Assessment Criteria
Research and Teaching
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.

Band 4 (points 87-100)
A band 4 award is intended for professors of the very highest international academic distinction. Through their membership of international bodies or the holding of international awards, they will be universally acknowledged as world leaders in their subject areas. They will have made a formative and lasting contribution through their research and their overall role across their general field. They will also contribute fully to the teaching and general contribution of the University.

Indicators of Excellence

Band 1

Research and Research Leadership	
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 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, or the identity of a book publisher or other dissemination outlet. • Makes a significant contribution to the advancement of knowledge in their research discipline. • Produces and disseminates research outputs that have an impact, for example in the REF or informs national or international policy development. • Engages in open, ethical, transparent and collaborative research practices, including making research processes and outputs as open as possible, in line with disciplinary norms and ethical guidelines/legal regulations.	• Frequently invited to present work at major national and international conferences and institutions. • A significant track record of winning competitive research funding. • In receipt of prizes and honours for research. • Broad reach, impact and trustworthiness of research, evidenced by a record of engaging in open research practices and where appropriate, increasing equitable access by making research outputs freely available and reusable.

CRITERION 2: Consistently provides high-quality research leadership, strategically planning for the future and supporting an inclusive and positive research culture	
Generic examples of Indicators of Excellence	Generic examples of impact
• Leads and contributes to collaborative research projects. • Elected/appointed to research-related leadership roles. • Creates and manages large research groups. • Convenes and leads major research conferences and seminar programmes. • Leads collaborative initiatives and mentors or supports others to engage in open research practices that increase the quality, transparency and accessibility, rather than quantity, of research. • Provides intellectual thought leadership which informs and contributes to setting the international research agenda in an individual's area. • Actively reflects on and develops personal leadership skills. • Fosters an environment which is inclusive and accessible.	• Participation in high-quality public, industrial and/or policy engagement activities linked to research. • Holds editorship positions (e.g. books, journals). • Promotes collaboration and develops cross-disciplinary research activities. • Seeks formal feedback from a diverse range of colleagues (e.g. through 360 degrees feedback processes or other forms of multi-source feedback processes and tools). • Engages with professional development opportunities for themselves and encourages those that they manage, teach and support to do so. • Demonstrates approaches that aim to encourage expression of broad perspectives and engages colleagues with different needs.

Teaching and Researcher Development	
CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Designs and develops new programmes. • Leads/makes a significant contribution to internal teaching reviews. • Demonstrates breadth of knowledge and teaches effectively beyond immediate research area.	• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement.

• Receives prizes for teaching. • Undertakes examination/acts as a course examiner. • Provides educational leadership and organisation including curriculum development and learning design.	• Publishes major textbooks/e-learning materials (including high quality open educational resources) adopted in courses internal or external to the University. • National or global press coverage of the applicant's educational ideas or activities. • Holding an educational leadership position within a professional body • Receives excellent student feedback. • Demonstrates sophisticated, reflexive approach to teaching and supporting learning which enables students to develop subject knowledge and capabilities.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive.	
Generic examples of Indicators of Excellence	Generic examples of impact
• 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.

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 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.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. • Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia. • Engages researchers or others for whom they have management responsibility in career development conversations. • Explicit celebration of achievements that go beyond traditional research outputs or celebrating former group members/colleagues who have moved to careers outside of research.

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.	• Contributes to leadership, administration and student support within Colleges. • Engages significantly in peer review activity.

• Promotes and demonstrates effective use of the Staff Review and Development Scheme. • Significant and sustained contributions to equality, diversity and inclusion activities. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing. • Contributes to the running, administration and student support within Colleges. • Significant and sustained contribution to widening participation activity.	• Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. Industry, trusts and foundations, philanthropic donors). • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Significant and sustained public engagement activity.

Band 2

Research and Research Leadership	
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 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. • Recognised as a leading figure for research within their discipline/ field, makes a significant and lasting contribution to the advancement of knowledge in their research discipline. • Produces and disseminates research outputs that have a significant and wide-reaching impact, for example, research that informs national or international policy development.	• Frequently invited to present work at major national and international conferences and institutions. Invited to deliver keynote speeches/ attend as a headline speaker. • A sustained track record of winning competitive research funding over an extended period of time resulting in significant grant income in the context of the discipline/ School. • In receipt of prizes and honours for research • Invited to participate in/ advise on the development of policy by national/ internal organisations. • May be a full member of governmental working groups/ bodies. • Broad reach, impact and trustworthiness of research, evidenced by a record of engaging in open research practices and where appropriate, increasing equitable access by making research outputs freely available and reusable.

CRITERION 2: Consistently delivers high-quality research through group leadership and individual endeavour, strategically planning for the future and supporting an inclusive, positive and productive research culture.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Successfully brings research projects to completion, whether collaborative or individual. • Responsible for the leadership of major collaborative research projects, creates and manages research groups. • 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 employee's area.	• Participation in high-quality public, industrial and/or policy engagement activities linked to research. • Actively supports others to engage in open research practices that increase the quality, transparency and accessibility of research • Member of senior committees or external organisations (e.g. Council Board member/ Governor of research councils/ major charities/ industry) • Edits major academic journals. • Organising 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.

