Assessment Criteria

Research

Band Criteria

Band 1 (points 68-76)
A band 1 Professor will normally have a significant national and international reputation in research, and contribute fully to the teaching and administrative work of the University. Progression within this level may also be used to reward exceptional and sustained contributions to the academic work of the University in teaching, general contribution and research by those whose individual scholarship is also above the normal expectation for a Cambridge Professor.

Band 2 (points 75-82)
A band 2 award is intended for professors who, in addition to a distinguished academic record when measured against the overall Cambridge context, are also recognised as research leaders through their membership of an academy/society recognised within the discipline at an equivalent level of distinction. They will be leading international authorities in their particular field. They will have made a very significant and lasting positive mark on the University's work in their subject area directly through their own research or through their role in leading and developing their discipline at Cambridge. They will also contribute fully to the teaching and general contribution of the University.

Band 3 (points 81-88)
A band 3 award is intended for professors of very high academic distinction within the context of the discipline. They will be internationally acknowledged as outstanding, and act as national leaders in their subject areas; they will be regarded as having achieved notable international eminence across the general field. They will also contribute fully to the teaching and general contribution of the University.

Indicators of Excellence

Band 1

Research, Research Leadership and Researcher Development	
CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field while ensuring the highest standards of research integrity are promoted and maintained	
Generic examples of Indicators of Excellence	Generic examples of impact
• A very substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance and rigour. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published • Makes a significant contribution to the advancement of knowledge in research discipline • Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development. • Initiates, participates in and where appropriate, leads effective and impactful national and international research collaborations, including beyond discipline where appropriate. • A sustained track record of directly securing significant research funding or otherwise ensuring research activity is sustainable	• Frequently invited to present work at major national and international conferences and institutions and/or in other relevant fora, e.g. to industry bodies. • Award of prizes and honours for research. Election to membership or fellowship of distinguished scholarly and professional organisations. • A sustained track record of winning competitive research funding, resulting in minor grant income in the context of the subject/School. • In receipt of prizes and honours for research. • May be able to demonstrate research that produces patents that may be exploited for commercial benefit.

CRITERION 2: Consistently delivers high-quality research through research leadership, research group leadership and individual endeavour, strategically planning for the future and supporting an inclusive and productive research culture	
Generic examples of Indicators of Excellence	Generic examples of impact
• Successfully brings research projects to completion, whether collaborative or individual. • Elected/appointed to research-related leadership roles • Creates and manages research groups • Convenes and leads major research conferences and seminar programmes • Provides intellectual research leadership which informs and contributes to setting the international research agenda in an individual's area	• Participation in high-quality public, industrial and/or policy engagement activities linked to research and/or knowledge transfer activities. • Edits and peer reviews for academic journals, books, conferences and grant applications. • Promotes and maintains high standards of research integrity and professional conduct. • Promotes collaboration that leads to new insights and develops cross-disciplinary research activities.
CRITERION 3: Consistently delivers high-quality research supervision that is intellectually challenging and supportive and ensures that researchers receive excellent opportunities to develop their potential and prepare them for future success.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Provides consistently high-quality research supervision, either daily or through teaching or committee work • Consistently high research student completion rates and mentoring • Consistently receives positive feedback from research students and/or postdoctoral researchers • Encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications	• Provides inclusive leadership and delivers excellence through the performance of others • Creates a positive working environment and acts as a role model in promoting the University's value of mutual respect • Contributes to the process of recruiting and selecting research students. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes • Provides underpinning support for and encourages team science.

• Positively supports early-career researchers, enabling them to be creative about their futures and take active steps to investigate career pathways both in and beyond academia.	

Service to the University and Academic Community	
CRITERION 1: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Departmental/Faculty/University academic leadership roles. • Sits on Departmental/Faculty University committees and bodies. • Provides active mentoring and support for colleagues. • Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing. • May have received Awards/medals for service to subject, government committees; national awards recognizing service to society.	• Contributes to leadership, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity • Engages significantly in peer review activity, may undertake or be invited to edit journals • Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors). • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews) • May hold a number of external PhD examiner appointments; service on standard setting bodies (e.g. RAE/REF, external assessor for Chairs/Department reviews at other HEIs, industry, QAA). • Significant and sustained public engagement activity.

