that provide a platform for supporting common ways of working, which in turn will result in a more efficient and effective administration, and staff able to support a wide range of Departments with shared practice.

Financial processes

The replacement of CUFS is a major component of the University's Finance Transformation Programme (FTP), a drive to create a compelling new future for Finance which will deliver smart and stable, future-proof finance operations across the University of Cambridge.

This comprehensive Programme is currently underway and is targeting: strengthened academic business partnering; 'smart and stable' and future-proof processes and systems; more unified processes; and a greater integration of service provision, data and business systems with Human Resources, Research Operations and Estates.

FTP has three core objectives:

- addressing key gaps in finance support for the business (including planning, investment decision making and transparent management information);
- improved user experience and efficiency; and
- leveraging modern digital capabilities.

The Programme will yield direct savings on purchased goods and services, through administrative efficiencies, indirect savings from improved investment decisions, business planning / resource allocation and enhanced budgetary management and financial control. Above and beyond these benefits, the Programme should lead to improved customer / user experience, incentivisation to grow revenues, and free up front-line capacity.

FTP is an ambitious project. The complex Programme will take several years to complete and will be sequenced with the other major business programmes. The aim of the project team within the Finance Division will be to work in tandem with the University, to ensure that the interdependencies and data relationships are designed in, capacity for institutional change is considered, implementation timelines are communicated clearly, and the lessons from the CAPSA project are taken on board.

While the plan is to achieve meaningful improvements along the way, it is recognised that the ultimate benefits and full efficiencies will only be secured by the replacement of CUFS which will be implemented in the latter stages of the Programme. More information about FTP is available at: <https://www.finance.admin.cam.ac.uk/finance-transformation-programme> (Raven password required).

HR processes

The HR Division welcomes the Board of Scrutiny's strong recommendation and is already in the Discovery phase of an HR Transformation Programme, which seeks to modernise the way in which HR Services are delivered across the University. The streamlining, standardising and simplifying of HR processes is a key part of this programme that will generate efficient service delivery, enriched team collaboration, improved data reporting and transformed HR capabilities.

Benefits include:

- an improved HR system to support University employees, streamline processes and introduce new tools to help simplify how staff access their HR and employment information;
- a reduction in the administrative burden for Schools, Faculties and Departments by implementing online forms and workflow;
- centrally-supported, common, automated, easy-to-use processes;
- improved management information for staff, managers and leaders;
- easy and efficient exchange of data between systems;
- system-prescribed processes, unless a Cambridge-specific or sector-specific process is required, to standardise rather than customise for different areas.

A key challenge will be the streamlining and standardising of processes, where compromise will be required for the benefit of the wider University. Introducing organisation-wide common ways of working will require strong leadership and support at all levels across the University as, in some cases, moving from localised, tailored, processes to common cross-organisational processes will result in simpler, less specific processes. Standardisation will be key to enabling staff to work on more valuable activities.

The Programme team will engage widely to ensure that the Programme can deliver what is required at the School and institutional level. These representatives will be consulted on operational matters relating to HR systems and processes and will be engaged in the Transformation Programme throughout to ensure opportunities and pain points are fully understood.

The Programme will review how HR systems can continue to deliver sustainable positive change for the University both now and in the future to support the University's mission and core values.

Further information is available at: <https://universityofcambridgecloud.sharepoint.com/sites/HRTransformation> (Raven password required).

4. The Board recommends that despite the impact of the current situation on University finances, the funding of core services, coupled with the reliance on soft funding to finance aspects of these, needs to be addressed so as to ensure adequate provision in place for the University to support the student body. This is particularly crucial given the impact of Covid-19 on student mental health and the increased number of students enrolled for the academic year 2020–21.

The Council agrees that adequate and sustainable funding for core student services is a priority for the University, and expects the Planning and Resources Committee to recognise this as part of the financial planning process for 2021–22. The provisions for exceptional expenditure related to Covid-19, made as part of the budget for 2020–21, have enabled the Resource Management Committee to provide targeted support to the Disability Resource Centre, the Student Counselling Service and other student services to meet their most urgent needs. This funding, amounting to £110k, has covered additional staffing costs and a renewed annual subscription to Togetherall, which provides 24/7 access to mental health and wellbeing resources: <https://www.counselling.cam.ac.uk/togetherall>. A review of mental health services provided by the University and the Colleges is under way, to identify how best to manage demand over the next 5–10 years. The General Board's Education Committee expects to receive an initial report on the review's findings in Easter Term 2021.

5. The Board recommends that the Council publishes a full report on the Foundation Year, detailing the objectives of the programme; the rationale for the proposed content and delivery mode; the criteria for admission onto and progression from; a cost-benefit analysis; the indicators that will be used to determine whether the programme has been successful; and long-term funding implications.

The Foundation Year Project Board responsible for overseeing the Programme's development has undertaken extensive consultation with Faculties, Departments, Schools, Colleges and student representatives and review of a range of models and evidence. Details of the Programme were published in the *Reporter* on 13 January 2021 (*Reporter*, 6602, 2020–21, p. 292). Additional information is available at: <https://www.educationalpolicy.admin.cam.ac.uk/strategic-projects/foundation-year>.

The objective of the Foundation Year is to reach an additional applicant pool, support talented students from backgrounds of educational disadvantage and to prepare them for progression to undergraduate study. In targeting students who have experienced educational disadvantage it is mindful of the attainment gap and aims to address an opportunity deficit to equip high-potential students to engage successfully in Tripos study. It also addresses the needs of students who, because of educational disadvantage, present with non-standard or unsuitable qualifications for direct entry to Cambridge. As such, it aims to achieve a different objective than other programmes such as the UCAS Adjustment Process.

The Programme has attracted philanthropic support, including a £5m donation from Christina and Peter Dawson, which was announced in January 2021. This makes it possible for the University to run this pilot programme without diverting funds from other provision. Future decisions on financial support will depend on the outcomes of the pilot.

Key success indicators will be the extent to which the Programme succeeds in helping the students achieve their educational aspirations and the extent to which it contributes to increasing access to Tripos for students who are from under-represented groups and have experienced educational disadvantage. Course review and quality assurance will be governed by normal processes as overseen by the General Board, which has approved the Programme's objectives, rationale and criteria for admission. The Management Committee is responsible for evaluating the success of the Programme and will be reporting on this to the General Board.

6. The Board recommends that the Council carries out a formal review of the externally necessitated move to online provision in Easter Term 2020 to understand how successful it has been so as to inform the University's future digital strategy, both short-term in response to Covid-19 and in the longer term. The review should specifically consider the implications on workload management, student experience, intellectual property, reputational risk, and financing.

There are several strands of work that will inform planning around the future use of online teaching and learning provision:

- (a) A pulse survey of students was conducted at the end of Michaelmas Term 2020. The results have been analysed, shared with the General Board's Education Committee and the results distributed to Faculties and Departments.
- (b) A follow-up survey is planned later in this academic year to understand student opinion on what has been delivered well during the pandemic and how this might shape the future of teaching and learning.
- (c) Three focused research projects conducted by Ph.D. students in the Faculty of Education are looking at student and staff perceptions of online teaching, including its impact on workload.
- (d) An information-gathering exercise is being conducted by the temporary Technology-Enabled Learning team in Education Services, in consultation with University Information Services and the Cambridge Centre for Teaching and Learning, on what support academics need to deliver online teaching, and more generally on aspirations for the future.

The outcomes of these four pieces of work will be brought together in a report for the Education Committee, with a particular emphasis on the technical and pedagogic support that will be needed to develop technology-enhanced teaching and learning. The Education Committee will consider what recommendations should be made to the General Board and the Council in the light of this report.

The Education Committee completed a detailed piece of work on the IP in digital teaching materials in the Michaelmas Term 2020 which resulted in revised guidance for Faculties and Departments which is available at <https://www.educationalpolicy.admin.cam.ac.uk/supporting-students/policy-recordings>.

7. The Board recommends that the Council commissions a study to develop a transparent understanding (for internal use and distinct from TRAC) of the financial impact of research to support a unified strategy which the centre and the Departments can share, for the sustainability and optimal direction of research excellence in the future.

The Council acknowledges that there is a great deal to do before the University has transparent and meaningful financial information to support decision-making at all. The core objective of the Enhanced Financial Transparency (EFT) project within the Finance Transformation Programme (FTP) will be to demystify the true income, direct and indirect costs and hence overall financial contribution of all activities (teaching, research, and other) at a granular level. EFT will develop tools that can be used to support key decision-makers at all levels on the future growth and evolution of research and teaching activities in a financially sustainable way, guided by the evolving School academic strategies and overarching University research and teaching priorities.

EFT will seek to build on the existing Resource Allocation Model (the RAM), and the Transparent Approach to Costing model (the TRAC) methodology, while focusing on a pragmatic approach that delivers simple and transparent information. As well as demonstrating how operating surpluses and deficits arise, guiding the future academic direction of the University in a financially sustainable way, EFT should help incentivise surplus enhancing activities, recognising the academic vision and breadth of academic disciplines must continue to be supported, regardless of their individual capacity to deliver financial surplus.

It is essential that the University develop a consistent, shared understanding of the costs associated with research and the impact of the continuing growth in external research income on the University finances weighed against the academic benefit arising from the University's impressive research portfolio. This will enable Departments, Faculties and individual academic staff to make informed choices when considering issues such as the most appropriate funding source for specific research projects. Therefore, part of the first cut of EFT will be the development of a prototype, anticipated by Q3 2021, which will enable the internal financial sustainability of research to be visible for the first time (as distinct from TRAC). This prototype, using existing drivers from RAM and TRAC, will require significant stakeholder review and challenge, particularly around the appropriate share of attributable central income and costs which form part of both the University-level and granular understanding of the financial sustainability of the research portfolio.

