

# CAMBRIDGE UNIVERSITY REPORTER

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UNIVERSITY OF  
CAMBRIDGE

**NOTICES****Calendar**

- 1 May, *Saturday*. Congregation of the Regent House at 11 a.m. (degrees in absence only), see below and p. 526.  
 4 May, *Tuesday*. End of first quarter of Easter Term. Discussion via videoconference at 2 p.m. (see below).  
 13 May, *Thursday*. Ascension day. Scarlet day.  
 18 May, *Tuesday*. Discussion via videoconference at 2 p.m.

**Discussion on Tuesday, 4 May 2021**

The Vice-Chancellor invites those qualified under the regulations for Discussions (*Statutes and Ordinances*, p. 105) and any other members of the collegiate University who may wish to attend for item 1, to a Discussion via videoconference on Tuesday, 4 May 2021 at 2 p.m. The following items will be discussed:

1. The University's Recovery Programme and its projects (*Reporter*, 6613, 2020–21, p. 470).
2. Report of the General Board, dated 19 April 2021, on the establishment of a Professorship (*Reporter*, 6613, 2020–21, p. 474).

Those wishing to join the Discussion by videoconference should email [UniversityDraftsman@admin.cam.ac.uk](mailto: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](mailto:contact@proctors.cam.ac.uk), copying [ReporterEditor@admin.cam.ac.uk](mailto:ReporterEditor@admin.cam.ac.uk), by no later than 10 a.m. on the day of the Discussion, for reading out by the Proctors,<sup>1</sup> or ask someone else who is attending to read the remarks on their behalf.

<sup>1</sup> 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 April 2021

The Vice-Chancellor begs leave to refer to his Notice of 22 March 2021 (*Reporter*, 6612, 2020–21, p. 443), concerning the text of a Statute to amend the Statutes of Murray Edwards College. He hereby gives notice that in the opinion of the Council the proposed Statute makes no alteration of any Statute which affects the University, and does not require the consent of the University; that the interests of the University are not prejudiced by it, and that the Council has resolved to take no action upon it, provided that the Council will wish to reconsider the proposed Statute if it has not been submitted to the Privy Council by 22 April 2022.

**Congregation of the Regent House on Saturday, 1 May 2021**

A Congregation will take place on Saturday, 1 May 2021 at 11 a.m. to approve degrees in absence and the Graces submitted under Statute B II 2 (p. 526). The presentation of the Proctors designate for 2021–22 will also take place.

Access will be limited to the necessary official participants and any other member of the Regent House wishing to attend for this business. Senate-House Yard will not be open. Any member of the Regent House wishing to be present should please give notice via email to [vco.ceremonial@admin.cam.ac.uk](mailto:vco.ceremonial@admin.cam.ac.uk) by 6 p.m. on Friday, 30 April, to secure access.

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>.

**Dates of Discussions, 2021–22**

The Vice-Chancellor gives notice that Discussions will be held on the following Tuesdays in the 2021–22 academic year:

<i>Michaelmas Term 2021</i>	<i>Lent Term 2022</i>	<i>Easter Term and Long Vacation 2022</i>
12 October	25 January	3 May
26 October	8 February	17 May
9 November	22 February	31 May
23 November	8 March	21 June
7 December	22 March	12 July

## Stipends of the holders of clinical academic offices (Junior Doctors)

22 April 2021

### With effect from 1 April 2021

A Framework Agreement between the British Medical Association and NHS Employers in 2019 set out a multi-year pay deal for junior doctors, which was approved and published on 16 April 2020 (*Reporter*, 6583, 2019–20, p. 436).

The next instalment of the pay deal is due to come into effect on 1 April 2021, in the form of a 2% uplift. The General Board therefore now publishes revised salary scales, which from that date will replace in their entirety those set out in Schedule II to the Ordinance on stipends (*Statutes and Ordinances*, p. 691).

The updated salary scales, effective from 1 April 2021 for clinical academic doctors in training (2016 contract / pay system [updated 2018]), are as follows:

*For Clinical Lecturers, Clinical Research Associates and Clinical Research Fellows on the equivalent of the NHS Specialist Registrar scales (pre-2009)*

1 April 2021 – £34,563 by eleven increments to £59,845

*For Clinical Lecturers, Clinical Research Associates and Clinical Research Fellows on the equivalent of the NHS Specialty Registrar scales (post-2009)*

1 April 2021 – £35,155 by eleven increments to £62,179

*For Clinical Lecturers, Clinical Research Associates and Clinical Research Fellows on the equivalent of the NHS Specialty Registrar scales (post-2009) – Senior Lecturer / Reader scale*

1 April 2021 – £55,395 by six increments to £78,360

*For Clinical Lecturers, Clinical Research Associates and Clinical Research Fellows on the equivalent of the NHS 'new' 2016 Nodal Pay Structure*

1 April 2021 – £28,808 by five nodal points to £53,077

## Governance Review report on membership of the Regent House: Notice in response to Discussion remarks and other comments, and ballot information

22 April 2021

The Council has received the remarks made by members of the collegiate University on the above report at the Discussion on 23 March 2021 (*Reporter*, 2020–21: 6609, p. 395; 6613, p. 481). It has also received the comments made by email and the questions raised by attendees at the Q&A meeting held on 16 March 2021. It thanks all those who took the time to provide their feedback.

There were comments both for and against the report's main proposal – that the current criteria for membership of the Regent House for University staff should be replaced with a grade-based model. There were also differing views on where the grade boundary should fall, if such a membership model were adopted (or, indeed, whether there should be a grade boundary at all). Given the lack of consensus around any one position, the Council remains of the view that putting the report's proposals to a vote will be of assistance in determining whether or not it should present changes for formal approval. Further information on those votes is set out below.

The Council does however wish to respond to some of the comments made, to clarify a small number of points. Professor Anderson states, in his Discussion remarks, that readers should note 'the proposal that Affiliated and Associate Lecturers lose their membership of the Regent House'. This is incorrect: as the report notes in paragraph 30, Affiliated Lecturers and Associate Lecturers would retain membership under its proposals.<sup>1</sup> It is also misleading to state that the Council 'expelled' Dr Ainsworth, whose membership of Council ended when he ceased to be a member of the Regent House following changes to the membership rules approved by ballot.

Dr Ottewell draws attention to the University officers identified by title in the list of those eligible for membership of the Regent House and Professor Anderson mentions the membership of staff at the University Press and Cambridge Assessment. The Council takes this opportunity to confirm that the proposals set out in the report do not apply to these groups; their membership would continue to be classed separately.

Several commentators remark on the diversity of staff in the two membership models presented in the report. Since publication of the report, revised data have been provided (*Reporter*, 6612, 2020–21, p. 452), to show the breakdown of the membership after taking into account the transitional arrangements, which would see all existing members who would otherwise be disenfranchised by the proposals remain on the Roll until their voting rights expired for other reasons (e.g. on leaving University employment). It has also become apparent that the data on the two models included Associate Lecturers, who (as noted above) are excluded from the report's proposals (see the revised data referenced above).

<sup>1</sup> However, the Council draws attention to another Report, which proposes new titles for non-University employees to recognise their contribution to teaching or research, which would result in the winding up of the office of Associate Lecturer (*Reporter*, 6612, 2020–21, p. 462).

### Ballot timetable and voting options

There will be two indicative votes. The first vote will be on whether or not to adopt a grade-based model. The second vote concerns the location of the grade boundary should a grade-based model be adopted. In light of the feedback received, the Council has decided to change the options on the ballot paper for the second vote; there will now be the following options concerning the grade boundary in a vote conducted under the Single Transferable Vote regulations:

- Membership for University staff at Grade 9 and above
- Membership for University staff at Grade 7 and above (no service requirement)
- Membership for University staff at Grade 7 and above with a three-year service requirement for those in Grades 7 and 8
- None of the grade-based models listed above

The Council has also agreed that it would be helpful to allow the issue of fly-sheets in connection with these ballots. Members of the Regent House are asked to use the Regent House Petitions site to circulate fly-sheets.<sup>2</sup> Fly-sheets issued by University employees (see the Notice below) should bear, in addition to the signatures, the names, initials and CRSid (if they have one) of each of the signatories (in legible block capitals). Scanned or photographed documents containing a signature sent to the Registry at Registry@admin.cam.ac.uk from a registered University account will also be accepted.

Voting will take place at the end of the Easter Term, so that if any ballots are called on Graces, the votes can all be held to the same timetable.

1 p.m. on Thursday, 10 June 2021	Deadline for the receipt of fly-sheets
10 a.m. on Monday, 21 June 2021	Voting opens (deadline for the distribution of hardcopy voting papers and materials to those who opted in November 2020 to vote on paper)
5 p.m. on Thursday, 1 July 2021	Voting closes (deadline for the return of hardcopy voting papers)
Wednesday, 7 July 2021	Results of voting published in the <i>Reporter</i> (and as an Advance Notice on the <i>Reporter</i> website prior to that date)

<sup>2</sup> See <https://www.governance.cam.ac.uk/governance/key-bodies/RH-Senate/Pages/RH-Petitions.aspx>.

## Discussions and fly-sheets

22 April 2021

The Council has considered further a number of matters drawn to its attention by its Governance Review Working Group and noted in its report on proposals for changes to the membership of the Regent House (see paragraph 31, *Reporter*, 6609, 2020–21, p. 395). It has agreed to propose that University and College employees not otherwise entitled to attend and speak at Discussions should have the ability to do so, without the need to seek special permission from the Vice-Chancellor (Grace 2, p. 526).

The Council has also reviewed its Notice on Discussions and fly-sheets and has made some changes. The first amendment extends the Registry's discretion to determine whether to publish statements in fly-sheets that may be held to be unlawful, in addition to potentially defamatory statements. This change would capture statements that might be considered examples of a hate crime. These statements would be handled in the same way that potentially defamatory statements are currently handled, i.e. the Registry would give notice of the concern to the person who initiated the fly-sheet as soon as practicable, with the aim of protecting both the University and that person (or any other signatory) by avoiding a legal challenge arising from the publication of the fly-sheet. The second amendment adds new paragraphs to the Notice, to enable University employees who are not members of the Senate, the Regent House or registered students to issue a fly-sheet, and to confirm that joint fly-sheets will be accepted.

In the Council's Notice on Discussions and fly-sheets (reproduced in *Statutes and Ordinances*, p. 110):

- (a) by revising the penultimate sentence of paragraph 6 to read as follows:

In relation to any statements made in a fly-sheet which may be held to be unlawful or defamatory, the Council has agreed that the Registry, after consultation with the Vice-Chancellor, shall have discretion to decide whether such statements are to be included in the fly-sheet as published in the *Reporter*.