Band 2

Research, Research Leadership and Researcher Development	
CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.	
Generic examples of Indicators of Excellence	Generic examples of impact
• A very substantial portfolio of high-quality research outputs that are internationally recognised as world-class in terms of their originality, significance, and rigour. The University acknowledges that the intellectual content of a paper or other output is much more important than publication metrics, the identity of the journal in which it was published, the identity of a book publisher or other dissemination outlet. • Internationally acknowledged as outstanding in their discipline and regarded as having achieved notable eminence across the general field. • Expected to be a national leader of research within the subject area. • Will have made a formative contribution to the discipline through their research. • Produces and disseminates research outputs that have a significant and wide-reaching impact, for example, research that informs new theories/ practices within the discipline. Research is expected to identify potential new areas for study/ exploration within the discipline internationally.	• Frequently invited to present work at major national and international conferences and institutions. Invited to deliver keynote speeches/ attend as a headline speaker. • A significant track record of winning competitive research funding over an extended period of time. • In receipt of prizes and honours for research • Invited to participate in/ advise on the development of policy by significant and highly respected international organisations/ agencies • May be a full member of governmental or NGO working groups/ bodies. • Research outcomes that shape the direction of research within the discipline at an international level. • An exceptional level of citations in the context of the subject. • May have been awarded honorary degree(s) from recognised research-intensive universities • May have been awarded a major academic prize(s) (e.g. Crafoord, Dirac, Volvo); or received significant external recognition (Knight, Dame with subject citation).

• Invited to participate in partnerships with other leading researchers around the world, engage in collaborative projects to foster knowledge exchange, cross-disciplinary research, and innovation.	

CRITERION 2: Consistently delivers high-quality research through research leadership, research group leadership and individual endeavour, strategically planning for the future and supporting an inclusive and productive research culture	
Generic examples of Indicators of Excellence	Generic examples of impact
• Creation and leadership of large research groups, potentially cross-discipline, in addition to contributing to collaborative research projects • Elected/appointed to research-related leadership role(s). • Creates and manages research groups, which may be cross-disciplinary in nature. • Convenes and leads major research conferences and seminar programmes. • Provides intellectual thought leadership which informs and contributes to setting the international research agenda in the employees' area.	• Participation in high-quality public, industrial and/or policy engagement activities linked to research • Member of senior committees or external organisations (Council Board member/ Governor of research councils/ major charities/ industry). • Edits major academic journals. • Organizing/plenary lectures at major international conferences/ major public lectures. • Leads on collaboration and cross-disciplinary research activities. • Engages with professional development opportunities for themselves and actively supports the development of the people they manage. • Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.

CRITERION 3: Consistently delivers high-quality research supervision that is intellectually challenging and supportive and ensures that researchers receive excellent opportunities to develop their potential and prepare them for future success	
• Consistently high research student completion rates. • Award of prizes and honours for researcher development. • Consistently receives positive feedback from research students.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Contributes significantly towards recruiting and winning support for research students. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. • Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.

Service to the University and Academic Community	
CRITERION 1: Consistently makes an effective contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Departmental/Faculty/University academic leadership roles. • Sits on Departmental/Faculty University committees and bodies. • Provides active mentoring and support for colleagues. • Promotes and demonstrates effective use of the Staff Review and Development Scheme.	• Contributes to leadership, administration, and student support within Colleges. • Significant and sustained contribution to widening participation activity • Acts as a mentor to support the career development of other Research staff in the University.

• Significant and sustained contributions to equality, diversity, and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing.	• Undertaken industrial roles including leadership on major collaborative project(s).

CRITERION 2: Consistently makes an effective contribution of service to the academic community beyond the University. Promotes collegiality and supports a culture of mutual respect.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Creates and manages multi-institutional national/international research facilities, and runs these facilities/laboratories. • Undertakes an active role in the wider academic community, external examiner, member of working groups/ bodies with the aim of developing the discipline beyond the University. • Takes a leading role in the promotion of the discipline through a range of public engagement activities on a local and national level. • May have been awarded membership of a relevant UK academy or an equivalent overseas distinction (e.g. at the level of Fellow/Honorary Fellow of a distinguished Society/Institute) within the context of the subject/ discipline • Significant and sustained contribution to widening participation/ public engagement activity	• Engages significantly in peer review activity. • Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors). • Act as a governor/council level service for research councils/major charities (e.g. Wellcome, Nuffield, Leverhulme) • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Undertakes industrial roles including leadership on major collaborative project(s).