School- and Department-level Income and Expenditure analysis is also anticipated by Q3 2021. The full benefits and changes will be delivered over a longer timeframe, driven by the CUFS replacement and a change in accounting resource flows, supported by changes to the Chart of Accounts under the FTP. While the financial transparency anticipated by the project will therefore take a number of planning rounds, noticeable improvements will be delivered along the way as a prototype 'shadow system', in parallel with the legacy approach. The project will include a significant communication and stakeholder engagement effort, to make sure all users are able to make the most of the new tools and data.

8. [From the Board's Supplementary Report] The Council should produce a specific and quantified proposal to address the well-documented structural deficit in a sustainable way, for wider consultation and open discussion with the Regent House before the publication of the next Allocations Report.

Several projects under the aegis of the University Recovery Programme (see p. 445) are expected to make a substantial contribution towards the reduction of the structural deficit, and the Council agrees that it would be appropriate to discuss these with the Regent House before the publication of the next Allocations Report. There are a number of initiatives at various stages of development to increase revenues and reduce costs. These include increased capabilities and capacity in the online short course market (the Cambridge Online Education project); more effective procurement; and the Reimagining Professional Services (RPS) programme. The RPS programme includes among its ambitions the real and sustainable improvement in administrative efficiency commended by the Board of Scrutiny, as well as a stated ambition to generate recurrent savings (c. 5% of current cost (c. £220m)).

It is not yet possible to comply fully with the Board's recommendation for a specific and quantified proposal to address the structural deficit, recognising that several initiatives are at a relatively early stage of development and in some cases have been delayed as a result of the latest national lockdown. The Council expects to make regular reports to the Regent House to improve its understanding of the overall financial performance of the University, as well as meeting the statutory requirement to report on the position of the Chest.

Pay restraint measures

Several speakers highlighted the Board of Scrutiny's observation that the financial impact of Covid-19 on the Chest has so far been modest relative to the scenarios considered by the Council during 2020. In this context those speakers questioned, with the benefit of hindsight, the Council's decision to suspend most reward and progression schemes for 2020–21 (with one exception that allowed assistant staff in Grades 1 to 5 to apply for a one-off, single contribution payment).

The circumstances of the Covid-19 pandemic are without recent precedent, and it was appropriate for the Council to take a very cautious approach to the management of the financial risks to the University as they appeared in the spring and early summer of 2020. The University has so far weathered the storm better than might have been expected, but the downturn was real, and includes a reduction in the expected surplus from Cambridge Assessment and CUP of almost £200m.

As the Board notes, 85% of Chest expenditure relates to employment costs; the suspension of reward and progression schemes was one of a limited number of immediate steps the Council could take to control expenditure in 2020–21. The Council agrees with the Board that this would not be a sustainable approach beyond the short term. The Council has now approved the re-introduction of all reward and progression schemes for the 2021–22 academic year, in accordance with their usual implementation cycles. The voluntary 10% pay reduction scheme will come to its natural end on 31 March 2021 after a period of six months. A review of the Recruitment Protocol is scheduled to be presented to the Council in April 2021. Financial provision will be made as part of the current Planning Round, recognising that the full financial impact will be felt from 2022–23.

Income-generating and cost-saving initiatives

Professor Evans expresses concern about initiatives identified by Schools and institutions to save costs and generate additional income to the University, of which several illustrative (but non-exhaustive) examples are given by the Board of Scrutiny. With reference to the comments made by Professor Evans, the Council notes the following:

- Opportunities to expand existing taught postgraduate courses, and potentially to launch new programmes aligned with the strategic research interests in Faculties and Departments, have been identified by the Schools. These are expected to be financially sustainable and academically rigorous. The General Board's Education Committee has commenced a programme of work to identify existing courses for which there may be cause for concern.
- Executive and professional education in the University is not limited to Judge Business School, and can provide a valuable source of income to cross-subsidise other activities in participating Departments and institutions.
- A regular market review and testing of unregulated fees is routinely undertaken in parts of the University; a wider roll-out of this approach has been suggested. The Planning and Resources Committee and its Fees Sub-committee, which is chaired by the Senior Pro-Vice-Chancellor (Education), recognise the importance of sustainable fee increases, where there is a risk that the University appears expensive relative to its main competitors.
- There are no proposals to charge academics for activities 'they have traditionally engaged in without payment as part of their scholarly lives.'

Remuneration of senior officers

Mr Goode notes that annual uplifts to salaries have not kept pace with inflation whilst the remuneration of the Vice-Chancellor has increased.

He draws attention to paragraph 86 of the Board's main Report, which refers to an OfS analysis of the salaries of senior staff based on 2017–18 data. The Council notes that 2017–18 was the year in which Professor Toope took up office. As Vice-Chancellor-elect, Professor Toope received a salary payment in September 2017, as did Professor Borysiewicz in his last month, i.e. there were two Vice-Chancellor payments in September 2017.

That paragraph also refers to the Times Higher Education report, which cited Cambridge as the institution in the Russell Group with the highest paid Vice-Chancellor. That report included 22 of the 24 Russell Group institutions; it did not refer to the non-Russell Group institutions that were above Cambridge in the total remuneration tables in the previous year.

Cambridge is one of the top two UK higher education institutions in terms of turnover (the other being Oxford). It would be surprising if the remuneration of the Vice-Chancellor of the University of Cambridge did not appear at the top of its peer group. It is also one of the top-ranking universities in the world. In determining the Vice-Chancellor's pay during the last recruitment to the role prior to the appointment of Professor Toope, the Remuneration Committee considered benchmarking against other international institutions.

Mr Goode asks why the remuneration of Pro-Vice-Chancellors is benchmarked and also why it was increased last year 'for retention purposes'. Council agreed to include the consideration of market pay as part of the remuneration of Pro-Vice-Chancellors in October 2018. This was to ensure equal pay for work of equal value and comparability in terms of external benchmarks and internal comparator data. External benchmarking was performed using data from UCEA's Senior Salary Survey. Also in 2018, market pay for retention purposes was granted to a Pro-Vice-Chancellor following evidence of a competing offer. As Mr Goode notes, those serving in this role are usually internal appointments; they normally serve as Pro-Vice-Chancellor part-time and reduce their hours in their substantive role accordingly. They revert to their substantive positions and pay once their terms as Pro-Vice-Chancellor come to an end.

In comparing the 2020 data against that of the previous year, it should be noted that the thresholds for the bands are set, yet pay is increasing (for example, as a result of the 1.8% annual pay award in 2019 for non-clinical staff in the academic University). Consequently, each year one would expect to see some increase in the number of employees earning over £100k, simply as annual pay increases move a certain number of staff members over that threshold; a proportion of staff would also be expected to move through the bands each year.

Response to the pandemic

Dr Chitnavis questions the need for ongoing precautions against the coronavirus and notes the impact of the Covid-19 pandemic on wellbeing. The Council draws the attention of Dr Chitnavis to the government's guidance issued in response to the pandemic and the sanctions in place for not abiding by it.¹ It also notes the responsibility of the University to act in the best interests of its staff and students in light of the latest advice from the government and public health officials. The University continues to follow that guidance. It welcomes the steps taken by those providing support to staff and students on maintaining wellbeing to move provision online and offer new resources² and continues to monitor health and wellbeing closely.

Professor Evans and the Board note that there has been no response to the remarks made at the Discussion on 17 June 2020 of a topic of concern on decisions taken in response to the pandemic in Easter Term 2020. The Council regrets the delay in publishing a response and aims to do so in early Easter Term 2021. However, Professor Evans is incorrect to infer that the University's normal governance processes continue to be suspended. Operational matters in relation to the pandemic are overseen by the Gold Team under the auspices of the Council and in line with the Council's general responsibility for the administration of the University under Statute A IV 1(a). Matters requiring approval by the Regent House continue to be published in the *Reporter*, which returned to its weekly publication at the beginning of Michaelmas Term 2020.

The Council refers Professor Evans to its reply to her question about the meaning of 'senior leadership team' to its response to her remarks on the Council's 2018–19 Annual Report (*Reporter*, 6589, 2020–21, p. 4).

¹ See <https://www.gov.uk/coronavirus> and <https://www.legislation.gov.uk/coronavirus>

² <https://universityofcambridgecloud.sharepoint.com/sites/COVIDRecovery/SitePages/Wellbeing.aspx>

Merger of Cambridge University Press and Cambridge Assessment

The Council notes that, since Professor Evans made her remarks, it has published a Report on recognition of the merger of Cambridge University Press and Cambridge Assessment in the University's Statutes and Ordinances (*Reporter*, 6608, 2020–21, p. 380). The Report covers the matters to which she draws attention at the end of her remarks. This includes confirmation that the new entity created from the merger of the two businesses will remain a Department of the University; there is no change to the relationship of the merged business to the University.

Governance Review report on membership of the Regent House: Additional data

23 March 2021

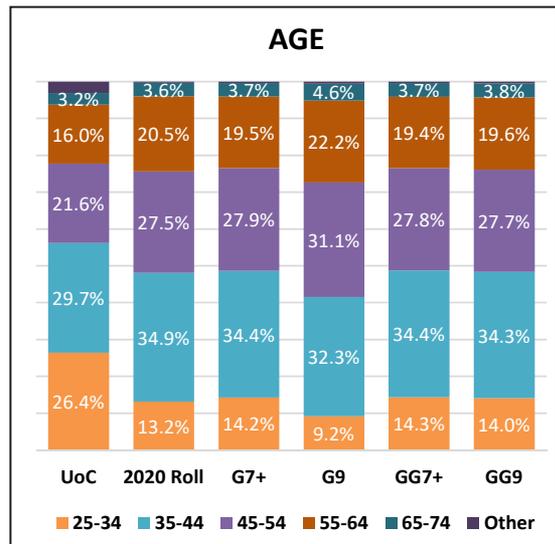
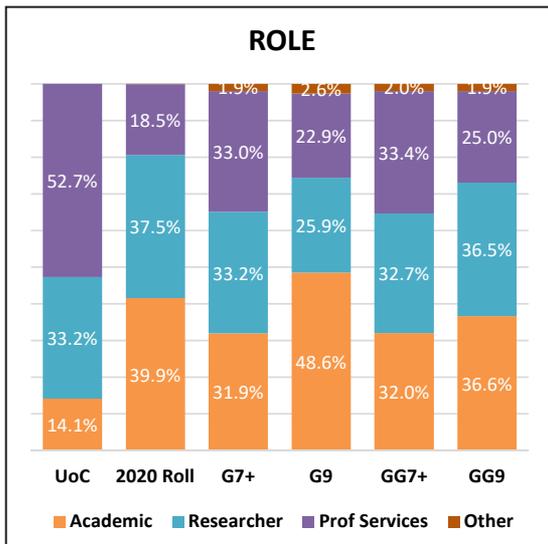
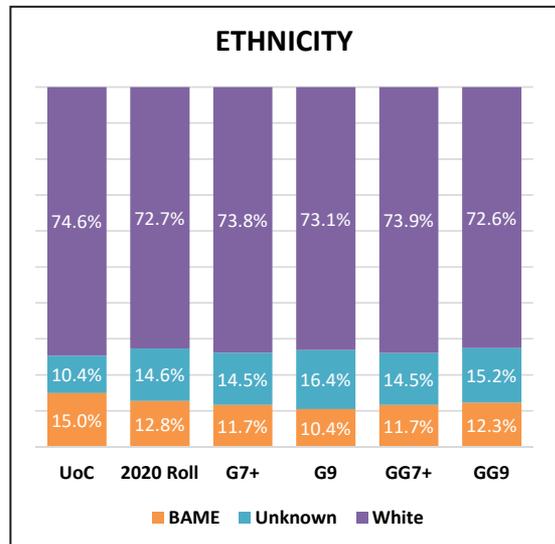
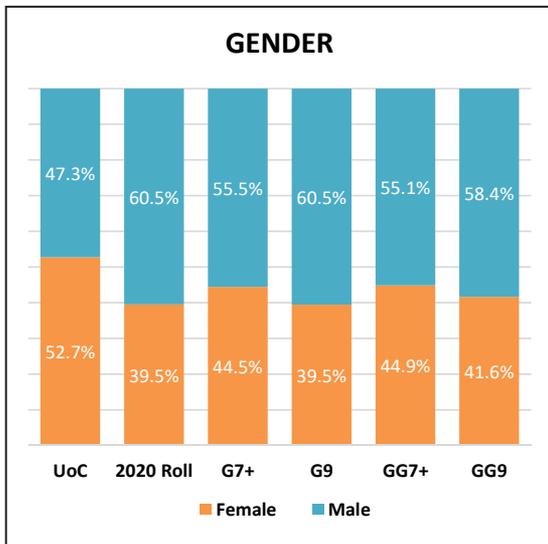
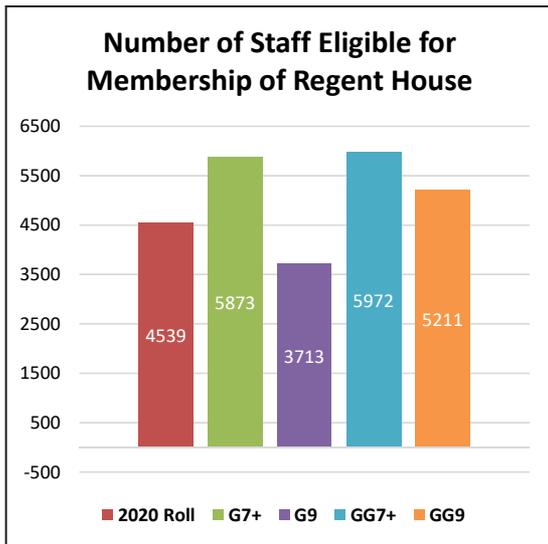
On 4 March 2021, the Council published a report setting out proposals for consultation concerning the membership of the Regent House (*Reporter*, 6609, 2020–21, p. 395). That report included, as Annex B, a breakdown of the membership of University staff by gender, ethnicity, role and age under two proposed models, compared with the data for all University staff and those on the current Roll. The analysis included in the text of the report and considered in the Equality Impact Assessment was based on the data in that Annex. However, Annex B showed the breakdown only for those who would be eligible under the proposed new criteria. It did not take into account the transitional arrangements, whereby no current member would be disenfranchised by the changes. Under the report's proposals, existing members who were no longer eligible would retain their voting rights until those rights expired for reasons other than eligibility under the new criteria (e.g. on leaving the University's employment).

Additional data is now being published to show the breakdown of the membership after taking into account those transitional arrangements. New Annex B1 repeats the data shown in Annex B but adds two new columns, GG7+ and GG9, to show the breakdown under the two models for those who would be eligible under the new criteria as well as those who would continue to have voting rights during the transition. The numbers behind the percentages for the Roll data are also published.

Whilst providing this additional data, it has become apparent that Associate Lecturers have been included in the modelling in error. The report confirms in paragraph 30 that its proposals do not cover any changes to the Regent House membership of Associate Lecturers (or Affiliated Lecturers). A correction will be published on 21 April 2021 to confirm the changes to the data included in the report.

Annex B1: Distribution of University staff in Regent House membership models (including during transition)

	2020 Roll	G7+	G9	GG7+	GG9
Number of eligible staff:	4,539	5,873	3,713	5,972	5,211
GENDER					
Female	1,794	2,612	1,466	2,680	2,169
Male	2,745	3,261	2,247	3,292	3,042
ETHNICITY					
BAME	579	685	388	697	640
White	3,298	4,336	2,715	4,412	3,781
Unknown	662	852	610	863	790
ROLE					
Academic	1,886	1,874	1,803	1,911	1,909
Professional Services	877	1,937	851	1,993	1,301
Research	1,773	1,948	961	1,951	1,900
Other	3	114	98	117	101
AGE					
25–34	597	836	340	856	732
35–44	1,585	2,021	1,201	2,057	1,787
45–54	1,250	1,637	1,155	1,658	1,446
55–64	929	1,143	826	1,157	1,023
65–74	165	215	172	220	200
Other	13	21	19	24	23



REPORTS

Joint Report of the Council and the General Board on the introduction of an academic (teaching and scholarship) career path

The COUNCIL and the GENERAL BOARD beg leave to report to the University as follows:

1. Following extensive consultation across the University, this Report sets out recommendations for the creation in the University of a new category of academic staff to be designated academic (teaching and scholarship).

2. The proposed teaching and scholarship categorisation is intended to recognise the status of staff whose primary responsibilities are the delivery of teaching, whilst maintaining the distinction between those staff and the vast majority of academic staff whose responsibilities include both teaching and research – referred to here as academic (research and teaching).¹ The new staff category also aims to achieve the following:

- (a) provide an appropriate employment contract for new posts, where recruiting to a teaching-focused role is considered in the strategic and operational interests of the Department or Faculty;
- (b) give existing staff the opportunity to transfer to the new category where this is the best fit with the duties and responsibilities of their roles and in the best interests of the individual and their career development;
- (c) establish a dedicated career path for the development of staff in teaching-focused roles;
- (d) offer careers advice and support tailored to the needs of this group of staff.

3. In making these recommendations the General Board reaffirms its commitment to research-informed teaching, predominantly delivered by academic (research and teaching) staff as at present. It is not intended that this Report's proposals will result in a proliferation of new academic (teaching and scholarship) posts, nor that the teaching responsibilities of academic (research and teaching) staff should be moved to academic (teaching and scholarship) staff.

Background

4. Some 250 staff across the University are currently employed in teaching-focused roles in Grades 6 to 12, mostly within disciplines in the arts, humanities and social sciences, with limited or no career progression opportunities. Many of the existing teaching-focused staff are in small and often isolated minorities within their own institutions. The vast majority occupy positions at Grades 6 to 8; they are also predominantly employed on academic-related contracts, which are ill-suited to their roles.

5. A Teaching-Focused Academic Career Path Working Group was set up in January 2019 to consider and make proposals relating to the career progression and contractual status of teaching-focused staff across the University. This work was driven by a commitment in the Vice-Chancellor's *mycambridge* report and subsequent priorities framework and the ongoing commitments of the People Strategy to work on improving career paths, and specifically to provide

career progression for those in 'teaching-only' roles. Another impetus for change is the University's commitment to tackle the gender pay gap. The majority of the teaching-focused staff identified by the Working Group are women, and the proportions of women increase considerably at the lowest grades (6 and 7).

6. The work on this new career path was conducted in parallel with other related developments, including refinements to the reformed Academic Career Pathways scheme for academic (research and teaching) staff, consultations on a dual Senior Lecturer pathway², work on the Researcher career pathway, and proposals for changes to academic titles. The Working Group's aim is that all University staff engaged in teaching should have comparable and equitable opportunities for career development.

7. The Working Group reported its initial recommendations to the HR Committee in Easter Term 2019 and conducted a University-wide consultation during Michaelmas Term 2019. In addition to eliciting responses to questions³ on the Working Group's proposals, the consultation included two open meetings and the Chair of the Working Group also attended a number of School Council and HR Committee meetings and a meeting of the Gender Equality Steering Group. Responses to the consultation questions were received from 18 institutions, 3 groups of staff and 49 individuals, from a wide cross-section of the collegiate University.⁴ Further meetings were held with all Schools between May and September 2020 to engage with them around implementation considerations.

8. This Report and its recommendations reflect and respond to the feedback provided through the consultation processes. Feedback to the consultation was overwhelmingly positive about the proposal to re-designate current teaching-focused staff as academic (teaching and scholarship). Respondents recognised that these proposals were not only timely but long overdue, particularly given similar developments already undertaken in comparator universities. Responses from staff in those roles welcomed the opportunity for formal recognition of their contribution to the University's academic endeavours in respect of the delivery of excellence in teaching, learning and assessment and a redress of current perceptions of disparity of esteem and status within the University's academic community.

Terms and conditions of academic (teaching and scholarship) staff

9. Subject to the approval of the recommendations of this Report, the process of setting up the contractual status and transferring existing staff to it will take place during the 2020–21 academic year and contractual status changes will become effective from 1 October 2021. Staff identified as holding teaching-focused roles will be invited to change their contracts to those for academic (teaching and

¹ If this Report's recommendations are approved, the existing category of academic staff would be renamed academic (research and teaching) staff, to differentiate it from the proposed new category of staff.

² The proposed academic (teaching and scholarship) designation and career path should not be confused with the separate dual (teaching- or research-focused) Senior Lecturer pathway proposed in the academic (research and teaching) career path, as it applies to a distinct set of staff.

³ See Annex A for the Consultation questions.

⁴ See Annex A for a full breakdown of responses received.

scholarship) staff while retaining their current posts, duties and responsibilities. There will be no compulsion to change to the new contract of employment. The HR Division will provide advice on an individual basis to clarify any changes to terms and conditions of employment and to ensure that each individual is able to reach an informed decision. Transfer of existing teaching-focused staff to the new academic (teaching and scholarship) contract will not trigger a probationary requirement, as this will be treated as a continuation in post. At the point of transferring to the new contract, it is not intended that the grade on which the individual is employed will change. Any change in grade will be subject to eventual successful application for promotion according to the accompanying Academic (Teaching and Scholarship) Career Path (see paragraphs 23 and 24 below).

10. There are variations for clinical academics in the Clinical School and other Schools for example in probationary arrangements.

11. It is recognised that the question as to whether academic (teaching and scholarship) posts should be established as offices or not is complex. It may be appropriate for some staff at Grade 9 and above to hold offices to provide parity with academic (research and teaching) posts, and particularly where the individual's current post is already established. Other staff will be employed on an 'unestablished' basis where there are justifiable operational reasons to do so.

12. Most recruitment into the new career path is expected to be at Grade 9 or below, including where a vacancy arises from the resignation or retirement of an individual who has been promoted above their underlying grade. Recruitment to academic (teaching and scholarship) posts will be subject to the usual 'permission to fill' processes. Any new positions proposed will need to have justification as to why a teaching and scholarship post is required and Heads of School will need to be assured that such a post is not being proposed in order to move teaching duties away from academic (research and teaching) staff.

13. Academic (teaching and scholarship) staff will normally have a higher teaching load than academic (research and teaching) staff, with stint models determined at institutional level as is the case for academic (research and teaching) staff, aligned to School-level principles. Stint models are expected to include time for scholarship and other forms of contribution. School Councils will agree principles across their institutions and cognate disciplines in relation to the granting of teaching relief, expectations of the use of time available outside of teaching commitments for scholarship, and teaching load and stint models.

14. Academic (teaching and scholarship) staff will not be granted an automatic right to sabbatical leave to conduct research and scholarship, but they may be eligible – in exceptional circumstances and for very specific purposes – to apply for relief from teaching to undertake a significant body of work, in line with principles agreed at School level.

15. Academic (teaching and scholarship) staff will be expected to contribute to academic administration in the same way as academic (research and teaching) staff of equal seniority, with this service to the institution or the University being recognised through the career path for promotion / progression purposes, as well as potentially alleviating some of the administrative load on existing academic (research and teaching) staff in the process. More senior academic

(teaching and scholarship) staff will be eligible to take on leadership roles within their institutions, to apply for project grants and to be appointed as principal investigators if successful in such an application, and to co-supervise doctoral students. Colleges will be invited to recognise the academic status of academic (teaching and scholarship) staff when considering elections to Fellowships, and appointment of Directors of Studies and supervisors.

16. The table in paragraph 30 provides a summary of the proposed titles of offices and posts to which staff in this new category would be appointed. Established academic (teaching and scholarship) staff on Grades 9 to 12 will have the right to be designated using the same academic titles as academic (research and teaching) staff. These will be to the offices of University Assistant Professor and (post-probation) University Associate Professor, following approval of the changes to academic titles.⁵ For those appointed to senior unestablished posts, following legal advice which clarifies that Statutes and Ordinances do not allow for unestablished posts to have the same titles as established posts, the titles would be Assistant Teaching Professor and (post-probation) Associate Teaching Professor. Academic (teaching and scholarship) staff on Grades 6 and 7 will be designated as Teaching Associates and on Grade 8 will be designated as Senior Teaching Associates. Where an institution currently uses an alternative job title which is particularly meaningful in its professional / disciplinary context, there will be latitude for continued use, subject to clarity as to the equivalence with the University-wide titles.

17. In line with the commitment to enable existing staff to retain their current titles noted above, the existing offices of Senior Language Teaching Officer and Language Teaching Officer will be retained for the time being, but no new appointments will be made to them from the date of approval of this Report's recommendations, with the exception of the Senior Language Teaching Officer supported by the Shore Fund for Language Teaching,⁶ to which new appointments will continue to be made. The opportunity is also being taken to rescind the regulations for the office of Lector in Languages, as this office is no longer in use.

Scholarship

18. Those employed as academic (teaching and scholarship) staff will not be automatically research-returnable for REF purposes, unless their job descriptions include significant responsibility for independent research. However, if any are producing scholarly outputs under the definition of the REF, they may be considered on a case-by-case basis by Unit of Assessment Committees as to their eligibility to be returned.

19. All academic (teaching and scholarship) staff will be expected to deliver research-informed teaching and thus to engage in scholarship which may include research within the discipline and/or applied research, which may be pedagogic in nature or related to relevant professional practice. It is recognised that the extent to which teaching-focused staff are already expected to engage in scholarship and the production of scholarly outputs will vary according to discipline and context. It is further recognised that some may also be engaging in scholarship in their own time, if outside the core expectations of their role. The scholarly outputs of academic (teaching and scholarship) staff will

⁵ Grace 5 of 29 July 2020 proposing changes to academic titles was approved by ballot in November 2020, but those changes remain subject to approval by the Privy Council. See also paragraph 30.

⁶ *Statutes and Ordinances*, p. 975.

be recognised as appropriate to their roles, through the promotion and reward schemes of their designated career pathway. Support for the development of scholarship for academic (teaching and scholarship) staff will primarily be provided within institutions, particularly in respect of discipline-specific research. The Cambridge Centre for Teaching and Learning is expected to be a key source of support in respect of more applied scholarly activities, resources permitting.

Opportunity to transfer between research and teaching and teaching and scholarship pathways

20. It is not intended that staff at different stages of their career will switch back and forth between pathways. No member of staff may be constrained to change pathways against their will or against the best interests of their career development. The possibility of transfer between pathways should not be utilised as a substitute for supporting and managing staff in their existing roles. However, there may be exceptional cases where staff wish to transfer from one pathway to another, after receiving advice. For existing academic (teaching and scholarship) staff, they will need to be able to demonstrate that their qualifications, skills, contribution and achievements are of a level which would make them competitive for appointment to an equivalent grade of academic (research and teaching) post. Should they desire to take their careers forward in this direction, they may be eligible to make a case for transfer to the academic (research and teaching) pathway. It is anticipated that transfers from research and teaching to teaching and scholarship will be small in number. Consideration of such cases will be a matter for institutions and Schools as appropriate, and will need to take into account the strategic and operational needs of the institution, including resource considerations, as well as the individual's career development and suitability for appointment to an academic (research and teaching) or academic (teaching and scholarship) role as appropriate. Such cases will be subject to further scrutiny and approval or rejection by a sub-committee of the HR Committee, augmented by representation from the relevant School and chaired by a relevant Pro-Vice-Chancellor.

Support and guidance

21. In addition to the career development support and advice provided by their own institutions, for example, through the Staff Review and Development process and through discipline-specific guidance, the Cambridge Centre for Teaching and Learning will provide additional support in the form of workshops for those applying for promotion. These processes will aim to support staff in developing their contributions and preparing for application for promotion and reward. Career development guidance will be supportive while also being realistic in respect of opportunity or eligibility to transfer between academic pathways.

22. A full guidance document on supporting academic (teaching and scholarship) staff in their career development and on the development of institutional criteria for the granting of teaching relief will be provided to all heads of institution and these issues will be highlighted in training programmes for all new heads of institution.