- (b) by inserting new paragraphs 9 and 10 to read as follows:

*Statements issued by University employees who are not members of the Senate, the Regent House or registered students*

9. The procedure described in paragraph 6 above for the issue of fly-sheets by members of the Regent House will apply *mutatis mutandis* to fly-sheets issued in connection with ballots of the Regent House by University employees (including the employees within the [University Press and Cambridge Assessment] <Press and Assessment Department><sup>1</sup>) who are not members of the Senate or the Regent House. The Vice-Chancellor may, however, determine on a particular occasion that such members may not submit fly-sheets. Fly-sheets must be signed by ten members of University staff. Fly-sheets signed by University staff will be circulated to members of the Regent House only.

*Statements issued by more than one group of authorised signatories*

10. Joint statements, signed by the required number of signatories in two or more of the above groups, will be accepted (for example, a fly-sheet signed by ten members of the Regent House that is also signed by five registered students and five sabbatical officers of the University of Cambridge Students' Union).

<sup>1</sup> Following the approval of Grace 1 of 31 March 2021, the text in angular brackets will replace the text in square brackets with effect from 1 August 2021.

## Equality reports

22 April 2021

### Equality and Diversity Information Report

The 2019–20 Equality and Diversity Information Report is now available online at <https://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports>. The Report provides a summary of activities and initiatives in support of the University's Equality and Diversity Strategy, and presents an overview of equality information on the University's staff and student communities.

### Gender Pay Gap Report 2020

The Council and the General Board have approved the University's Gender Pay Gap Report 2020, published in accordance with the provisions of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. The report can be found online on the Inclusive Cambridge webpages at <https://www.inclusivecambridge.admin.cam.ac.uk/> and the figures can also be viewed on the Government's gender pay gap viewing service at <https://gender-pay-gap.service.gov.uk/>.

### Equal Pay Reviews

The University of Cambridge is committed to the principles of equal pay for work of equal value, freedom from discrimination and recognition and reward of the University's staff as its greatest asset. As part of this commitment, the University analyses equal pay data annually and publishes an Equal Pay Review biennially. This is the University's eighth Equal Pay Review.

The first Equal Pay Review was commissioned by the University to take place in 2008 as part of the proposals in the Second Joint Report of the Council and the General Board on new pay and grading arrangements for non-clinical staff (*Reporter*, 6002, 2004–05, p. 745).

It should be noted that the methodology for the Equal Pay Review differs from the mandatory gender pay gap report (GPGR) as it was introduced prior to the mandatory requirements. The Equal Pay Review only covers employees who are employed in roles on the single salary spine (GPGR covers all employees, including those in the subsidiaries).

The Equal Pay Review previously used data as at 31 July. However, in order to align with the mandatory GPGR, the Equal Pay Review now uses the same census date, 31 March.

The Review Group's first three reports were published on an annual cycle, on 18 February 2009, 21 April 2010 and 15 December 2010 (*Reporter*: 6141, 2008–09, p. 510; 6185, 2009–10, p. 688; 6208, 2010–11, p. 318). Subsequently, the University agreed to publish an Equal Pay Review on a biennial cycle, but continue to collect and analyse data annually. Biennial reviews were published on the 26 November 2012, 17 December 2014, 23 November 2016 and 20 February 2019 (*Reporter*: 6287, 2012–13, p. 151; 6370, 2014–15, p. 300; 6445, 2016–17, p. 128; 6538, 2018–19, p. 415). All Equal Pay Reviews can be found on the HR Division website at: <https://www.hr.admin.cam.ac.uk/pay-benefits/pay-and-reward/pay/equal-pay-reviews>.

### Equal Pay Review 2020

The Equal Pay Review 2020, available on the *Reporter* website at <https://www.admin.cam.ac.uk/reporter/2020-21/weekly/6614/EqualPayReview2020.pdf>, brings together the following pay data as at 31 March 2020:

- Gender representation and average salaries (basic pay and total pay by grade, staff category, and working hours);
- Salaries paid to new employees;
- Additional pensionable and non-pensionable payments for the 12 months ending 31 March 2020.

The appendices include median<sup>1</sup> and inter-quartile ranges<sup>2</sup> where appropriate, in order to provide further insight into potential gender pay issues and for benchmarking purposes. The commentary primarily refers to the mean pay gap, but additional median pay gap information is also provided.

The 2020 report examines the impact of the above by gender and highlights differences and pay gaps including market comparisons. It also comments on progress made on matters of concern raised in previous equal pay reviews including the equal pay Key Performance Indicators which highlight key themes in equal pay at the University of Cambridge.

<sup>1</sup> The median salary is the middle value of all single salary spine point values (or total pay if appropriate) when placed in lowest to highest order.

<sup>2</sup> The inter-quartile range is the difference between the upper quartile (i.e. the value of all payments three quarters of the way from lowest to highest) and the lower quartile (i.e. the value of all payments one quarter of the way from lowest to highest).

## Statistical information: Staff grades, additional payments and market supplements

22 April 2021

Grace 9 of 27 July 2005 as amended, associated with the Second Joint Report of the Council and the General Board on new pay and grading arrangements for non clinical staff (*Reporter*, 6002, 2004–05, p. 745) provides for the Council to publish at least annually (i) anonymised statistical information about the number of non clinical staff on each step of the single spine, for the institution as a whole and by School (or equivalent), according to staff category, grade and gender; and (ii) anonymised information by School (or equivalent), according to staff category, grade and gender, of additional payments made under the regulations for payments additional to stipend, but excluding payments for clinical responsibility.

Accordingly the Council now publishes information for 2019–20 showing in the tables below the payments that have been made. All data is as at 31 March 2020.

### (i) Non clinical staff on each step of the single spine

Tables 1–9 show the number of non-clinical staff on each step of the single spine by grade and gender for (a) academic including research staff and (b) academic-related and assistant staff. Table 1 shows the data for the institution as a whole; Tables 2–9 show the data by School (or equivalent). In each table contribution points on the single spine are shaded.

### (ii) Payments additional to stipend

The data on which the tables in this section draw do not include clinical payments, and Investment Office staff, Pro-Vice-Chancellor and Heads of School payments (as these are included in the basic pay for those roles).

- Table 10(a) shows total staff in receipt of a pensionable or non-pensionable payment made under the regulations for payments additional to stipend for each School (or equivalent) including a gender breakdown.
- Tables 10(b) and (c) show, respectively, the pensionable and non-pensionable payments made by payment type, under the regulations for payments additional to stipend, across the University as a whole including a gender breakdown.
- Tables 10(d) and (e) show, respectively, the pensionable and non-pensionable payments grouped by payment type, under the regulations for payments additional to stipend, across each School (or equivalent) including gender breakdown.

It should be noted that the data published in Tables 10(a)–(e) have been anonymised to protect individuals from potential identification in accordance with data protection principles.

- Tables 12(a) and (b) show total staff in receipt of a bonus payment by (a) percentage of basic salary and (b) bonus range; the tables show grade and staff category across each School (or equivalent) including gender breakdown.

### Market pay and advanced contribution supplements

Grace 7 associated with the Second Joint Report (*Reporter*, 6002, 2004–05, p. 745) provides for the Council to publish anonymised statistical information on all awards of market supplements (now market pay and advanced contribution supplements) at least annually by staff category, grade, gender, and School (or equivalent). Accordingly, the Council publishes below information for 2019–20 on market pay awards and advanced contribution supplements.

- Table 11(a) shows the total number of staff in receipt of market pay awards.
- Table 11(b) shows the total number of staff in receipt of advanced contribution supplements.
- Table 11(c) shows the number of staff newly awarded market pay in 2019–20.
- Table 11(d) shows the number of staff newly awarded advanced contribution supplements in 2019–20.

## TABLES

The tables are published on pages 499–523.

## Office of Pro-Vice-Chancellor

28 April 2021

Following consultation with the General Board, the Council has agreed to appoint **Dr Kamal Munir**, *HO*, Reader in Strategy and Policy<sup>1</sup> at the Judge Business School, to the office of Pro-Vice-Chancellor (University Community and Engagement) for three years with effect from 1 October 2021.

The Council made the appointment on the recommendation of its Nominating Committee for the appointment and reappointment of Pro-Vice-Chancellors (comprising the Vice-Chancellor as Chair; Ms Gaenor Bagley, Professor Christopher Kelly and Dr Jason Scott-Warren (members of the Council); and Professor Tim Harper and Professor Anna Philpott (members of the General Board)).

<sup>1</sup> Subject to the approval by Her Majesty in Council of the proposals approved by Grace 5 of 29 July 2020 concerning academic titles, the office of Reader will become the office of Professor (Grade 11) from 1 October 2021.









**Table 3(a) Number of academic and research staff on the single salary spine by grade, gender and scale point**  
 School of the Biological Sciences  
 as at 31 March 2020

Scale Point	Grade T & A		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Overall		Scale Point		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
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**Tables 10(a)–(e) Staff in receipt of pensionable and non-pensionable payments made during the year 1 April 2019 – 31 March 2020**

**Table 10(a) Total pensionable and non-pensionable by school and gender**

	Arts & Humanities		Biological Sciences		Clinical Medicine		Humanities & Social Sciences		Physical Sciences		Technology		Council		General Board		Total	
	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£
Pensionable	Men	£37,070	129	£634,087	124	£1,046,612	36	£123,163	109	£469,032	74	£244,330	167	£304,458	92	£82,634	761	£2,993,387
	Women	£37,580	135	£374,864	118	£442,101	43	£94,677	58	£85,304	37	£107,623	130	£118,950	151	£86,368	690	£1,347,468
Non-pensionable	Men	£17,703	160	£390,632	158	£142,637	77	£237,493	204	£227,431	87	£143,853	135	£542,408	31	£17,826	875	£1,709,983
	Women	£21,304	176	£262,264	143	£135,869	64	£73,592	90	£81,549	41	£45,244	95	£144,552	41	£7,979	675	£752,353
Total	Men	£104,773	289	£1,014,719	282	£1,191,249	113	£360,657	313	£696,463	161	£388,183	302	£846,866	123	£100,461	1636	£4,703,370
	Women	£58,884	311	£637,128	261	£577,970	107	£168,270	148	£146,853	78	£152,867	225	£263,502	192	£94,347	1365	£2,999,820
Total	96	£163,657	600	£1,651,847	543	£1,769,220	220	£528,926	461	£843,316	239	£541,050	527	£1,110,368	315	£194,808	3001	£5,803,191