Teaching and Researcher Development	
CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Leads on the development of the curriculum within the subject area. Ensures that material across modules and units is reviewed and updated, ensuring a coherent and consistent approach to teaching. • Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning. • Identifies and introduces new and innovative teaching/ assessment methods that create new practices within the discipline, with strong evidence of the effectiveness the method has on teaching/ assessment. • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion. • Responsible for the content and marking of examinations and other assessment tools. • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care, and overall student experience. • Impact on curriculum development & enhancement beyond own department or discipline.	• Initiation of new and innovative or novel teaching and assessment methods within the subject area to enhance teaching within the discipline. • Publishes major textbooks/e-learning materials (including high quality open educational resources) adopted in courses internal or external to the University. • National or global press coverage of the employee's educational ideas or activities. • Holding an educational leadership position within a professional body • Receives excellent student feedback. • Demonstrates a sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive 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 • 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. • Consistently high research student completion rates. • Award of prizes and honours for researcher development. • Consistently receives positive feedback from postdoctoral researchers	• 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. • 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. • Has taken on 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.	• 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).

• 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	• 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 and Research Leadership	
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 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 or the identity of the journal in which it was published or 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 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. • 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.	• 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). • Broad reach, impact and trustworthiness of research, evidenced by a strong record of engaging in open research practices and where

	appropriate, increasing equitable access by making research outputs freely available and reusable.

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

Teaching and Researcher Development	
CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Undertakes a volume of high-quality teaching that is at, or in excess of, the expected stint in the context of the Department. • (Leadership) of curriculum development within the subject area. Ensure that material across modules and units is reviewed and updated, ensuring a coherent and consistent approach to teaching. • Identify and introduce new and innovative teaching/ assessment methods that create new practices within the discipline, with strong evidence of the effectiveness the method has on teaching/ assessment. • Membership of internal teaching review groups within the subject area • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Responsible for the content and marking of examinations and other assessment tools • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience. • Impact on curriculum development and enhancement beyond own department or discipline.	• Initiation of new and innovative/ novel teaching/assessment methods within the subject area in order to enhance teaching within the discipline. • Publishes major textbooks/e-learning materials adopted in courses internal or external to the University. • National or global press coverage of the candidate's educational ideas or activities. • Holding an educational leadership position within a professional body • Receives excellent student feedback. • Demonstrates a sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive.	
Generic examples of Indicators of Excellence	Generic examples of impact
• 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.

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 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.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. • Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.

	• Embeds development conversations, actions and support into everyday activity for the researchers or others whom they have management responsibility for.

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. • Significant and sustained contribution to widening participation activity • 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 undertake 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.	• Contributes to leadership, administration and student support within Colleges. • Acts as a mentor to support the career development of other academic staff in the University. • Engages significantly in peer review activity. • Advises government and parliamentary bodies. • Sits on public review bodies. • Significant and sustained contributions to fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors). • Supports the work of other HEIs (e.g. significant external examining; participation in research/teaching and learning reviews). • Significant and sustained public engagement activity.

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
• Development of Academic Affiliations and Collaborations with other distinguished researchers • Hold, or have been invited to apply for, positions at renowned universities, research institutions, or organizations. • Be invited to undertake collaborations with, or participate in, 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 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). • May hold external roles such as prestigious visiting professorships; president of major societies/ academies within the context of the subject.

Band 4

Research and Research Leadership	
CRITERION 1: Consistently conducts rigorous research that demonstrates original and ground-breaking new ideas within the subject area. Research should extend beyond academia, positively influencing industry, policymaking, or society at large Make a formative and lasting contribution to the general field through their research.	
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.

Teaching and Researcher Development	
CRITERION 1: Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Designs and develops new programmes of study • Leads internal teaching reviews within the subject area • Undertakes a volume of high-quality teaching that is at, or in excess of the expected stint in the context of the Department.	• Successfully introduces innovative teaching/assessment methods or significant contribution to their enhancement. • Publishes major textbooks/e-learning materials adopted in courses internal or external to the University. • National or global press coverage of the candidate's educational ideas or activities.

• Sustained record of very high level of teaching performance at a variety of levels (including implementing innovative teaching practice within the subject area). • Demonstrates breadth of knowledge and teaches effectively beyond immediate research area. • Receives major prizes/ recognition for teaching excellence • Undertakes examination/acts as a course examiner. • Provides educational leadership and organisation including curriculum development and learning design. • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience.	• Award of internal prizes such as the Pilkington prize, or significant awards from national bodies for excellence in teaching practice. • Holding an educational leadership position within a professional body • Receives consistently high student feedback over several years • Demonstrates a sophisticated, reflexive approach to teaching and supporting learning, which enables students to develop subject knowledge and capabilities.

CRITERION 2: Consistently delivers high-quality research supervision that is intellectually challenging and supportive.	
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. • Contributes significantly towards recruiting and winning support for research students. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes.

CRITERION 3: Consistently ensures that early-career researchers receive excellent opportunities to develop their potential and prepare them for future success.	
Generic examples of Indicators of Excellence	Generic examples of impact
• 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.	• Provides inclusive leadership and delivers excellence through the performance of others. • Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Recognises and nurtures talent and demonstrates consistent engagement with researcher training and development processes. • Helps early-career researchers to be creative about their futures and takes active steps to support career pathways both in and beyond academia.

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.	• 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).

• Creates a positive working environment and acts as a role model in promoting inclusion and mutual respect. • Promotes cross-disciplinary collaboration and knowledge sharing.	

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 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).