Academic career path (teaching and scholarship)

23. Academic (teaching and scholarship) staff will have a designated academic career path, designed to ensure comparable rigour to the Academic Career Path (Research and Teaching), driven by expectations of excellence in teaching and scholarship and service to the academic community. Annex D provides details of the proposed scheme.

24. Criteria will be clustered under the headings of Teaching and Scholarship and Service to the Academic Community. Teaching and Scholarship will be considered together to reflect that excellent teaching is informed by scholarship. The first annual round of applications will be invited for submission in Michaelmas Term 2021. Academic (teaching and scholarship) staff will normally only be allowed to apply for promotion to the next grade. However, they may be allowed to apply for promotion to advance by two grades on the first occasion, should the evidence of their contribution justify doing so, as this will be the first opportunity provided to long-serving members of staff, who have remained on the same grade for many years, to apply for a promotion.

25. Two Promotions Committees will be established to consider applications for promotion and reward from academic (teaching and scholarship) staff, one for staff in the Schools of Arts and Humanities and the Humanities and Social Sciences, and one for staff in the Schools of the Biological Sciences, Clinical Medicine, the Physical Sciences, and Technology. These will be separate from the Promotions Committees considering applications from academic (research and teaching) staff. A committee, chaired by the Vice-Chancellor / a Pro-Vice-Chancellor, will moderate between the two Promotions Committees to ensure that a consistent standard has been achieved. That committee will then make recommendations to the General Board for approval of recommended cases for promotion.

26. Membership of the Academic Career Path (teaching and scholarship) Promotions Committees will include senior individuals who have previously served on Research and Teaching Promotions Committees, to ensure parity of rigour. Membership should also include senior members of the University with specific expertise in teaching and teaching excellence, including Grade 12 academic (teaching and scholarship) staff and, where relevant, academic-related staff. The pool of such staff to select from will be likely to increase in future as the Career Path develops.

27. An external member, with seniority and expertise in teaching excellence will be appointed to each committee. Each committee will be invited to co-opt an additional external member for the first few years of operation of the schemes to assist the University in embedding institutional experience.

28. There should be some cross-representation between the two Promotions Committees to ensure parity of approach to the assessment of applications. The Promotions Committees will meet annually from the academic year 2021–22 onwards.

Other matters

29. The proposed change to Statute C I 4 revises the way in which University Teaching Officers are defined, by removing the predication on sabbatical leave. The proposed amendments to Special Ordinance alone would allow for the implementation of the changes in this Report. Therefore the proposals will be implemented from 1 October 2021 if they are approved by Grace, notwithstanding any pending approval on that change to Statute.

30. While it is not a direct result of the proposals on the introduction of an academic (teaching and scholarship) career path, the opportunity is being taken to propose an

amendment to Statute C XII, as approved by Grace 5 of 29 July 2020 to implement a new academic office structure but still subject to approval by Her Majesty in Council. The change is to insert the word 'University' in the titles of the new academic offices of Associate Professor (Grade 10), Associate Professor (Grade 9) and Assistant Professor, to ensure that they can be distinguished from similarly titled unestablished roles held by academic staff under both the teaching and scholarship and the research and teaching strands. The following table provides a summary of the titles that would be used by academic (teaching and scholarship) staff:

Grade of Academic (teaching and scholarship) staff	Proposed office	Proposed unestablished post
Grades 11 and 12	Professor	Teaching Professor
Grade 10	University Associate Professor	Associate Teaching Professor
Grade 9	University Assistant Professor and (post-probation) University Associate Professor	Assistant Teaching Professor and (post-probation) Associate Teaching Professor
Grade 8	n/a	Senior Teaching Associate
Grades 6 and 7	n/a	Teaching Associate

31. The Council and the General Board recommend, with effect from 1 October 2021 or such later date as the Council shall determine:

I. That a new category of academic (teaching and scholarship) staff be created in the University as described in this Report.

II. That, subject to the approval of Her Majesty in Council, the Statutes of the University be amended as set out below and that these amendments be submitted to Her Majesty in Council for approval.

(a) That Statute C I 4 (*Statutes and Ordinances*, p. 16) be amended to read as follows:

4. It shall be the duty of all holders of University offices designated as academic staff by Special Ordinance to devote themselves to the advancement of knowledge in their subject, to give instruction therein to students, to undertake from time to time such examining of students as may be required by the Board, Syndicate, or other body which is chiefly concerned with their duties, and to promote the interests of the University as a place of education, religion, learning, and research. The duty to examine students shall be restricted by Ordinance to the examining of candidates for such examinations for degrees and other qualifications of the University as the University may from time to time determine.

(b) That, if the amendments approved by Grace 5 of 29 July 2020 are approved by Her Majesty in Council, Statute C XII (*Statutes and Ordinances*, p. 21) be amended to read as follows:

PROFESSORS (GRADE 11), UNIVERSITY ASSOCIATE PROFESSORS (GRADE 10), UNIVERSITY ASSOCIATE PROFESSORS (GRADE 9) AND UNIVERSITY ASSISTANT PROFESSORS

1. Professorships (Grade 11), University Associate Professorships (Grade 10), University Associate Professorships (Grade 9) and University Assistant Professorships are to be established in institutions under the supervision of the General Board.

2. Provision shall be made by Special Ordinance made on the recommendation of the General Board for the procedure for the appointment of Professors (Grade 11), University Associate Professors (Grade 10), University Associate Professors (Grade 9) and University Assistant Professors.

III. That the changes to Special Ordinance and Ordinance set out in Annex B be approved.

IV. That the changes to the Probation Policy set out in Annex C be approved.

V. That the Academic Career Pathway scheme for academic (teaching and scholarship) staff as set out in Annex D be adopted.

VI. That, if Recommendation II(b) is approved, consequential changes to the references to the offices of Associate Professor (Grade 10), Associate Professor (Grade 9) and Assistant Professor in Ordinance be approved.

24 March 2021	STEPHEN J. TOOPE, <i>Vice-Chancellor</i> ZOE ADAMS MADELEINE ATKINS GAENOR BAGLEY R. CHARLES ANTHONY FREELING DAVID GREENAWAY	NICHOLAS HOLMES ANN KAMINSKI CHRISTOPHER KELLY PHILIP KNOX MARK LEWISOHN MARIA MANUEL LISBOA BEN MARGOLIS	RICHARD PENTY FREDDIE POSER ANDREW SANCHEZ JASON SCOTT-WARREN MIKE SEWELL PIETER VAN HOUTEN
24 March 2021	STEPHEN J. TOOPE, <i>Vice-Chancellor</i> KRISTINE BLACK-HAWKINS ANN COPESTAKE JOHN DENNIS NICHOLAS HOLMES	CHRISTOPHER KELLY PATRICK MAXWELL NIGEL PEAKE ANNA PHILPOTT RICHARD REX	GRAHAM VIRGO SIYANG WEI CHRIS YOUNG

ANNEX A:

**Teaching-Focused Academic Career Path
Consultation open from 1 October to 6 December 2019.**

A. Consultation questions

1. Do you see any unintended consequences to introducing a Teaching and Scholarship academic contract and career pathway?
2. Do you have any comments on the opportunities to transfer between academic career paths outlined in Section 2?
3. Do you have any views on job titles for Teaching and Scholarship staff?
4. Please provide comments on the shape, composition and weightings of Scheme A.
5. Please provide comments on the shape, composition and weightings of Scheme B.
6. Do you have any comments on the proposed probation and eligibility criteria in Schemes A and B?
7. Are there any other contextual factors you wish to raise?
8. What are your views about Promotions Committees for Teaching and Scholarship staff?
9. Do you have any comments on the sabbatical leave recommendations?
10. Do you have any comments about the implementation considerations?
11. Do you have any other comments to make on the proposals?

Respondents were also asked to submit detailed comments on the criteria and indicators of excellence in the draft Schemes A and B as additional Word documents.

B. Responses received by School / Institution

<i>Institution / Department</i>	<i>Individual</i>	<i>Group</i>	<i>Institution</i>	<i>Total</i>
Arts and Humanities	4	2	3	9
Faculty of English	1			1
Faculty of Asian and Middle Eastern Studies		1		1
Faculty of Classics			1	1
Faculty of Modern and Medieval Languages and Linguistics	1		1	2
Language Centre	1	1	1	3
Language Centre/MMLL	1			1
Biological Sciences	10		1	11
Department of Biochemistry	2			2
Department of Genetics	1			1
Department of Pathology	1			1
Department of Physiology, Development and Neuroscience	3		1	4
Department of Plant Sciences	1			1
Department of Zoology	1			1
School of Biological Sciences	1			1

<i>Institution / Department</i>	<i>Individual</i>	<i>Group</i>	<i>Institution</i>	<i>Total</i>
Clinical Sciences	3		2	5
CEU, PHPC	1			1
Clinical School	1		1	2
Department of Public Health and Primary Care	1		1	2
Humanities and Social Sciences	10		2	12
Department of Architecture	1			1
Department of History and Philosophy of Science			1	1
Faculty of Economics	1			1
Faculty of Education	5			5
Faculty of History			1	1
Institute of Criminology	1			1
POLIS	2			2
Non-School Institutions	1		1	2
Fitzwilliam Museum	1			1
Institute of Continuing Education			1	1
Physical Sciences	9		2	11
Cavendish Laboratory	3			3
Department of Chemistry	1		1	2
Department of Materials Science and Metallurgy	1			1
Department of Physics	2		1	3
DPMMS	1			1
Physics/CRUK Cambridge Institute	1			1
Technology	10		6	16
Cambridge Institute for Sustainability Leadership	2		1	3
Cambridge Judge Business School			1	1
CLIC (Engineering)			1	1
Department of Chemical Engineering and Biotechnology	4			4
Department of Computer Science and Technology	1		1	2
Department of Engineering	2		1	3
Institute for Manufacturing	1			1
School of Technology			1	1
College			1	1
Gonville and Caius College			1	1
Trade Union		1		1
Cambridge University and College Union		1		1
Not specified	2			2
Not specified	2			2
Grand Total	49	3	18	70

ANNEX B: Changes to Ordinances

- (a) That in Special Ordinance C (i) (*Statutes and Ordinances*, p. 72) the first paragraph of Section 1 be amended and new sub-paragraph (a) inserted, and the remaining sub-paragraphs renumbered:

1. Those holding the offices specified in Schedule C (i) 1 shall be designated as academic staff. The holder of such an office shall be entitled to be dispensed from discharging the duties of her or his office during one term for every six terms of service as hereinafter defined; provided always that

- (a) the officer's duties include undertaking research, which duty is specified in the officer's contract of employment;

- (b) That the Ordinances for Senior Language Teaching Officers, for Language Teaching Officers and for Lectors in Languages (*Statutes and Ordinances*, p. 766) be rescinded in their entirety, and the following new Ordinance approved:

SENIOR LANGUAGE TEACHING OFFICERS, LANGUAGE TEACHING OFFICERS

1. There shall be such University offices of Senior Language Teaching Officer and Language Teaching Officer as have been established in institutions under the supervision of the General Board at the date of the approval of this Ordinance on [date to be inserted]. With the exception of the Senior Language Teaching Officer supported by the Shore Fund for Language Teaching, no new appointments shall be made to these offices.

2. The duties of Senior Language Teaching Officers and Language Teaching Officers shall be determined by the Faculty Board concerned, subject to the approval of the General Board.

3. Senior Language Teaching Officers and Language Teaching Officers shall not engage in teaching other than teaching given on behalf of the University or a College or Colleges. The amount of teaching given on behalf of a College or Colleges shall not exceed six hours a week.

ANNEX C: Changes to the Probation Policy

- (a) By inserting the following new section in the Probationary Policy¹ and replacing references to the Academic Career Pathways scheme with references to the Academic Career Pathways scheme (research and teaching).

Academic staff – Academic Career Pathways scheme (teaching and scholarship)

- The probationary period for open-ended academic staff on the Academic Career Pathways scheme (teaching and scholarship), who are on Grade 9 or above will be three years unless it is reduced (to a period of not less than two years) or waived, on the recommendation of the Selection Committee and subject to the approval of the Head of School. For academic staff in the School of Clinical Medicine or clinical academics in other schools, it will be five years unless it is reduced (to a period of not less than three years) or waived, on the recommendation of the Selection Committee and subject to the approval of the Head of School. An example of where it may be appropriate to waive probation would be where the member of staff has held a senior academic position at another university and has already acquired relevant skills and experience.
- The probationary period for open-ended academic staff on the Academic Career Pathways scheme (teaching and scholarship), who are on Grades 6 to 8, will be two years unless it is reduced (to a period of not less than one year) or waived, on the recommendation of the Selection Committee and subject to the approval of the Head of School. An example of where it may be appropriate to waive probation would be where the member of staff has held an academic or equivalent teaching position at another university and has already acquired relevant skills and experience.
- Probationary periods for fixed-term posts on the Academic Career Pathways scheme (teaching and scholarship) are set out below:

Appointment Duration	Length of Probation Period Grade 9 and above	Length of Probation Period Grades 6–8
Up to 1 year	6 months	6 months
More than 1 year but less than 2 years	1 year	1 year
More than 2 years but less than 4 years	2 years	2 years
More than 4 years	3 years	2 years

¹ See Annex A to the Joint Report of the Council and the General Board, dated 23 June 2020, on revised probationary arrangements for academic and academic-related staff (*Reporter*, 6586, 2019–20, p. 495 at p. 497), approved by Grace 9 of 29 July 2020.

- (b) By inserting the following new section 3.8 and renumbering the remaining sections in the Probationary Procedure for Academic Staff:²

3.8 Provisions for Academic staff – Academic Career Pathways scheme (teaching and scholarship)

- The Academic Career Pathways scheme (teaching and scholarship) has been designed for academic staff whose primary responsibilities are the delivery of teaching. It applies in some but not all institutions at the University.
- The provisions of this Probationary Procedure for Academic Staff will apply in full to academic staff on the Academic Career Pathways scheme (teaching and scholarship), with the exception of the specific variations set out below:

Variations

- Performance will be assessed under the headings of teaching and scholarship and service to the University and to the academic community. Further guidance can be found at [link].
- The Third-Year formal assessment referred to at 3.4 will take place in the course of the second year for staff on Grades 9 or above and in the course of the first year for staff on Grades 6–8.
- The Head of Institution will conduct the final assessment referred to at 3.5 in the course of the first, second or third year depending on the probationer's grade and progress.
- The reference requirements at 3.4 will apply to staff on Grades 9 or above only.
- Confirmation (or non-confirmation) of tenure by the Selection Committee under 3.6 must occur, if possible, not less than two months before the end of the 3-year period for staff on Grades 9 and above and 2-year period for staff on Grades 6–8. The recommendation by the Head of Institution to the Selection Committee should be made no earlier than 2 years into the probationary period for staff on Grades 9 or above and 1 year into the probationary period for staff on Grades 6–8.

- (c) By inserting the following new section 3.8 and renumbering the remaining sections in the Probationary Procedure for Academic Staff in the School of Clinical Medicine and clinical academics in other Schools:³

3.8 Provisions for Academic staff – Academic Career Pathways scheme (teaching and scholarship)

- The Academic Career Pathways scheme (teaching and scholarship) has been designed for academic staff whose primary responsibilities are the delivery of teaching. It applies in some but not all institutions at the University.
- The provisions of this Probationary Procedure for Academic staff in the School of Clinical Medicine and clinical academics in other schools will apply in full to such academic staff where they are on the Academic Career Pathways scheme (teaching and scholarship), with the exception of the specific variation set out below:

Variation

- Performance will be assessed under the headings of teaching and scholarship and service to the University and to the academic community, and, in the case of clinical academics, clinical activity in their NHS Trust / body role. Further guidance can be found at [link].

² See Annex B to the Joint Report on revised probationary arrangements for academic and academic-related staff (*Reporter*, 6586, 2019–20, p. 495 at p. 501).

³ See Annex D to the Joint Report on revised probationary arrangements for academic and academic-related staff (*Reporter*, 6586, 2019–20, p. 495 at p. 507).

ANNEX D: Academic Career Pathways scheme (teaching and scholarship): Schemes A and B

Scheme A is for those progressing from Grade 9 and above, see <https://www.admin.cam.ac.uk/reporter/2020-21/weekly/6612/ACP-SchemeA.pdf>.

Scheme B is for staff in Grades 6 to 8 and covers the promotion of Grade 8 staff to Grade 9, see <https://www.admin.cam.ac.uk/reporter/2020-21/weekly/6612/ACP-SchemeB.pdf>.

Joint Report of the Council and the General Board on the grant of the titles of Affiliated Assistant Professor, Affiliated Associate Professor, and Affiliated Professor

The COUNCIL and the GENERAL BOARD beg leave to report to the University as follows:

1. This Report proposes that three new titles are created for non-University employees, in order to provide a pathway for the recognition of excellence, commitment and contribution to University teaching or research, by those not employed by the University. It is proposed that these new titles – Affiliated Assistant Professor, Affiliated Associate Professor, and Affiliated Professor – become available for use at the same time as the new academic titles for University staff, from 1 October 2021.

2. This proposal is intended to reward those who make a substantial, significant or sizeable teaching or research contribution to the work of one or more University Departments or Faculties. It does not seek to provide recognition for contribution of individuals to their field in general, nor for occasional or *ad hoc* contributions.

3. Consultation on the proposal for what was originally termed an ‘Adjunct Titles Pathway’ was carried out with all Faculty Boards in the Easter Term 2020 and over the Long Vacation 2020. Consultation with the Legal Services Division took place in Michaelmas Term 2020, and with the University Draftsman, the University Library, and University Information Services, in Lent Term 2021. There was widespread support for the proposal, and no legal issues were identified. The HR Committee approved the proposals in the Lent Term 2021, substituting the term ‘affiliated’ for the term ‘adjunct’, in line with feedback received during the consultation.

4. The proposals in this Report seek to achieve the following:

- (a) To attract, retain, and enhance the engagement of non-University staff in the teaching and/or research activities of the University, by appropriately recognising their contributions. This is particularly important for professionals employed by industry, technology, medicine, architecture, business, music, or other spheres where individuals’ skills and expertise may be sought by a number of higher education institutions, and where a key incentive in contributing, is the training of the next generation of professionals.
- (b) To provide a progression pathway which enables those who contribute more significantly, or who increase their contribution over time, to be rewarded with a higher title.
- (c) Over time, to reduce the proliferation and reliance on locally granted titles for recognition.
- (d) Through the implementation of rigorous selection processes, and suitably stringent selection criteria set by the General Board – based on those for the Academic Career Pathway – to ensure that only individuals of the appropriate calibre, providing the expected levels of contribution, are awarded titles at each level. Local indicators of excellence will ensure that criteria are discipline-appropriate, and recognise the fact that individuals are substantively employed elsewhere.

5. Whilst the proposal will make an Affiliated Titles Pathway available for use by Faculties which wish to do so, use of the pathway and timescales of implementation will be entirely a matter of Faculty choice.

6. The new titles will not impact the existing titles of Affiliated Lecturer and Honorary Professor, which will remain as currently described in Ordinance. The title of Honorary Professor recognises a level of excellence higher than either Professor or Affiliated Professor; and the title of Affiliated Lecturer is used with appropriate flexibility and breadth across a large number of Faculties, according to their needs. For some Faculties, the Affiliated Lecturer title could provide a natural first step on an ‘affiliated pathway’ for recognition.

7. Consultation with the Legal Services Division has highlighted a number of difficulties with the office of Associate Lecturer, used only by the School of Clinical Medicine and the School of the Biological Sciences for the purposes of recognising the teaching contribution of non-University employees. It is proposed that this office is removed from Statute and Ordinance in due course, and this proposal is supported by both Schools. This will not impact upon existing appointees, who will continue in their offices until the end of their appointment period (usually five years), and at that point will be asked to apply for an appropriate alternative title.

8. This Report proposes that affiliated title-holders are added to the membership of the Regent House. Affiliated Lecturers are already members on this basis, and as in some Faculties this title may form the first step of a progression pathway to Affiliated Assistant Professor and beyond, it would be appropriate for the three proposed new affiliated titles to be added to Regent House membership. It is not anticipated that this will add in any significant way to the number of individuals on the Roll of Regent House. This is because most individuals being mapped from Affiliated or Associate Lectureships onto the new titles will already be on the Roll. Given the application of excellence criteria to ensure only appropriate individuals are recognised by titles, it is not anticipated that large numbers of individuals will be awarded the higher titles.

9. Further information on eligibility for titles, and selection criteria and processes, is provided in Annex D. With regard to benefits for affiliated title-holders, discussions have been held with the University Library and with the University Information Services, which support the principle of granting such access to IT and library services as is appropriate for individuals who contribute to the University’s teaching or research, and which enables them to discharge their roles as defined in the eligibility criteria for the titles.

10. The changes proposed by this Report would amend or supersede those concerning the structure and titles of academic offices, which were approved by Grace 5 of 29 July 2020 following a ballot but remain subject to the approval of Her Majesty in Council. If the Report’s recommendations are approved, the General Board has agreed to make some consequential changes to General Board Regulations, set out in Annex C.

11. The Council and the General Board recommend:

I. That, subject to the approval of Her Majesty in Council (including the approval of changes to Statute approved by Grace 5 of 29 July 2020), the Statutes of the University be amended as set out below with effect from 1 October 2025, and that these amendments be submitted to Her Majesty in Council for approval.

By rescinding Statute C XIII (*Statutes and Ordinances*, p. 21, as amended by Grace 5 of 29 July 2020).¹

II. That, subject to the approval of Recommendation I, the amendments to Ordinance set out in Annex A be approved, to come into effect from 1 October 2025.

III. That the amendments to Ordinance as set out in Annex B be approved, to come into effect from 1 October 2021.

24 March 2021	STEPHEN J. TOOPE, <i>Vice-Chancellor</i>	NICHOLAS HOLMES	RICHARD PENTY
	ZOE ADAMS	ANN KAMINSKI	FREDDIE POSER
	MADELEINE ATKINS	CHRISTOPHER KELLY	ANDREW SANCHEZ
	GAENOR BAGLEY	PHILIP KNOX	JASON SCOTT-WARREN
	R. CHARLES	MARK LEWISOHN	MIKE SEWELL
	ANTHONY FREELING	MARIA MANUEL LISBOA	PIETER VAN HOUTEN
	DAVID GREENAWAY	BEN MARGOLIS	

24 March 2021	STEPHEN J. TOOPE, <i>Vice-Chancellor</i>	CHRISTOPHER KELLY	GRAHAM VIRGO
	KRISTINE BLACK-HAWKINS	PATRICK MAXWELL	SIYANG WEI
	ANN COPESTAKE	NIGEL PEAKE	CHRIS YOUNG
	JOHN DENNIS	ANNA PHILPOTT	
	NICHOLAS HOLMES	RICHARD REX	

¹ If the amendment approved by Grace 5 of 29 July 2020 is not approved by Her Majesty in Council, the reference to Associate Lecturers will be removed from Section 2 of Statute C XIII.

Annex A: Changes to Ordinance from 1 October 2025

- (a) By rescinding Special Ordinance C (xi) concerning Associate Lecturers (*Statutes and Ordinances*, p. 92).
- (b) By rescinding the Ordinance on Associate Lecturers (*Statutes and Ordinances*, p. 765).
- (c) By rescinding the references to Associate Lecturers in the following:
Regulation 1, Payments to Examiners and Assessors (*Statutes and Ordinances*, p. 254).

Annex B: Changes to Ordinance from 1 October 2021

- (a) Ordinance on Regent House membership under Special Ordinance A (i) (f) (*Statutes and Ordinances*, p. 104): by amending paragraph (iv) to read as follows:
(iv) Affiliated Lecturers, Affiliated Assistant Professors, Affiliated Associate Professors, and Affiliated Professors;
- (b) General Regulations for Faculties (*Statutes and Ordinances*, p. 607): in Regulation 7(a), by replacing ‘Affiliated Lecturers’ with ‘those granted affiliated titles’.
- (c) By inserting the following new Ordinances in Chapter XI concerning grants of title:

AFFILIATED ASSISTANT PROFESSORS

The title of Affiliated Assistant Professor may be granted by a Selection Committee to a person who is not employed by the University but who makes a sizeable contribution to its teaching or research, in accordance with criteria and a procedure determined by the General Board from time to time. A person to whom the title of Affiliated Assistant Professor has been granted shall hold that title for not more than three years at a time. At the end of any such period the title may again be granted for a further period of not more than three years at a time.

AFFILIATED ASSOCIATE PROFESSORS

The title of Affiliated Associate Professor may be granted by a Selection Committee to a person who is not employed by the University but who makes a significant contribution to its teaching or research, in accordance with criteria and a procedure determined by the General Board from time to time. A person to whom the title of Affiliated Associate Professor has been granted shall hold that title for not more than five years at a time. At the end of any such period the title may again be granted for a further period of not more than five years at a time.

AFFILIATED PROFESSORS

The title of Affiliated Professor may be granted by the General Board to a person who is not employed by the University but who makes a substantial contribution to its teaching or research, in accordance with criteria and a procedure determined by the Board from time to time. A person to whom the title of Affiliated Professor has been granted shall hold that title for not more than five years at a time. At the end of any such period the title may again be granted for a further period of not more than five years at a time.

Annex C: Changes to General Board Regulations

The General Board has agreed to make the following change to General Board Regulations.

From 1 October 2025:

General Board Regulations for the Postgraduate Diploma in Legal Studies and Postgraduate Diploma in International Law (*Statutes and Ordinances*, p. 583): by removing the wording in brackets concerning Associate Lecturers from Regulation 12.

From 1 October 2021:

Regulations for the Institute of Continuing Education (*Statutes and Ordinances*, p. 654): by amending Regulation 7 to read as follows:

7. The Strategic Committee shall have the authority to make recommendations to the General Board for granting affiliated titles to those making contributions to the Institute's teaching programmes.

Annex D: Affiliated Titles Pathway

This Annex provides further details on implementation of the proposed Affiliated Titles Pathway.

1. Once in the *Statutes and Ordinances*, whether to adopt the use of the new affiliated titles will be a matter of Faculty choice, as will the timing of implementation.
2. University-level guidance, including eligibility and excellence criteria, will be available to Faculties wishing to use these titles. This will be based on the guidance that already exists for the Academic Career Pathway, but modified in order to ensure criteria are appropriate for the award of titles to individuals substantively employed by other organisations, and do not include elements which it would be impossible for someone not employed by the University, to meet.
3. Although the standard and quality of contribution for the new affiliated title-holders will mirror that for the corresponding University title, eligibility criteria must take into account the fact that teaching or research may not be the primary employment activity of the individuals concerned, and therefore the volume of activity and the type of evidence sought will need to be adjusted. In addition, as is the case with the Academic Career Pathway, University-level indicators of excellence for the new Affiliated Titles Pathway are not intended to be exhaustive, as there is recognition that there is diversity in disciplinary norms. Therefore it will be important for Faculties wishing to use these titles, to determine appropriate indicators within their respective areas.
4. Faculties choosing to use the new affiliated titles will need to consider whether, when and how to map any existing local titles to the new pathway. This includes considering how best to continue to use the Affiliated Lecturer title (where it is already being used, or where a Faculty wishes to use it as part of the new pathway).
5. Decisions on the award of Affiliated Assistant Professor and Affiliated Associate Professor titles will be made by Faculty Selection Committees, for award from 1 October of the following academic year. Details of the selection process and the documentation to be sought as part of the selection process, will be at the discretion of the Head of School. It is recommended that an annual applications process is held for these titles.

Report of the General Board on the establishment of a Professorship

The GENERAL BOARD begs leave to report to the University as follows:

1. The General Board recommends the establishment of a Professorship of Magnetic Resonance Physics, as set out in paragraph 2 below, and approved under the Recruitment Protocol, in effect until 31 July 2021.

2. The Faculty Board of Clinical Medicine and the Council of the School of Clinical Medicine propose the establishment for a single tenure of a Professorship of Magnetic Resonance Physics from 1 April 2021, assigned

to the Department of Radiology. The full salary costs of the Professorship will be met by Cambridge University Hospitals NHS Foundation Trust. The holder of the Professorship will be Dr Martin Graves, Head of MR Physics and Radiology IT, Cambridge University Hospitals NHS Foundation Trust, who is currently an Affiliated Lecturer in the School of Clinical Medicine.

3. The General Board recommends:

I. That a Professorship of Magnetic Resonance Physics be established in the University for Dr Martin Graves from 1 April 2021 for the duration of the external funding, placed in the Schedule to Special Ordinance C (vii) 1, and assigned to the Department of Radiology.

24 March 2021

STEPHEN J. TOOPE, *Vice-Chancellor*

KRISTINE BLACK-HAWKINS

ANN COPESTAKE

JOHN DENNIS

NICHOLAS HOLMES

CHRISTOPHER KELLY

PATRICK MAXWELL

NIGEL PEAKE

ANNA PHILPOTT

RICHARD REX

GRAHAM VIRGO

CHRIS YOUNG

OBITUARIES

Obituary Notices

Professor JONATHAN STEINBERG, M.A., Ph.D., Emeritus Fellow and former Vice-Master of Trinity Hall, formerly Research Fellow of Christ's College, member of St John's College, Emeritus Reader in Modern European History, sometime Leslie Stephen Lecturer, died on 4 March 2021 aged 86 years.

Professor JOHN RUSSELL VINCENT, M.A., Ph.D., former Fellow and sometime Research Fellow of Peterhouse, member of Christ's College, formerly University Lecturer in the Faculty of History, died on 9 March 2021 aged 83 years.

GRACES

Graces to be submitted to the Regent House at a Congregation on 27 March 2021

The Council has sanctioned the submission of the following Graces to the Regent House at a Congregation to be held on 27 March 2021.

That the following persons be admitted to the degree of Master of Arts under the provisions of Statute B II 2:

1. STEVEN DAVID EVANS, Deputy Director in the Local Examinations Syndicate.
2. ANTHONY JOHN GLEDHILL, Computer Officer in the Department of Materials Science and Metallurgy.
3. SAMUEL CHARLES PATIENT, Technology Director in the Local Examinations Syndicate.
4. ALISON LOUISE YOUNG, Fellow of Robinson College and Sir David Williams Professor of Public Law in the Faculty of Law.

Graces submitted to the Regent House on 31 March 2021

The Council submits the following Graces to the Regent House. These Graces are being published on 24 March for submission on 31 March 2021 so that there is an extended period for their consideration, given that the majority of that period is outside Term. These Graces, unless they are withdrawn or a ballot is requested in accordance with the regulations for Graces of the Regent House (*Statutes and Ordinances*, p. 105) will be deemed to have been approved at **4 p.m. on Friday, 9 April 2021**. Further information on requests for a ballot or the amendment of Graces is available to members of the Regent House on the Regent House Petitions site.[§]

1. That the recommendations in paragraph 7 of the Report of the Council, dated 23 February 2021, on recognition of the merger of Cambridge University Press and Cambridge Assessment in the University's Statutes and Ordinances (*Reporter*, 6608, 2020–21, p. 380) be approved.¹

2. That approval be given for the grant of a lease of part of a building as described in the Council's Notice dated 22 March 2021 and shown on the plan attached to the Notice.

3. That PricewaterhouseCoopers LLP be reappointed, in accordance with Statute F I 5 to be the qualified accountants for the audit of the University's financial statements for the financial year 2020–21.

4. That Regulation 2 of the regulations for the Schröder Professor of German (*Statutes and Ordinances*, p. 704) be amended to read as follows:²

2. The Fund shall be administered by four Managers, who shall comprise:

- (a) a teaching officer in German in the Faculty of Modern and Medieval Languages and Linguistics appointed by the General Board, who shall be Chair;^[1]
- (b) the Schröder Professor of German;
- (c) the Chair of the Faculty Board of Modern and Medieval Languages and Linguistics;
- (d) the Head of the School of Arts and Humanities, or a nominated deputy.

If two or more of these offices are held by the same person or if one or more of the named posts is vacant or its tenure has expired, the General Board shall appoint one or more additional Managers to ensure that there are always four Managers.

^[1] The General Board has agreed that the Director of the German and Dutch Section shall be Chair *ex officio* until further notice, unless the Schröder Professor of German holds that position, in which case the Board shall make another appointment.

5. That Regulation 3 of the regulations for the Pinsent-Darwin Fund and Studentship (*Statutes and Ordinances*, p. 941) be amended to read as follows:³

3. The administration of the income of the Fund shall be entrusted to ten Managers, namely: the Regius Professor of Physic, the Professor of Pathology, the Professor of Experimental Psychology, the Professor of Psychiatry, the University Lecturer in Psychopathology, and five persons appointed, two by the Faculty Board of Clinical Medicine, one by the Faculty Board of Biology, and two by the Managers themselves. The Managers shall be appointed in the Michaelmas Term to serve for four years from 1 January following their appointment.

¹ See the Council's Notice, p. 444.

² The Council, on the recommendation of the General Board, the Managers and the Deputy Head of the School of Arts and Humanities, is submitting a Grace to update an outdated reference to the Head of the Department of German and Dutch in Regulation 2(a), and to enable the Head of the School to nominate a deputy to serve as Manager in Regulation 2(d).

³ The Council, on the recommendation of the General Board, the Head of the School of the Biological Sciences and the Faculty Board of Clinical Medicine, is submitting a Grace to remove an outdated reference to 'a member of the Education Committee of the County of Cambridgeshire appointed by that Committee' and to increase the number of members appointed by the Faculty Board of Clinical Medicine by one.

[§] See <https://www.governance.cam.ac.uk/governance/key-bodies/RH-Senate/Pages/RH-Petitions.aspx> for details.

E. M. C. RAMPTON, *Registrar*

END OF THE OFFICIAL PART OF THE 'REPORTER'

COLLEGE NOTICES

Elections

Fitzwilliam College

Elected to a Fellowship in Class A with effect from 1 August 2021:

Dr Isaias Fanlo, B.A., *Universitat Pompeu Fabra Barcelona*, M.A., *Universitat de Barcelona*, M.A., *Institut d'Educació Continua*, UPF, Ph.D., *University of Chicago*

Magdalene College

Elected into a Junior Research Fellowship in Class D for three years from 1 October 2021:

Mr Daniel Dunkelmann, B.Sc., M.Sc., *ETH Zurich* (Neville Fellow in Biological Sciences)

Elected into a Junior Research Fellowship in Class D for three years from 1 February 2022:

Mr Peter Asimov-Hofmann, A.B., *Brown University*, M.St., *University of Oxford* (Lumley Fellow in Music)

Pembroke College

Elected to a Research / Teaching Fellowship in Italian Studies/Modern and Medieval Languages, from 1 September 2021:

Dr Nicolò Crisafi, M.A., *PET*, M.A., *University of Rome*, D.Phil., *University of Oxford*

Vacancies

Christ's College: Master; tenure: from 1 September 2022, in succession to Professor Jane Stapleton whose tenure comes to an end in August 2022; closing date: 25 April 2021 at 11.59 p.m.; enquiries in confidence to Lorcan Lennon, Russell Reynolds Associates (lorcan.lennon@russellreynolds.com); further details: <https://www.russellreynolds.com/en/executive-opportunities/pages/search.aspx> and <https://www.christs.cam.ac.uk/vacancies-christs-college>

Queens' College: Rokos Postdoctoral Research Associateships 2021 (eight posts available); tenure: one year from 1 October 2021, with the possibility of renewal for a second year; closing date: 19 April 2021; further details: <https://www.queens.cam.ac.uk/teaching-learning/after-graduation/rokos-postdoctoral-research-associates>

Events

Lucy Cavendish College: Dr Neil Stott continues the #LivefromLucy series with *Social innovation within and beyond the pandemic*, at 6 p.m. on 7 April 2021 via Zoom; information and joining instructions: <https://www.lucy.cam.ac.uk/events/livefromlucy-social-innovation-within-and-beyond-pandemic-dr-neil-stott/>

EXTERNAL NOTICES

Oxford Notices

Exeter College: Bennett Boskey Fellowship in Global History; tenure: up to 36 months from 1 September 2021 or as soon as possible thereafter (fixed term); salary: £32,817–£40,322; closing date: 3 May 2021 at 12 noon; further details: <https://www.exeter.ox.ac.uk/vacancies/bennett-boskey-fellowship-in-global-history/>

St Catherine's College: Alumni Relations and Events Officer; salary: £25,941–£30,942; closing date: 14 April 2021; further details: <https://www.stcatz.ox.ac.uk/category/vacancies/>

Database and Research Officer; salary: £25,728–£33,518; closing date: 14 April 2021; further details: <https://www.stcatz.ox.ac.uk/category/vacancies/>

St Cross College: 'Music from the movies': a glass harp performance by Brien Engel, livestreamed at 7 p.m. on 26 March 2021; renowned glass harp virtuoso, Brien Engel will play music from well-known movies on the unusual glass harp instrument, which features 50 glasses each chosen for musical pitch; information and joining instructions: <https://www.stx.ox.ac.uk/event/music-from-the-movies-glass-harp-performance>

The Queen's College: Career Development Fellowship in Early Modern History; tenure: three years from 1 October 2021 (non-renewable); salary: £33,000 plus benefits; closing date: 26 April 2021 at 12 noon; further details: <https://www.queens.ox.ac.uk/vacancies>

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