**Table 10(b) Pensionable by payment type and gender**

	No	£	Total
Admin Responsibility	Men	£34,904	7
	Women	£2,500	1
Additional Responsibility	Men	£305,010	121
	Women	£244,902	153
Additional Hours	Men	£97,168	31
	Women	£6,011	4
Chair Faculty Board	Men	£62,185	14
	Women	£21,678	4
Deputy Director/Head	Men	£167,831	35
	Women	£131,617	15
Director	Men	£170,733	20
	Women	£62,837	6
Head of Department	Men	£468,853	45
	Women	£138,290	15
Acting Head	Men	£1,796	1
Head of Division	Men	£34,310	7
Secretary Faculty Board	Men	£7,561	2
	Women	£6,473	2
Other Payment	Men	£1,643,036	478
	Women	£733,160	480
Total	Men	£2,993,387	761
	Women	£1,347,468	690
Total	1451	£4,340,855	

**Table 10(c) Non-pensionable by payment type and gender**

	No	£	Total
Biological Safety Officer	Men	£24,656	33
	Women	£13,037	24
Bonus*	Men	£251,335	5
	Women	£73,664	1
Chair Degree Comm.	Men	£27,414	1
Chair Payment	Men	£22,542	43
	Women	£3,242	9
Deputy Director/Head	Men	£16,671	15
	Women	£5,217	9
Head of Department	Men	£1,167	1
	Women	£1,167	1
Laser Officer	Men	£18,545	26
	Women	£3,590	6
Librarian	Men	£642	2
Radiation Officer	Men	£333	3
	Women	£67	1
Radiation Supervisor	Men	£41,425	59
	Women	£39,537	35
Safety Off/Adviser	Men	£18,037	49
	Women	£12,885	42
Secretary Payment	Men	£2,940	4
	Women	£1,857	2
Other Payment	Men	£1,284,918	636
	Women	£587,449	543
Total	Men	£1,709,983	875
	Women	£752,353	675
Total	1550	£2,462,336	

\* Bonus payments are examined at a more granular level in Tables 12(a) and 12(b). Figures are rounded to the nearest pound.

Table 10(d) Pensionable by grouped payment type, school and gender

	Arts & Humanities		Biological Sciences		Clinical Medicine		Humanities & Social Sciences		Physical Sciences		Technology		Council		General Board		Total	
	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£
<b>Headship payments</b> (inc Chair, Faculty Board, Deputy Director/Head, Director, Head of Department, Acting Head, Head of Division, Secretary Faculty Board)	Men	£73,740	25	£165,013	20	£217,084	20	£94,486	16	£168,251	23	£176,685	1	£18,000			124	£913,269
	Women	£28,851	11	£95,498	9	£107,341	8	£47,298	1	£16,846	6	£65,062					42	£360,895
<b>Additional Hours/Responsibility payments</b> (inc Admin Responsibility, Additional Responsibility, Additional Hours)	Men	£4,487	11	£21,317	29	£87,575	6	£13,296	10	£26,933	13	£8,847	79	£260,772	8	£13,853	159	£437,082
	Women	£3,271	17	£31,961	34	£51,721	9	£11,248	8	£15,431	16	£33,554	51	£85,567	18	£20,661	158	£253,413
<b>Other Payment</b>	Men	£8,843	93	£447,757	75	£743,943	10	£15,381	83	£273,848	38	£58,798	87	£25,686	84	£68,781	478	£1,643,036
	Women	£5,457	107	£247,405	75	£283,040	26	£36,132	49	£53,027	15	£9,007	79	£33,384	133	£65,708	490	£733,160
<b>Total</b>	Men	£87,070	129	£634,087	124	£1,048,612	36	£123,163	109	£469,032	74	£244,330	167	£304,458	92	£82,634	761	£2,993,387
	Women	£37,580	135	£374,864	118	£442,101	43	£94,677	58	£85,304	37	£107,623	130	£118,950	151	£86,368	690	£1,347,468
<b>Total</b>	48	£124,650	264	£1,008,951	242	£1,490,714	79	£217,841	167	£554,336	111	£351,953	297	£423,408	243	£169,003	1451	£4,340,855

Table 10(e) Non-pensionable by grouped payment type, school and gender

	Arts & Humanities		Biological Sciences		Clinical Medicine		Humanities & Social Sciences		Physical Sciences		Technology		Council		General Board		Total	
	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£
<b>Safety Payments</b> (inc Biological Safety Officer, Laser Officer, Radiation Officer, Radiation Supervisor, Safety Offr/Adviser)	Men	£679	48	£33,790	63	£38,955	8	£3,388	33	£15,123	10	£9,453	5	£1,609			170	£102,996
	Women	£810	25	£19,497	45	£26,786	12	£3,494	8	£3,087	2	£484	10	£14,845	2	£114	108	£68,116
<b>Bonus</b>	Men												5	£251,335			5	£251,335
	Women												1	£73,664			1	£73,664
<b>Headship payments</b> (inc Chair Degree Comm., Chair Payment, Deputy Director/Head, Head of Department, Secretary Payment)	Men	£10,191	2	£1,150	2	£10,420	10	£6,923	28	£10,272	8	£3,917	2	£27,862			64	£70,734
	Women	£6,026	2	£900			6	£1,650	4	£2,906							21	£11,482
<b>Extraneous payments</b> (inc Librarian)	Men																	
	Women		1	£200					1	£442							2	£642
<b>Other Payment</b>	Men	£6,833	110	£345,692	93	£83,262	59	£227,183	143	£202,037	69	£130,483	123	£261,602	31	£17,826	636	£1,284,918
	Women	£14,468	148	£241,667	98	£109,083	46	£68,449	77	£55,115	39	£44,760	84	£56,042	39	£7,864	543	£597,449
<b>Total</b>	Men	£17,703	160	£390,652	158	£142,637	77	£237,493	204	£227,431	87	£143,853	135	£542,408	31	£17,826	875	£1,709,983
	Women	£21,304	176	£262,264	143	£135,869	64	£73,592	90	£61,549	41	£45,244	95	£144,552	41	£7,979	675	£752,353
<b>Total</b>	48	£39,007	336	£642,896	301	£278,506	141	£311,066	294	£288,980	128	£189,097	230	£686,960	72	£25,805	1550	£2,462,336

Figures are rounded to the nearest p,ound.

Table 11(a) Count of all staff in receipt of a market pay award as at 31 March 2020 by staff category, school (or equivalent) and gender

Staff category	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total		
			M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	% W
Academic	≤5%	9			1				1		1								1	1	50%
		10			1				1										1	1	50%
		11			1	1													2	1	33%
		12					3			1		1	1						5	1	17%
	>5% ≤10%	9				2				1	1	1							3		0%
		10								1	1								2	1	33%
		11	1							1		1							2	1	33%
		12	1	1		2		4		3		6	1	1					17	1	6%
	>10% ≤15%	9				2		1		4	2								7	2	22%
		10				2				1									3	1	25%
		11		1		3	2	1		1		1	1	1					7	3	30%
		12				2	1			1	1								2	2	50%
	>15% ≤20%	9				1													1		0%
		10				1													1		0%
		11				1		2		2		3							8		0%
		12				1													1		0%
	>20% ≤25%	9				1		5		1									7		0%
		10				1	1												1	1	50%
		11				1		1		1									3		0%
		12				1													1		0%
	>25% ≤30%	9				1													1		0%
		10				1						1	1						2	1	33%
		11								2									2		0%
		12				1		1		1									3		0%
	>30% ≤35%	9								1	1								1	1	50%
		10				1				2		1							2	1	100%
		11																	1	1	33%
		12																	1		0%
	>35% ≤40%	9																	1		0%
		10								1									1		0%
		11				1				1									2		0%
		12				1		1		1									3		0%
	>40% ≤45%	9																	1		0%
		10																	1		0%
		11				1													1		0%
		12				1				1									1		0%
	>45% ≤50%	9				2													1		0%
		10								1									1		0%
		11																	3		0%
		12																	1		0%
>50% ≤55%	9									2									2	100%	
	10								1									1		0%	
	11								1									1		0%	
	12																	1		0%	
>55% ≤60%	9																			0%	
	10								1									1		0%	
	11								1									1		0%	
	12				1													1		0%	
>60% ≤65%	9																	1		0%	
	10								1									1		0%	
	11																	1		0%	
	12				1													1		0%	
>65% ≤70%	9																	1		0%	
	10								1									1		0%	
	11																	1		0%	
	12																	1		0%	
>70% ≤75%	9																			0%	
	10								1									1		0%	
	11																	1		0%	
	12																	1		0%	
>75% ≤80%	9																			0%	
	10																	1		0%	
	11																	1		0%	
	12																	1		0%	
>80% ≤85%	9																			0%	
	10																	1		0%	
	11				1													2		0%	
	12																	2		0%	
>85% ≤90%	9																			0%	
	10																			0%	
	11																	2		0%	
	12																	2		0%	
>90% ≤95%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>95% ≤100%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>100% ≤105%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>105% ≤110%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>110% ≤115%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>115% ≤120%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>120% ≤125%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>125% ≤135%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>135% ≤140%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
>140% ≤175%	9																			0%	
	10																			0%	
	11																			0%	
	12																			0%	
Sub-Total																			£3,175,864	£494,154	
Academic-Related	≤5%	8																	1		0%
		9																1		0%	
		10																	2		100%
		11								1									1	1	50%
	>5% ≤10%	7																	1	1	50%
		8									2		1	1					2	3	60%
		9				1						1	4		2	1	1		2	7	78%
		10										3			4	6			4	9	69%
	>10% ≤15%	11									2	1							2	1	33%
		12																			

Table 11(b) Count of all staff in receipt of an advanced contribution supplement as at 31 March 2020 by staff category, school (or equivalent) and gender

Staff category	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total		% W																			
			M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W																				
Academic	≤5%	9								1	1	1								4	1	20%																		
		11			1	1														1	1	50%																		
		12	1																	2	1	33%																		
	>5% ≤10%	9			2	1	1			3	1	1	1							7	3	30%																		
		10	1		1	1				1		1								3	2	40%																		
		11									1									1	1	100%																		
	>10% ≤15%	12			1							1								1	1	50%																		
		9			3	1	2	1			1									5	4	44%																		
		12			1	1	2	1		2	1	1	1							5	2	29%																		
	>15% ≤20%	9		1	4	2	7	3	2	2	1	1	1							14	8	36%																		
		11		1	3	2	1													3	2	40%																		
		12			2	2	2	1				1	1							3	4	57%																		
	>20% ≤25%	9				1															1	100%																		
		10								1										1	1	0%																		
		11									1									1	1	0%																		
12										1									5	0	0%																			
9				1															1	1	0%																			
12																			3	3	50%																			
>30% ≤35%	9			1															1	1	50%																			
	11	1		1	1														1	1	50%																			
	12			1	1				1										1	1	50%																			
	9		1	3	2					1									3	4	57%																			
	11			1	1														1	1	0%																			
	12																		1	1	100%																			
>40% ≤45%	10																		1	1	0%																			
	12			1															1	1	0%																			
	9		1																1	1	0%																			
	12			1															1	1	0%																			
	9																		1	1	0%																			
	12																		1	1	0%																			
Research	>5% ≤10%	9																		1	100%																			
	>10% ≤15%	9						1											1	1	0%																			
	12																		1	1	100%																			
																				£6,576	£19,466																			
																				£836,549	£425,794																			

	Men	Women
Academic	70	39
Academic-Related Assistant Research	0	0
Total Supplements	£843,125	£445,260



**Table 11(d) Count of all staff newly awarded an advanced contribution supplement between 1 April 2019 and 31 March 2020 by staff category, school (or equivalent) and gender**

Staff category	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total		
			M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	% W
Academic	≤5%	12											1						1		0%
	>5% ≤10%	9																	1		0%
		10																	1		0%
	>10% ≤15%	11							1											1	100%
		12						1	1										1	2	67%
	>15% ≤20%	9																	2		0%
		11																	3	5	63%
	>20% ≤25%	12																	3	2	40%
		11																	1	2	100%
	>25% ≤35%	11																		1	
12									1									1		0%	
>35% ≤40%	9																	1		100%	
																			£138,525	£136,697	

	Men	Women
Academic	14	13
Academic-Related	0	0
Assistant	0	0
Research	0	0
<b>Total Supplements</b>	<b>£138,525</b>	<b>£136,697</b>

**Table 12(a), Count\* of all staff in receipt of a bonus payment\*\*\* during the year 1 April 2019 – 31 March 2020**  
by Staff Category, School (or equivalent) and Gender, shown as a percentage of basic salary

Information provided from CHRIS

Staff category**	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total		% W
			M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	
Academic-Related	>20% ≤25%	12														1				1	0%
	>30% ≤35%	12														1				1	0%
	>45% ≤50%	12															1			1	100%
	>50% ≤55%	12															1			1	0%
	>60% ≤65%	12														2				2	0%
																				£251,335	£73,664

	Men	Women
Academic	0	0
Academic-Related	5	1
Assistant	0	0
Research	0	0
<b>Total Supplements</b>	<b>£251,335</b>	<b>£73,664</b>

**Table 12(b), Count\* of all staff in receipt of a bonus payment\*\*\* during the year 1 April 2019 – 31 March 2020**  
by Staff Category, School (or equivalent) and Gender, shown in 20k bands relating to the amount of bonus paid

Information provided from CHRIS

Staff category**	Bonus range	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total		% W	
			M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W		
Academic-Related	£60,000-£79,999	12														3	1			3	1	25%
	£40,000-£59,999	12																				
	£20,000-£39,999	12															2				2	0%
	£00,000-£19,999	12																				
<b>Total</b>																<b>5</b>	<b>1</b>			<b>5</b>	<b>1</b>	<b>16.6%</b>

**Notes:**

\* Where bonuses have been paid more than once a year this data refers to the total amount paid to one individual, over the time period, as a count of 1.

\*\* No Academic Staff are recorded in receipt of bonus payments.

\*\*\* A 'bonus' is a payment which is calculated with regard to specific pre-agreed objectives or performance standards, and objectively reflects the employee's performance against those standards. Bonuses are not paid at a fixed rate year-on-year, and are only paid at all if the pre-agreed criteria are met. The entitlement to participate in a bonus scheme is part of the individual's contractual arrangements with the University. Figures are rounded to the nearest pound.

**VACANCIES, APPOINTMENTS, ETC.****Electors to the Professorship of Family Research**

The Council has appointed members of the *ad hoc* Board of Electors to the Professorship of Family Research as follows:

Ms Sonita Alleyne, *JE*, in the Chair, as the Vice-Chancellor's deputy

*(a) on the nomination of the Council*

Professor Anna Philpott, *CL*  
 Professor Paul Ramchandani, *W*  
 Professor Ross Thompson, *University of California*

*(b) on the nomination of the General Board*

Professor Jude Browne, *K*  
 Professor Tamsin Ford, *HH*

*(c) on the nomination of the Faculty Board of Biology*

Professor Sarah-Jayne Blakemore  
 Professor Mary Dozier, *University of Delaware*  
 Professor Mark Johnson, *K*

**Vacancies in the University**

A full list of current vacancies can be found at <https://www.jobs.cam.ac.uk>

**Professorship of Family Research in the Department of Psychology**; tenure: from 1 October 2021 or as soon as possible thereafter; informal enquiries: Professor Mark Johnson, Head of the Department of Psychology and Convenor of the Board of Electors (email: [mj492@cam.ac.uk](mailto:mj492@cam.ac.uk)); further details: <https://www.jobs.cam.ac.uk/job/29491/>; quote reference: PJ26398

*The University values diversity and is committed to equality of opportunity.*

*The University has a responsibility to ensure that all employees are eligible to live and work in the UK.*

**Appointments, reappointments and grants of title**

The following appointments, reappointments and grants of title have been made:

## APPOINTMENTS

**University Lecturers**

*Engineering.* Dr Samuel Mark Albanie, M.Math., D.Phil., *Oxford*, M.Sc., *Dublin*, appointed from 16 August 2021 until the retiring age and subject to a probationary period of five years.

*Music.* Dr Peter Michael Combes Harrison, M.A., *CL*, M.Sc., Ph.D., *London*, appointed from 1 September 2021 until the retiring age and subject to a probationary period of five years.

*Philosophy.* Dr Neil Archdale Dewar, M.PhysPhil., B.Phil., D.Phil., *Oxford*, appointed from 1 September 2021 until the retiring age and subject to a probationary period of five years. Dr Sarah Jane Fine, M.A., *JE*, M.Phil., D.Phil., *Oxford*, appointed from 1 September 2021 until the retiring age.

*Politics and International Studies.* Dr Alena Drieschova, Ing., Economics, *Prague*, Ph.D., *Toronto*, appointed from 1 September 2021 until the retiring age and subject to a probationary period of five years. Dr Natalya Naqvi, M.Phil., *LC*, Ph.D., *DAR*, B.Sc., P.G.C.H.E., *London*, appointed from 24 September 2021 until the retiring age and subject to a probationary period of five years.

**Departmental Secretary**

*University Information Services.* Ms Hazel Elizabeth Turton, B.A., *Leeds*, appointed from 6 April 2021 until the retiring age.

## REAPPOINTMENTS

**Associate Lecturers**

*School of Clinical Medicine.* Dr Kayvan Khadjooi has been reappointed from 1 October 2019 until 30 September 2024. Dr Helen Clare Addley, Dr Emilio Antonio Fernandez-Egea, Mr Christopher Rees Gooding, Mr Simon John Francis Harper, Dr Flora Ann Jessop, Dr Joel Thomas Kirk Melton, Dr Adrian John Park, Mr Raaj Kumar Praseedom, Dr Neil Kenneth Iain Russell, *EM*, Dr Yoginder Singh, Dr Pasupathy-Rajah Sivasothy, *CHU*, and Dr Chegireddy Venkataprasad have been reappointed from 1 October 2020 until 30 September 2021. Dr Duncan Ronald Forsythe has been reappointed from 1 December 2020 until 30 November 2021. Dr Patricia Ai Khoon Set has been reappointed from 1 March 2021 until 28 February 2022. Dr Sarah Booth, Dr Shuaib Nasser, and Dr Vilas Umesh Navapurker have been reappointed from 1 June 2021 until 31 May 2022.

## GRANTS OF TITLE

**Affiliated Lecturers**

*Archaeology.* Dr Christina Geisen and Dr Peter Matthew Schauer have been granted the title of Affiliated Lecturer from 1 October 2020 until 30 September 2021.

*Biology.* Dr Benjamin Andrew Hall and Professor Alfonso Martinez-Arias have been granted the title of Affiliated Lecturer from 1 March 2021 until 28 February 2023.

*School of Clinical Medicine.* Ms Klaudine Simpson has been granted the title of Affiliated Lecturer from 1 August 2020 for a further year. Dr Mark H. Reacher has been granted the title of Affiliated Lecturer from 1 October 2020 for a further year. Mr Thomas Santarius has been granted the title of Affiliated Lecturer from 1 December 2020 for a further year.

*Divinity.* Dr Louise Nelstrop has been granted the title of Affiliated Lecturer from 1 March 2021 until 28 February 2023.

*Physics.* Dr Michal Patryk Kwasigroch, *T*, has been granted the title of Affiliated Lecturer from 1 October 2020 for a further year.

*Sociology.* Dr Rikki Bale Amundsen has been granted the title of Affiliated Lecturer from 1 March 2021 until 28 February 2023.

## CORRECTION

In the Appointments Notice published on 11 March 2021 (*Reporter*, 6610, 2020–21, p. 423), the year of appointment to a University Lectureship given in the entry for the Department of Social Anthropology was incorrect. The text should read as follows:

*Social Anthropology.* Dr Natalia Buitron Arias, B.A., *Sienna*, M.Sc., Ph.D., *London*, appointed from 1 January **2022** until the retiring age and subject to a probationary period of five years.

**OBITUARIES****Obituary Notices**

IAIN ROBERT MACLEAN ROFFE MORLEY, Ph.D., FRAI, FSA, sometime Research Fellow of Darwin College, member of Trinity Hall, died on 20 February 2021, aged 46 years.

The Right Honourable SHIRLEY VIVIAN TERESA BRITTAIN, Baroness WILLIAMS of CROSBY, CH, (Hon.) LL.D., Honorary Fellow of Newnham College, died on 12 April 2021, aged 90 years.

ERICA MONICA SIMONA SEGRE, Fellow and Director of Studies of Trinity College, Affiliated Lecturer of Newnham College, Affiliated Lecturer in the Faculty of Modern and Medieval Languages and Linguistics, died on 21 April 2021, aged 57 years.

**GRACES****Graces submitted to the Regent House on 28 April 2021**

The Council submits the following Graces to the Regent House. 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, 7 May 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.<sup>§</sup>

**1.** That the recommendations in paragraph 3 of the Report of the General Board, dated 24 March 2021, on the establishment of a Professorship (*Reporter*, 2020–21: 6612, p. 465; 6613, p. 471) be approved.<sup>1</sup>

**2.** That in Regulation 3 of the Ordinance on Discussions (*Statutes and Ordinances*, p. 105) a new sub-paragraph (*d*) be inserted to read as follows and the remaining paragraph renumbered:<sup>2</sup>

(*d*) University and College employees who are not otherwise eligible;

<sup>1</sup> The Council has received the remarks made on the above Report at the Discussion on 20 April 2021 (p. 534). It is submitting the above Grace on the basis that the remarks concern policy rather than the specific proposal made in the Report, and therefore there is no need to delay publication of the Grace. The Council will consult with the General Board and provide a response to the remarks in due course.

<sup>2</sup> See the Council's Notice, p. 496.

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

**Graces to be submitted to the Regent House at a Congregation on 1 May 2021**

The Council has sanctioned the submission of the following Graces to the Regent House at a Congregation to be held on 1 May 2021.

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

- 1.** TIAGO FERREIRA SIMOES DE MIRANDA CANDIDO, Solution Architect in the Local Examinations Syndicate.
- 2.** TRACY MICHELLE LEVITT, Senior Assistant Treasurer in the Finance Division of the University Offices.
- 3.** RONAN O'LEARY, Associate Lecturer in the Faculty of Clinical Medicine.
- 4.** LUCA SABBIONI, Head of Corporate Services Centre of Excellence in the Local Examinations Syndicate.
- 5.** SUSAN WAN, Assistant Registry in the Academic Division of the University Offices.

E. M. C. RAMPTON, *Registrar*

**END OF THE OFFICIAL PART OF THE 'REPORTER'**

## REPORT OF DISCUSSION

### Tuesday, 20 April 2021

A Discussion was held by videoconference. Deputy Vice-Chancellor Professor Nicola Padfield was presiding, with the Registrar's deputy, the Senior Proctor, the Junior Proctor and nineteen other persons present.

The following items were discussed:

***Joint Report of the Council and the General Board, dated 24 March 2021, on the introduction of an academic (teaching and scholarship) career path***

(Reporter, 6612, 2020–21, p. 454).

Ms J. M. WYBURD (Director of the Language Centre, and Clare College):

Deputy Vice-Chancellor, I am speaking in my capacity as Chair of the Working Group which has developed the proposals which are the subject of this Report. Over the past two years I have had extensive interactions with Heads of Schools, Faculties and Departments as well as numerous individual teaching-focused staff, who have overwhelmingly welcomed the steps being proposed here.

Teaching-focused staff, often erroneously referred to as 'teaching-only' staff, fulfil the University's academic mission in respect of delivering excellence in education and learning, informed by research, and that is why we believe they should be categorised as academic members of staff. Their roles include convening, delivery and examination of core, compulsory Tripos papers, core courses for postgraduate qualifications or high-level executive education programmes. Many have published or are publishing the outcomes of their subject-related or applied scholarship, they attend and present at conferences and participate in national or international projects and networks. Some act as College Directors of Studies and/or supervisors. Their role is essential to the collegiate University's reputation for providing an unrivalled educational experience to our students.

Academic-related, appropriate for professional services staff, is an entirely inappropriate designation for those whose role is core to this academic mission. Currently, as a result, their contribution to teaching, learning and assessment, to outreach and widening access, to scholarship, and to academic administration within their Faculties or Departments and the wider University cannot be adequately rewarded or recognised.

Almost all comparator universities in the UK have already created a career path for their teaching-focused staff, accompanied by appropriate job titles and employment status. Cambridge is behind the curve and it is time to redress this situation. Previous attempts have been made unsuccessfully where proposals were not sufficiently inclusive, something this Report seeks to redress. Our teaching-focused staff are thus disadvantaged not only in developing their careers within this University but across the sector as a whole. In the context of our gender pay gap, as the Report highlights, women in relevant posts disproportionately occupy the lowest grades.

Without opportunity to apply for promotion and thus to be recognised and rewarded for their contribution and service, some staff have been languishing on the same grade for many years, even decades. This is not only inequitable but demoralising. Many have commented to us that they are treated as second class citizens within their institutions, with less of a voice than their UTO peers.

We owe these colleagues the respect they deserve, by treating them as academic staff, but distinguishing between them and academic colleagues who are expected to produce research and be returnable to the REF. The distinction between 'research and teaching' and 'teaching and scholarship' staff is well recognised in the sector and the latter has thus been adopted here.

Some members of the Regent House may feel that this is the thin end of a wedge to permit some research academics to hand their teaching over to teaching and scholarship staff, in the process starting a separation of teaching from research. I would like to reassure the Regent House that our motivation, supported by the HR Committee and approved by the General Board and Council, has been solely to address the lack of appropriate terms and conditions for existing teaching-focused staff. Indeed, teaching remains firmly coupled to research in the new Academic Career Pathways scheme for research and teaching UTOs, replacing the former Senior Academic Promotions scheme. Others may be concerned that some existing academic staff might be constrained for whatever reason to move onto this new teaching and scholarship career path, leaving behind their focus on research. Again, this is explicitly not the intention. While we have kept open the possibility that an individual might, exceptionally, wish to make a case to change path, we and the Report are clear that no individual should ever be constrained to do so against their will or best interests. Our expectation is that all staff should be supported to fulfil their potential in the roles in which they are employed.

I and the Working Group I had the honour to chair believe that the contents of this Report represent a much overdue and extremely important move towards recognising and rewarding all academic staff for their contribution to the University's academic mission and I commend the Report to the Regent House.

Dr J. H. KEELER (Head of the Yusuf Hamied Department of Chemistry, and Selwyn College):

Deputy Vice-Chancellor, I would like to express my strong support for these proposals, speaking from two points of view: firstly as a member of the Working Group involved in formulating them, and secondly as the Head of a Department that has long experience of the benefits of having colleagues with an explicit focus on teaching.

The Working Group knew from the outset that around the University there is a large number of people who make a pivotal contribution to our teaching but who do not have any formal recognition of their role, for example by having an appropriate title or contract. Furthermore, they have no career progression open to them.

The key part that these colleagues play is certainly recognised in their own Faculties or Departments, but to the wider University and the world beyond their status is unclear and, at best, ambiguous. That they are denied the kind of career progression open to most University Teaching Officers (UTOs) is little short of scandalous. The time has come, and to my mind it is long overdue, to create a proper career structure for these valued colleagues, and this is precisely what is set out in this Report.

Although the changes proposed here will represent quite a shift for this University, they are hardly radical in the UK context. Many major universities run such a dual system, with one track more focused on research and one more focused on teaching. This approach offers universities a pragmatic way in which they can deploy staff to both advance the research agenda and maintain the highest quality of teaching.

Concerns have been expressed that the Teaching and Scholarship pathway will be regarded as inferior to the Research and Teaching pathway, and that the existence of the teaching-focused pathway will result in UTOs taking teaching less seriously. For my part I am not overly concerned about these potential problems. Rather, I believe that placing people on the pathway that suits them, with the possibility of promotion and change, will result in everyone being clearer about their roles and what is expected of them. I for one will be delighted to move to the Teaching and Scholarship pathway because it is appropriate to my present role in the University.

In the Yusuf Hamied Department of Chemistry we have for many years employed ‘Teaching Fellows’ whose role it is to focus on the delivery of the highest quality theoretical and practical teaching. Some of these Fellows are joint appointments with Colleges, thereby reinforcing that important connection. Our Teaching Fellows contribute greatly to the quality of our undergraduate teaching, particularly in the crucial early years of the course. They are all highly valued members of staff, but they have no proper status within the University’s structures and no possibility of career progression: this is something the Department has been pressing for a resolution of for many years.

Not all Faculties and Departments will wish to make appointments on the Teaching and Scholarship pathway, but there are many who eagerly look forward to being able to give proper recognition to an important, and for too long overlooked, part of our scholarly community.

I commend this Report to the Regent House.

Professor E. V. FERRAN (Pro-Vice-Chancellor for Institutional and International Relations, Faculty of Law, and St Catharine’s College):

Deputy Vice-Chancellor, I am speaking in my capacity as Pro-Vice-Chancellor with responsibility for staff matters and as *ex officio* Chair of the Human Resources Committee.

I would like to begin by expressing my gratitude to Ms Wyburd for agreeing to chair the Working Group and for her outstanding leadership of the project. We owe a debt of gratitude to Ms Wyburd and the members of the Working Group, who were ably assisted by members of the HR team, for their incisive analysis of complexities that have bedevilled previous attempts to tackle this issue.

We are fortunate to have outstanding colleagues whose specialisation is teaching and scholarship. Their contribution is as vital to the achievement of the University’s mission to contribute to society through education, learning and research at the highest international levels of excellence as that of those who specialise in research and teaching. Teaching and scholarship colleagues also play a full part in the many tasks that are essential to the smooth running of Faculties and Departments, and in maintaining the undergraduate supervision system that is the heart of collegiate Cambridge. The past year has provided a powerful demonstration of just how much we depend on our teaching-focused colleagues.

This Report proposes to give our teaching and scholarship colleagues due recognition and a career pathway. These reforms, which are designed to ensure that all University staff engaged in teaching have comparable and equitable opportunities for career development, are long overdue. The proposed titles of offices and posts to which teaching and scholarship staff would be appointed will address existing anomalies and inconsistencies, and will enable those outside the University to appreciate the

standing and seniority of these roles. Care has been taken to ensure that titles make a clear distinction between established and unestablished roles.

An argument that is sometimes made against the establishment of a teaching-focused career pathway is that it may result in some colleagues being pressurised to switch career pathways and/or to a proliferation of teaching-focused roles. While the Report makes it clear that this is not the intention, we should not ignore the risk of unintended consequences. But the way to deal with this risk is to monitor and manage it; the existence of a manageable risk is not a good reason to deny valued colleagues the recognition they deserve.

I commend this Report to the Regent House.

Professor G. R. EVANS (Emeritus Professor of Medieval Theology and Intellectual History):

Deputy Vice-Chancellor, the *Lindop Report* of 1985 set out a key principle of protection of standards in the exercise of degree-awarding powers. It stressed that:

traditionally the university degree was an acknowledgement, by the self-governing community of scholars which constituted the university in its wider sense, of academic attainment such as to warrant full membership of the community.

In a House of Commons Written Answer on 17 March 1986 Sir Keith Joseph added:

that the most effective safeguard of an institution’s academic standards is the existence within it of a strong, cohesive and self-critical academic community.

Cambridge would certainly claim it has one of those. Government still considers it important, as was evident in the debates during the framing of Higher Education and Research Act 2017.<sup>1</sup> But the ‘self-critical academic community’ requires two things of its members: a level of personal academic expertise which equips them to set those standards and a degree of security in their jobs which emboldens them to stand firm against any management pressure to lower standards (with the media pointing to the ever-rising proportion of first-class degrees).

In the 1980s the necessary academic expertise was deemed to be guaranteed, or at least protected, by the research efforts of academic staff. They were expected to be adding to knowledge in their fields and writing books and articles about their discoveries at its boundaries. Since then expectations have changed. I remember hearing a Minister explain at a conference two decades ago that ‘scholarship’ was just a matter of reading the latest books and articles. It was not necessary for teachers in higher education to be writing them. From 2004 in England and Wales an institution which offered only taught degrees has been allowed to gain ‘university title’.

The present proposal goes back some years. On 16 July 2014 the *Reporter* published a Report of the General Board on the establishment of the University offices of Lecturer (teaching) and Senior Lecturer (teaching).<sup>2</sup> At that time the offices of Language Teaching Officer (Grade 8) and Senior Language Teaching Officer (Grade 9) were established but classed as ‘academic-related’. The Report was an attempt to give teaching-only academics the advantages of established posts with the privileges of University Teaching Officers.

In that Discussion the then Pro-Vice-Chancellor for Institutional Affairs said he was aware of ‘claims by some that the creation of these offices creates a precedent by breaching the traditional link between teaching and research’. He suggested that the existence already of ‘established offices of Language Teaching Officer and Senior Language Teaching Officer’ had not meant that ‘the intellectual roof’ had ‘collapsed onto the School of Arts and Humanities or onto the Department of Engineering’. Nevertheless, the proposal was quietly moved onto a back burner.

A Notice in the *Reporter* of 20 June 2018 acknowledged the lack of progress, ‘the delay in taking forward a career structure for Language Teaching Officers’. Work would meanwhile continue ‘on the development of a career progression scheme for senior teaching-only staff.’<sup>3</sup> It was mentioned that the Academic Career Pathway then in development was intended to include this possibility. That would not be ready to roll out for some time,<sup>3</sup> and was postponed further in the light of Discussion remarks,<sup>3</sup> with a further hiccup when academic promotions were paused during the Covid-19 suspension of governance in 2020.

The Report before us today is no longer a mere tidying up in the positions of a relatively small number of staff, appointed as ‘teaching-only’ for specific reasons, such as the language teachers. It seeks to create a category of academic staff in Cambridge neither expected to engage in the independent pursuit of knowledge nor given scope to do so without permission. Statute C 14 would be changed to redefine University Teaching Officers so as to remove the right to sabbatical leave, in the expectation that the ‘teaching-only’ would not need it in order to have adequate time for research, for they would not be doing any. ‘Stint models’ are merely ‘expected to include time for scholarship and other forms of contribution’.

In the new Report a definition of ‘scholarship’ is provided. Teaching-only staff will be expected to ‘deliver research-informed teaching and thus to engage in scholarship’. This may possibly include research ‘which may be pedagogic in nature or related to relevant professional practice’. It is ‘recognised’ that ‘some may also be engaging in scholarship’ but it will be ‘in their own time, if outside the core expectations of their role.’ Any ‘scholarly’ outputs of academic (teaching and scholarship) staff will be recognised as appropriate to their roles, through the promotion and reward schemes of their designated career pathway.

Their opportunity for ‘advancement of knowledge’ will be limited. Teaching-only academic staff will not be returnable for the REF, with possible exceptions determined on a case-by-case basis by Unit of Assessment Committees. The now to be discretionary sabbatical time will (‘in exceptional circumstances and for very specific purposes’), grant ‘relief from teaching to undertake a significant body of work, in line with principles agreed at School level’.<sup>4</sup>

The less-research active ‘existing staff’ will be given ‘the opportunity to transfer to the new [teaching-only] category where this is the best fit’, including being ‘in the best interests of the individual and their career development’. Academic teaching-and-research staff in other Russell Group universities will recognise this sort of thing in the offers currently being made to them to persuade them to become ‘teaching-only’ or face redundancy. (I have seen the documentation on this point sent to affected staff by more than one of these universities.)

The academic career structure in this University has been based on University offices with a duty to carry out both teaching and research, with it left largely to the ‘officer’ to determine the balance of those activities, subject to a requirement to give a modest number of lectures a year. Cambridge has a huge number of contract researchers whose slight hope is to gain a traditional teaching-and-research University Teaching Office with reasonable security. These new Offices would seem to offer some security to a postdoc willing to be confined to ‘teaching only’ without any hope at all of such an academic career.

<sup>1</sup> For example <https://hansard.parliament.uk/commons/2017-04-26/debates/E7B4AA28-C269-4AE7-959C-C0B321871036/HigherEducationAndResearchBill>

<sup>2</sup> <https://www.admin.cam.ac.uk/reporter/2013-14/weekly/6355/section7.shtml#heading2-47>

<sup>3</sup> <https://www.staff.admin.cam.ac.uk/general-news/new-academic-promotions-scheme-in-development>

<sup>4</sup> Cambridge Schools are the counterpart of Oxford Divisions.

Mr F. G. G. BASSO (Senior Language Teaching Officer in the Faculty of Classics, and Trinity Hall):

Deputy Vice-Chancellor, the problems addressed by this Report have long been recognised within the University: in a Report of the General Board of 2 July 2014 (*Reporter*, 6355, 2013–14, pp. 745–47), a set of proposals was made to provide a career structure for holders of what that early Report described as “teaching only” appointments’. I am not mentioning this earlier attempt just for the sake of placing the Report that is now jointly presented by the General Board and the Council in some historical context but to highlight one profound difference of approach. The inaccurate and unhelpful notion of ‘teaching only’ posts that was informing that earlier Report is now replaced by the expectation that all the teaching offered in the University should be research-informed.

The Report reads, at paragraph 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.

This expectation is welcome also and especially because it is an accurate description of the nature of the roles that holders of the posts falling under the remit of this Report are already fulfilling. It is important, in fact, to stress the fact that the proposals contained in the Report do not amount to the creation of different roles within the University but rather provide a fair and proper recognition to existing ones.

A simple recognition of the nature of these roles would remain rather meaningless if it were not also accompanied by the creation of a career structure for postholders and this the Report also provides for, thus finally bringing to an end a lamentable situation that the General Board has been formally on record since 2014 for describing as ‘clearly unsatisfactory’.

It has been a long wait, since 2014, but this Report clearly appears, in every respect, as the result of wide consultation across Schools, Faculties and Departments and of in depth thinking on matters both of principle and of details. For this reason I hope and expect that it will be welcome not only by those directly affected by its provisions but by the University as a whole.

Dr S. M. KHALIL (Senior Language Teacher in the Faculty of Asian and Middle Eastern Studies):

Deputy Vice-Chancellor, these long overdue proposals are very warmly welcomed. They will allow the language teachers in the Faculty of Asian and Middle Eastern Studies to flourish and develop their teaching and their careers on a much sounder basis, also allowing them to take a more significant place in the Faculty. In a small Faculty like ours, finding people to take on all the necessary administrative roles is always difficult, and this change will ease the situation for the Faculty as a whole.

Language teachers should feel valued, and be made to feel valued, and recognising them as academic, rather than academic-related members of staff will give them the recognition they deserve as fully contributing members of the Faculty academic team, teaching the core component of the curriculum. This is the group within the Faculty who give a central focus to developing pedagogical skills, and as the value of teaching is increasingly recognised, so should the value of these skills be.

I also welcome the flexibility that will allow people to move from the Teaching and Scholarship pathway to the Research and Teaching pathway as their interests and achievements develop over time. Since language teachers often come out of research programmes and have research aspirations, we as a university are likely to attract a broader pool of candidates and retain good ones if they see research as a viable option and experience this as they move forward, as will a clearer pathway for promotions, not least because this is something that has already been implemented in other UK universities.

I sincerely hope these proposals will be adopted by the Council and the General Board, allowing an integral part of the University academic staff the right to feel valued by granting them equal recognition for their contributions and the right to an established career pathway going forward.

Mr G. P. ALLEN (Chair of the Board of Scrutiny, and Wolfson College), read by the Junior Proctor:

Deputy Vice-Chancellor, there is much to welcome in this Report, in that it lays out a career path for some 250 staff with core teaching responsibilities, across the University but primarily in the arts, humanities and social sciences. In fact, as paragraph 30 indicates, it offers two such paths, with different titles, one for staff appointed to University Offices and one for those appointed to unestablished posts. The General Board and the Council observe in paragraph 11 that the question of whether academic (teaching and scholarship) staff should hold University offices or unestablished posts is 'complex'.

The Board of Scrutiny's 23rd Report (*Reporter*, 6521, 2018–19, p. 42) drew attention to the growing practice of filling posts on an unestablished basis, and to the risks to the University of appointing staff with similar duties under different terms and conditions. In its response (*Reporter*, 6528, 2018–19, p. 131) the Council declined to prescribe the criteria governing whether posts should be established or unestablished but stated that the HR Committee would be asked to keep the matter 'under review'. Surely the HR Committee, as the guardians of the level playing field as far as terms and conditions are concerned, should have advised the Board and Council on the policy implications of the new structure in the current Report for example by setting out the expectation that posts should normally be established thus giving (teaching and scholarship) staff the same status and security as their colleagues on the (teaching and research) pathway and making titles such as 'Teaching Professor' unnecessary.

Professor W. H. COLLEDGE (Joint Head of the Department of Physiology, Development and Neuroscience), read by the Junior Proctor:

Deputy Vice-Chancellor, I wish to express my full support for the introduction of a Teaching and Scholarship career path in the University. This new career pathway will provide the opportunity for a fairer route to promotion based on the vital contributions of innovative teaching, course development and curriculum design rather than being determined by the unfair lottery of grant funding agencies.

This new career pathway will benefit several members of my Department and reward them for the significant and important contributions that they make to undergraduate teaching but will be of particular benefit to three senior academics with extensive teaching roles: these are the University Clinical Anatomist, the University Clinical Veterinary Anatomist and the University Physiologist. These three individuals take responsibility for a considerable amount of teaching for over 1,000 students, course organisation and development, Senior Examiner roles and representing the Department on many University committees.

Beyond their immediate teaching roles, it is very important to note that these three academics have much wider roles in teaching, research and scholarship. Although they have less time available for primary research than other academics due to their high teaching loads, their scholarship includes original scientific research, external examining of undergraduate courses and Ph.D.s, supervising research students, involvement with learned societies, access, public engagement including writing books, and working as College Fellows in their subjects. Their work has been recognised nationally and internationally in many different ways.

These three academics have been in static positions within the University with no possibility of promotion, for nearly 20 years. Teaching academics in other universities have been rapidly promoted to senior professorial positions, and this has included more junior academics from our Department who have moved to teaching roles elsewhere.

I strongly support the new Teaching and Scholarship pathway because it creates a degree of equivalence between those academics with more of a focus on teaching and the UTOs within the Department who perform equivalent jobs, just with different ratios of teaching to research. Our failure to reward teaching is very much out of step with comparable UK universities, most of which now have well-established promotion pathways for their teaching staff. The current lack of career prospects for academics in teaching positions is making such positions in Cambridge increasingly unattractive.

It is extremely important that anyone promoted under the Teaching and Scholarship pathway continues to be designated as an academic, given that there are no fundamental differences in either the level of qualifications or the types of duties performed compared with the Research and Teaching UTOs. It is very important that the University confers equivalent titles in both the Teaching and Scholarship and the Research and Teaching pathways. From the perspective of the University as a whole, with the forthcoming introduction of professorial titles for established lecturers, it would be inappropriate for major medical, veterinary and natural science courses at Cambridge to be led by senior academics lacking that title.

In summary, the introduction of a Teaching and Scholarship pathway for career progression in the University is a laudable step provided that it is seen as academically equivalent to other pathways for promotion. It represents a more inclusive and fairer process for career progression of all members of the University.

Ms S. C. MENTCHEN (Senior Language Teaching Officer in the Faculty of Modern and Medieval Languages and Linguistics, and Magdalene College), read by the Junior Proctor:

Deputy Vice-Chancellor, I welcome all four recommendations made under paragraphs 2(a)–(d) in the Council and General Board’s Joint Report of 24 March 2021 on the introduction of an academic (teaching and scholarship) career path.

We have been waiting for this critical change in our career perspectives for a number of years. The last time my colleague Dr Gagne and I contributed to the Discussion on this matter was on 29 May 2018.<sup>1</sup> I will not go over all the same points again here, but would like to remind colleagues that the review process began before 2014, culminating in a recommendation by the General Board on 2 July 2014. The reviews of and official discussions about the nature of our job profiles have been accompanying us for over seven years now. Change seems very slow. On the timescale of this University, seven years might be a blink, but on an individual level, a lot can happen: new Tripos courses have been introduced and reviewed, a new joint degree course has been established, work on outreach and widening participation has grown and borne fruit, colleagues have retired and new colleagues have been appointed. We have survived a year teaching online during a pandemic.

Changes of the kind recommended by the Joint Report have been introduced in other institutions and introducing them here would put us in line with such institutions. All of this happened while we have been waiting for recommendations made in 2014 to be translated into a workable career structure.

At a time when the University of Cambridge has renewed its commitment to teaching through establishing a Centre for Teaching and Learning (for example) and has also shown its commitment to widening participation through introducing a foundation year, I believe that now is also the right time to make this change: a clearly defined group of approximately 250 people dedicated to teaching Cambridge undergraduate and postgraduate students using innovative, research-led, and successful methods should be considered ‘academic’ rather than ‘academic-related’ and provided with a clear career pathway. In addition to teaching, the Language Teaching Officers and Senior Language Teaching Officers in the Faculty of Modern and Medieval Languages and Linguistics carry out examining and administrative duties. All these roles – teaching, examining, scholarship – are an integral part of the University’s core academic mission. As indicated in the report, there is currently no career structure, nor any career progression for colleagues in these posts. This state of things is detrimental not only to the morale and professional development of the individuals concerned, and to the recruitment of new colleagues, but also to the institution. Among many other things, the pandemic has shown how important and central teaching is to this university’s mission.

I am grateful for the careful consideration of the issues undertaken by the Council and the General Board. I welcome the recommendations in their Joint Report and remain hopeful that this time change will come.

<sup>1</sup> *Reporter*, 6509, 2017–18, p. 682.

Professor J. K. M. SANDERS (Yusuf Hamied Department of Chemistry, and Selwyn College), read by the Junior Proctor:

Deputy Vice-Chancellor, I wish to support and amplify Dr Keeler’s remarks. For many years the Department of Chemistry has been pressing for proper recognition of our teaching fellows and for our Lecturers and Senior Lecturers who are so dedicated to outstanding teaching.

These are the key individuals who think deeply about the shape, style and content of our undergraduate teaching and outreach programmes. They tend to be the ones who deliver the most brilliant lectures, the most imaginative new experiments and the most sought-after supervisions. Their leadership during the pandemic to the move to online teaching has been crucial. They have also given our research-oriented colleagues the time and intellectual space to drive the Department’s exceptional research successes.

In recent years our teaching stars have produced world-renowned textbooks and they have been in demand internationally for their lectures and broadcast teaching, including the televised Royal Institution Christmas Lecture series. One was recognised seven years ago for his contributions to education by the award of the MBE.

Yet, in Cambridge, teaching fellows have no status and no recognition. They are invisible in our governance, and they have no career structure. Our teaching-focused Lecturers and Senior Lecturers similarly receive woefully inadequate recognition and reward.

This has been a running sore for too long. It is time for Cambridge to formally recognise that its success depends as much on outstanding teaching as it does on outstanding research: some staff excel at research, some at teaching and some are all-rounders, but all deserve proper recognition and reward.

Seven years ago, when I was Pro-Vice-Chancellor responsible for personnel matters, the Council approved an earlier version of the present scheme, but it ran into opposition from some quarters. I am delighted that my successor has been able to refresh the proposals and bring them to the Regent House for approval. I urge all members to support this Report.

Professor R. OSBORNE (Chair of the Faculty Board of Classics, and King’s College), read by the Senior Proctor:

Deputy Vice-Chancellor, I would like publicly to welcome the Joint Report on the introduction of an academic (teaching and scholarship) career path. The Faculty of Classics has for many years been embarrassed by the conditions under which it has been obliged to employ its invaluable Language Teaching Officers. Those whom it has employed in this position have been published and publishing scholars who variously take a full part alongside University Teaching Officers in all aspects of undergraduate teaching and in the intellectual life of the Faculty as manifested in postgraduate seminars, engagement with the local branch of the Classical Association, and so on (quite apart from their considerable input into collegiate life). Yet, classified as ‘academic-related staff’, they have been unable to secure promotion through the quality of their contribution to Faculty life, and have been enabled to progress to Senior Language Teaching Officer status only by assuming additional responsibilities.

The proposals of the Report will enable us for the first time to treat these colleagues appropriately, and will enable them to participate in Faculty life under conditions, and titles, which are properly commensurate with University Teaching Officers on teaching and research contracts. I fully support the proposals of the Report and look forward to their full and timely implementation.

Dr N. RADIĆ (Director of the Cambridge University Language Programme, and Darwin College), read by the Senior Proctor:

Deputy Vice-Chancellor, I welcome and support all four recommendations made under paragraphs 2(a)–(d) of the Council and General Board’s Joint Report on the introduction of an academic (teaching and scholarship) career path, and fully support the submission made by my colleague from MMLL.

The University language teaching community has been waiting for a number of years for these changes to take place. The issue has been widely debated and the proposed changes strongly endorsed.

In this submission I would like to highlight a new and very important recent development that gives additional credence to the rationale for the proposed changes. The current pandemic and the subsequent search for remote and online teaching solutions have brought to light the frailties of some of our more traditional teaching and assessment practices. Our academic community rose to the challenge and reacted decisively with vigour, passion and determination to resolve these issues. However, this is, I believe, only the first step through uncertain times with no end date.

At this stage of the development of our University, I cannot stress strongly enough the critical importance of a robust re-evaluation and technological and methodological upgrade of our teaching and assessment practices and procedures. Language teaching aims at developing both explicit knowledge about the target language and culture as well as the relevant synchronous communicative skills. It is exactly because of this duality of purpose that our discipline has always been at the forefront of pedagogy and innovation with special reference to Information Technology solutions such as blended-learning and the flipped-classroom. While I am perfectly confident that our community will continue to excel in this regard while disseminating our experiences to the wider academic community, I would like the University to acknowledge such a contribution by offering a clear career path and professional recognition in line with what is customary in other universities nationally and internationally.

The said recommendations are aimed at strengthening the teaching provision of the University of Cambridge and I am confident that their approval will do so.

Dr J. CHALFEN (Senior Teaching Associate in the Faculty of Education, and Homerton College), read by the Senior Proctor:

Deputy Vice-Chancellor, the Report aligns itself with the Vice-Chancellor’s vision for the University and the emphasis is that of leading the world in teaching as much as research. The last year has only brought more attention to the provision of teaching in the University and the need to explore and develop innovative pedagogical approaches to ensure the University’s reputation in the 21st Century.

This Report proposes a long-awaited reconciliation of the prejudicial ‘academic-related’ category which has, certainly in my own Faculty – ironically, the Education Faculty – failed and belittled committed, highly able professionals, denying them access to vital opportunities for career development and equal status amongst colleagues. The Report champions the integrity of the Vice-Chancellor’s stated commitment to teaching, learning and the student experience at all levels as well as meeting this need for fairness and equality.

I do not principally speak for myself in this but for teaching associate colleagues whose experience and contribution has been essential to the work of the Education Faculty for many years. On their behalf, I would seek the careful consideration of the issues addressed by the Council and the General Board. Alongside colleagues elsewhere in the University, I would welcome the recommendations in their Joint Report and remain hopeful that this is finally a moment of change

Professor G. J. VIRGO (Senior Pro-Vice-Chancellor for Education, Faculty of Law, and Downing College), read by the Senior Proctor:

Deputy Vice-Chancellor, the mission of the University is to contribute to society through education, learning and research at the highest international levels of excellence. For far too long research has overshadowed teaching to such an extent that the University has failed to acknowledge the vital contribution to its mission of those academic colleagues who deliver excellence in education, and has failed to ensure that those whose primary focus is on teaching and scholarship are given the recognition and the respect which they deserve. The rapid switch to online delivery in response to the pandemic has shown that, as an institution, we depend on the skill, effort and dedication of colleagues to enable us to teach effectively at the highest academic level which Cambridge rightly expects. This Report ensures that there is a clear and appropriate career path for those colleagues engaged primarily with teaching and scholarship, who are contributing to the delivery of teaching and new thinking about how best to teach, to learn and to assess and by other significant contributions, for example to widening participation and to academic administration.

I am very grateful for the work of the Working Group which has developed the proposals which are the subject of this Report; proposals which I endorse enthusiastically.

*Due to an oversight by the administration team, the remarks below were not read out at the Discussion; they have been included in the record with the permission of the Deputy Vice-Chancellor:*

Professor C. DURKAN (Deputy Head of the Department of Engineering, and Girton College):

Deputy Vice-Chancellor, I am speaking in my capacity as Deputy Head of the Department of Engineering and would like to take this opportunity to comment on the proposed academic teaching and scholarship career path. Although it may not be immediately obvious that this affects our Department, we have a unique offering in CLIC – the Centre for Languages and Inter-Communication, where the staff are naturally more teaching than research-focused, along with many of their counterparts in humanities. Therefore, I am delighted that their efforts can potentially be rewarded in this way, and they are exactly the sort of valued staff that can benefit from this alternative approach to promotions within the University. Scholarship comes in many shapes and forms and it is about time we recognise that in positive steps such as this.

***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***

(Reporter, 6612, 2020–21, p. 462).

Professor G. R. EVANS (Emeritus Professor of Medieval Theology and Intellectual History):

Deputy Vice-Chancellor, this afternoon we have before us for consideration not only the Academic Career Pathway and a proposed new teaching-focused Academic Career Pathway but now an Affiliated Titles Pathway, all this when it was regretted in the Report which has just been discussed that there were too many confusing titles in the University already. Then there are the three words beginning with A: ‘adjunct’, ‘affiliate’ and ‘associate’ for the Regent House to choose between. A thesaurus is likely to find them synonymous, though apparently ‘adjunct’ has not found favour in the course of consultation.

‘Associate Lectureships’ are currently governed by Special Ordinance C (xi) and are University Offices with duties amounting to about half that of a Lecturer and with detailed requirements for their appointment, but tenable for no more than five years at a time. They are bound by expectations derived from Oxford and Cambridge Act 1877 as to research although it is not stated that these office-holders must do any. That would all be rescinded under the present proposals. Apparently Legal Services have identified ‘a number of difficulties’ with this title. Perhaps the Council will explain what they are exactly.

As I recollect ‘Affiliate Lectureships’ began when College Lecturers ‘not employed by the University’ were allowed by Faculties to give some lectures, largely because a young academic in search of a permanent post would benefit from having that on a CV. It was decided to call them ‘Affiliated Lecturers’. These are now holders of titles but not University offices, and for only two years at a time, on terms set out in the Ordinances (at p. 769), with no fixed duties except to ‘contribute to the teaching programme of the Faculty’.

It is admitted that the proposals in this Report are not compatible with Grace 5 in the list of 30 Graces rushed through in the list published on 29 July 2020, leaving the Privy Council in a position where it has been asked to approve change which would have to be revisited and changed again. A former Clerk to the Privy Council, whom I asked whether it ever refused to approve an application to approve a statute change from Oxford or Cambridge, said no, it trusted them to get the matter properly thought through before they asked. It would be a pity to give the Privy Council reason to doubt that certainty.

So may we have better clarity on what is surely an essential point before the Privy Council is asked to make good the University’s over-hastiness? What sort of animal will these new title-holders be? The new Affiliate Titles Pathway onto which both the present Associate and the present Affiliated Lecturers will be ‘mapped’ will not be for employees of the University. Is it clear whether those with these titles will be office-holders? Can they be ‘established’ in a sequence potentially leading to an Affiliated Professorship if they have not been individually created by the Regent House and the titles may be held for only five years? And on what authority is it asserted in this Report that ‘the title of Honorary Professor recognises a level of excellence higher than either Professor or Affiliated Professor’.

Why would it be acceptable for Faculties to make their own decisions outside the supervision of the General Board, about where on the Pathway to place candidates for these new ‘Affiliated’ titles, if as claimed in the Report, the ‘standard and quality of contribution for the new affiliated title-holders will mirror that for the corresponding University title’?

Would it be acceptable to grant them as proposed where ‘teaching or research may not be the primary employment activity of the individuals concerned’? It is envisaged that it will be ‘particularly important’ to do this ‘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’.

More information is surely needed about the exact areas in which this ‘training’ is expected to be needed. There is no mention of ‘Law’ though vocational ‘training’ for both solicitors and barristers seems an obvious addition. The University has the Vet.M.D. (1999), the Eng.D. (2005), and the Ed.D. (2010), but those are in subjects with established academic acceptability. It will be remembered that concerns were expressed when the Judge Business School introduced the Bus.D. What other future ‘professionals’ are envisaged as needing ‘training’ from ‘trainers’ engaged in neither teaching or research but entitled to aspire to a professorial title?

Professor P. H. MAXWELL (Regius Professor of Physic, Head of the School of Clinical Medicine, and Trinity College), read by the Junior Proctor:

Deputy Vice-Chancellor, the University has made great strides in its approach to recognising and rewarding staff for the world-class teaching and research on which its mission depends. For some Faculties these world-class endeavours depend not only on University employees, but also depend heavily on contributions from, and collaboration with, individuals who are employed within their respective professions – whether as clinicians, architects, veterinarians, engineers, or others. For a number of Faculties, attracting and retaining the engagement of such individuals is strategically of similar importance to rewarding and retaining excellent members of staff.

In January 2020, the Academy of Medical Sciences published a report led by ten prominent figures in the NHS and academia, on the relationship between universities and the NHS. One of its recommendations explicitly highlighted the importance of honorary academic appointments for healthcare professionals. There is therefore now an even clearer expectation in the wider healthcare community that the contributions of healthcare professionals to teaching and research should be formally recognised, in a manner which reflects the substantial senior contributions that they make. Cambridge is in a very anomalous position in not currently having a pathway of appropriate titles. This Report is proposing a system of ‘affiliated’ titles which would address this.

There may be concern in some parts of the University that such a formal pathway of titles could be used to recognise high profile figures known for their national or international contributions to their fields, irrespective of their actual links to this University. That is *not* the purpose of this proposal – which is to recognise only those who have close links with one or more of this University’s

Faculties, and who make a sizeable, significant, or substantial contribution to the teaching or research of those Faculties. Moreover, it is anticipated that particularly at the highest level of recognition – Affiliated Professor – the number of titles awarded will be small, in line with both the individual excellence criteria and the extent of contribution expected at this level. At the lower levels of recognition, where in many cases individuals are already being recognised by a range of local titles – without, however, suitable nomenclature, differentiation in terms of level of contribution or scope for ‘progression’ – individuals will simply move onto the new pathway, with a title that more appropriately recognises their contribution. Therefore, there will be little material impact of Affiliated title-holders either on University governance or resources, and the decision on whether or not to use these titles, will be entirely at individual Faculties’ discretion.

*Now* is a very good time for the University to take this important step to demonstrate inclusivity and willingness to appropriately recognise the achievements of those who contribute to its mission of teaching and research, but who are not its employees. Over the last year, we have all seen and felt the benefits of the exceptional and effective partnership between this University and its partner Trusts – and in particular Cambridge University Hospitals – in the exceptionally challenging circumstances of the Covid-19 pandemic. Together, the University and the NHS have ensured the best possible patient care for the community, and have achieved important insights in research and healthcare through both individual interactions and a structural synergy built up carefully over time. At the Clinical School we believe that paying attention to our partnerships with the NHS, and demonstrating how much we value our NHS colleagues, resulted in Cambridge being in a much better position than many other universities and medical schools over the last year; with our medical students continuing to benefit from access to clinical placements and excellent educational opportunities throughout the later waves of high infection rates. I believe that *now* is the right time to recognise these partnerships and relationships at an *individual* level, and I am convinced that this is in the best interests of the University, the NHS, and the communities that we jointly serve.

***Report of the General Board, dated 24 March 2021, on the establishment of a Professorship***

(*Reporter*, 2020–21: 6612, p. 465 and 6613, p. 471).

Mr G. P. ALLEN (Chair of the Board of Scrutiny, and Wolfson College), read by the Senior Proctor:

Deputy Vice-Chancellor, I do not wish to comment on the *ad hominem* aspect of this proposal or hold things up in any way for Dr Graves.

I am most grateful to the University Draftsman for her responsiveness in providing the further information about the proposal, published yesterday in an Advance Notice, as a correction to the Report.

However, the Report appears to represent a significant development of the Board’s policy on the establishment of Professorships for named individuals (outside the promotion procedure) which has hitherto been restricted to those successful in competitions for prestigious awards, for example a Royal Society Research Professorship or Wellcome Trust Principal Research Fellowship. Will the Board clarify its current policy for the information of the University?

**COLLEGE NOTICES****Vacancies**

*Corpus Christi College*: Senior Development Manager; tenure: full-time, permanent; salary: £32,000–£40,000; closing date: 17 May 2021 at 12 noon; further details: <https://www.corpus.cam.ac.uk/about-corpus/opportunities/non-academic-staff-vacancies>

*Fitzwilliam College*: Isaac Newton Trust Teaching Associate and Bye-Fellow in Economics; tenure: one year from 1 October 2021; stipend: £22,118–£23,378 (subject to any 2021 cost-of-living adjustment); closing date: 20 May 2021 at 12 noon; further details: <https://www.fitz.cam.ac.uk/about/vacancies>

*Girton College*: College Lectureship and Fellowship in Medicine; tenure: part-time, permanent; salary: £4,126 (four hours) or £6,188 (six hours); closing date: 26 May 2021 at 12 noon; further details: <https://www.girton.cam.ac.uk/work-at-girton>

*Newnham College*: One-year Postdoctoral Affiliation from 1 October 2021 (up to 12 available); tenure: from 1 October 2021, renewable annually for up to three years; closing date: 14 May 2021 at 11.59 p.m.; applications welcome from women in any field who already hold an established and salaried postdoctoral research position or personal fellowship in the University of Cambridge or one of its associated research institutes, with tenure for at least two years; applicants must be physically based in Cambridge for the duration of their affiliation and must have completed a Ph.D.; further details: <http://www.newn.cam.ac.uk/vacancy/postdoctoral-affiliates/>

**EXTERNAL NOTICES****Oxford Notices**

*Merton College*: Fitzjames Research Fellowship in Music; salary: £31,490 plus housing allowance and other collegiate benefits; tenure: two to four years from 1 October 2021 or as soon as possible thereafter; closing date: 19 May 2021 at 12 noon; further details: <http://www.merton.ox.ac.uk/vacancies>

*St Hugh's College*: Senior Tutor; tenure: full-time, permanent (subject to a probationary period); closing date: 12 May 2021; further details: <https://www.st-hughs.ox.ac.uk/discover/work-for-us/>

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