Band 3

Research, Research Leadership and Researcher Development	
CRITERION 1: Consistently conducts rigorous research addressing significant questions, contributing new ideas and advancing the boundaries of the field whilst ensuring the highest standards of research integrity are promoted and maintained.	
Generic examples of Indicators of Excellence	Generic examples of impact
• A very substantial portfolio of high-quality research outputs that are internationally recognised as world-leading in terms of their originality, significance and rigour. The work is likely to be highly cited by other scholars in their field. The University acknowledges that the intellectual content of a paper is much more important than publication metrics or the identity of the journal in which it was published • Will have made a formative and sustained contribution to the discipline through their research and their overall role across their general field • Makes a major contribution to the advancement of knowledge and the practical application of that knowledge outside of academia. • Produces research that makes a significant impact on the subject area as a whole, potentially creating new theories or concepts that alter the direction of research in the subject area. • Actively seeks partnerships with other leading researchers around the world, engage in collaborative projects to foster knowledge exchange, cross-disciplinary research, and innovation.	• Frequently invited to present work at prestigious national and international conferences and institutions, including the delivery of keynote speeches on the subject matter • Undertakes Ground-breaking research that redefines understanding of the discipline. • A significant track record of winning competitive research funding from prestigious sources. The size of the grants won would need to be taken within the context of the discipline • Provision of advice based on research to world-renowned external agencies, bodies or organisations (i.e. World Bank, WHO, UN etc.). • Demonstrates a sustained record of recognition under criteria specified for contribution bands 2 and 3. • May have significant international awards (i.e. Nobel laureate or equivalent).

CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and productive research culture.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Leadership of a large and complex research group, potentially cross-discipline, contributing to collaborative research projects • Creates and manages large research groups • Has a strong track record of mentoring and supervising students or junior researchers who have gone on to achieve notable success. • Convenes and leads major research conferences and seminar programmes • Provides intellectual thought leadership which informs and contributes to setting the international research agenda in the employee's area	• Participation in high-quality public, industrial and/or policy engagement activities linked to research • Edits prestigious academic journals • Leads significant research teams (size or standing) that is well above average for the School e.g. leadership of large projects or research centres • Promotes collaboration and develops cross-disciplinary research activities • Foster a positive research culture, where researchers feel valued for their contributions, support colleagues with their challenges and encourage their development.

CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Consistently high research student (Ug and Pg) completion rates. • Award of prizes and honours for researcher development. • Consistently receives positive feedback from research students.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect.

• Consistently receives positive feedback from postdoctoral researchers. • Enables and encourages early-career researchers to develop independent research lines and/or pursue independent publications or funding applications. • Mentors or coaches early-career researchers in other groups or departments.	• Contributes significantly towards recruiting and winning support for research students. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. • Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.

Service to the University and Academic Community	
CRITERION 1: Consistently makes an effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Departmental/Faculty/University academic leadership roles. • Sits on Departmental/Faculty University committees and bodies. • Provides active mentoring and support for colleagues. • Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing.	• Contributes to leadership, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity. • Acts as a mentor to support the career development of other academic staff in the University. • Engages significantly in peer review activity. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors).

CRITERION 2: Consistently makes an effective contribution to the global community. Demonstrates active engagement with a range of stakeholders and international networks.	
Generic examples of Indicators of Excellence	Generic examples of impact
• International leadership and development of Academic Affiliations and Collaborations with other distinguished researchers • Lead on the development of collaborations with peers in other renowned international research networks. • Peer review for major academic journals and conferences, evaluating the significance of research conducted by others. May also serve on editorial boards of journals, guiding the direction of research within their field and ensuring the publication of high-quality work. • Significant and sustained contribution to widening participation/ public engagement activity	• Serve in a formal advisory or consultancy capacity to governmental bodies, industry organizations, or non-profit institutions. Utilising expertise and a deep understanding of the discipline to support significant policy development. • Sits on public review bodies. • Advises government, parliamentary and internal bodies on major policy matters • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews).