Assessment Criteria
Teaching and Scholarship

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

Teaching and Scholarship	
CRITERION 1: Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices, with evidence of effectiveness • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Significant contribution to the content and marking of examinations and other assessment tools • Evidence of continued improvement in own teaching practice driven by student and peer review of teaching feedback • Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research	• Positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • Significant contribution to internal teaching reviews • Recognition by their institution and/or by students for their excellence in teaching. • Nomination for the award of a prize for teaching • Demonstration of the use of evidence-informed approaches to enhance student learning • Demonstrable impact from role-modelling good teaching and learning practice to others • Consistently successful outcomes from supervision of undergraduate and/or graduate projects or dissertations. • Evidence of excellence in teaching and/or innovative practice, which has greatly enhanced and/or changed the nature of learning and

• Significant contribution to the organisation and management of departmental educational provision and student support activity • Successful leadership of interdisciplinary teaching programmes involving other departments	teaching in the applicant's field and has had an impact on the University's reputation for teaching excellence internationally.

CRITERION 2: Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Leadership of the revision and updating of course content, ensuring it is research-informed • Leadership in the development, revision and updating of course design ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Design and review of assessment methods and tools, informed by best practice and in line with research and strategic drivers • Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes	• Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Leading contribution to interdisciplinary initiatives • Leadership of programme review (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed)

• Leadership in educational transformation within/beyond own discipline/sector. • Evidence of embedding relevant literature or theory and/or best practice from other HEIs nationally/internationally into educational design • 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;	• Design of new programme (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Participation in curriculum/quality review at other Universities at a national and international level with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review.

CRITERION 3: A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Sustained engagement in CPD activities with demonstrable impact on practice within the discipline and beyond • Well-received delivery of CPD and other forms of professional training including for early career academic staff • Evidence of scholarly evaluation of programmes and courses applied to developments in higher education and beyond • Sharing and promoting good practice within and beyond the University through well-regarded contributions to Teaching & Learning webpages, blogs, social media etc	• Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding

• Participation in debate/dialogue on teaching with the wider higher education community • External recognition of teaching/subject expertise through invitations to disseminate practices and scholarship externally • Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula beyond the University • Sustained track record of development of high-quality open educational resources which are adopted within and beyond the University • A significant contribution (e.g. as lead/sole author) to publications (including books/textbooks) which enhance knowledge in the discipline and/or are exploited in the teaching of the discipline. • Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula. • Evidence of influencing practice in their field of expertise nationally/internationally. • National/international conference papers	practice-oriented perspectives developed in professional contexts into taught provision • Leading contribution to interdisciplinary initiatives. • International publication / editorial track record • Reputation nationally/internationally as an expert in their field • Scholarship-driven influence on government / public policy / professional bodies • National/international reputation as a leading expert in their field

CRITERION 4: Effective leadership of strategic or developmental education initiatives at University, national or international levels.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Contribution to University initiatives to promote innovation and excellence in teaching, learning and assessment (e.g. in collaboration with the Centre for Teaching and Learning) • Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals • Leading the contribution to the development and delivery of Department, Faculty and/or College activities which promote diversity, inclusion, widening participation and/or internationalisation • Leading the development and delivery of initiatives related to employability • Significant contribution to leadership in education within the Faculty/Department and/or the University • Contribution to the governance and/or strategic direction of educational provision within the University • An impact on the University's reputation in education within the wider community/sector • A strategic role in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration • Contribution to national/international strategic education-related initiatives	• Leading the contribution to strategic initiatives related to the discipline/subject area in collaboration with other HE and/or non-HE institutions • Leading the development of external partnerships or networks for strategic purposes • Contribution to strategic initiatives involving related professional bodies / national associations • Contribution to public engagement initiatives related to the study of the discipline • Track record in securing internal or external funding for teaching and learning development projects • Strategic contribution to the discipline within a College context • Acting as a national and international champion for the discipline and/or for education reform or innovation • Nationally / internationally respected provider of leading discipline / educational advice to government bodies or other large organisations with impact on policy and practice • Significant contribution to relevant national/ international committees, associations or professional bodies • Track record in securing philanthropic donations for strategic purposes • Influence on strategic developments in the teaching of the subject beyond the University, nationally/internationally

Assessment of Service to the University and Academic Community	
CRITERION 1: A significant contribution of service and leadership 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
• Effective contribution to the work of committees / working groups at Departmental / Faculty / University level • Convening of relevant groups or networks to achieve specific goals • A significant contribution to the administration of assessment procedures, including examinations • Leading contribution to equality, diversity, and inclusion activity • Leading role in devising/delivering widening participation and/or other outreach initiatives • Promotion of cross-disciplinary collaboration and knowledge sharing • Significant role in cross-HEI projects and initiatives, including as a project lead or convenor • Effective in a senior leadership or administrative role in a Department / Faculty / School • Line manager of colleagues with evidence of impact on their career development	• Creation of a positive working environment acting as a positive role model in promoting the University's value of mutual respect • Successful management, coaching or mentoring of other staff • Positive contribution to staff development and review • Fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining/membership of review panels) • Service on and/or chairing of external committees/ reviews/ policy reviews • Service on national bodies/committees representing the discipline • Effective contribution to demanding Faculty / University committees or other bodies • Significant and sustained personal contribution to the collegiate running and strategic direction of the University • Leading/serving on national and/or international bodies representing the discipline or chairing special interest groups at international levels

• Evidence of personal impact in leading, motivating and developing colleagues • Leadership to establish a mentoring and sponsoring culture within a Faculty/ Department • Promotion of effective use of the Staff Review and Development Scheme	• Advisor to national/international governmental or other policy bodies • Significant contribution to Higher Education more widely

Band 2

Teaching and Scholarship	
CRITERION 1: Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices, with evidence of effectiveness • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Significant contribution to the content and marking of examinations and other assessment tools • Evidence of continued improvement in own teaching practice driven by student and peer review of teaching feedback • Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research • Significant contribution to the organisation and management of departmental educational provision and student support activity • Successful leadership of interdisciplinary teaching programmes involving other departments	• National or international profile for teaching within the subject area • Consistently positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • Leadership of internal teaching reviews • Recognition by their institution and/or by students for their excellence in teaching over a sustained period of time. • Receipt of awards/ prizes for teaching, and/ or external acknowledgement from an external body (Senior or Principal fellowship of the Higher education academy/ National teaching fellowship etc). • Demonstration of the use of evidence-informed approaches to enhance student learning • Demonstrable impact from role-modelling good teaching and learning practice to others • Consistently successful outcomes from supervision of undergraduate and/or graduate projects or dissertations. • Evidence of excellence in teaching and/or innovative practice, which has greatly enhanced and/or changed the nature of learning and

	teaching in the applicant's field and has had an impact on the University's reputation for teaching excellence internationally.

CRITERION 2: Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Leadership of curriculum development within the subject area. Ensure that material across modules and units are reviewed, ensuring a coherent and consistent approach. • Ensuring that all course content within the subject is research-informed, bringing together developments in both the subject area and pedagogy. • Leadership in the development, revision and updating of course design ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Evidence of embedding relevant literature or theory and/or best practice from other HEIs nationally/internationally into educational design. • Determine appropriate assessment methods and tools, informed by best practice and in line with research and strategic drivers, implementation and review of these as required.	• Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Significant leadership of the contribution to interdisciplinary initiatives • Leadership of programme review (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Design of new programme (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed)

• Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes • Leadership in educational transformation beyond own discipline/sector. • 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;	• Participation in curriculum/quality review at other Universities at a national and international level with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review

CRITERION 3: A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Sustained engagement in CPD activities with demonstrable impact on practice within the discipline and beyond • Well-received delivery of CPD and other forms of professional training including for early career academic staff • Evidence of scholarly evaluation of programmes and courses applied to developments in higher education and beyond	• Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership

• Sharing and promoting good practice within and beyond the University through well-regarded contributions to Teaching & Learning webpages, blogs, social media etc • Participation in debate/dialogue on teaching with the wider higher education community • External recognition of teaching/subject expertise through invitations to disseminate practices and scholarship externally • Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula beyond the University • Sustained track record of development of high-quality open educational resources which are adopted within and beyond the University • A significant contribution (e.g. as lead/sole author) to publications (including books/textbooks) which enhance knowledge in the discipline and/or are exploited in the teaching of the discipline. • Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula. • Evidence of influencing practice in their field of expertise nationally/internationally.	• Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Leading contribution to interdisciplinary initiatives. • International publication / editorial track record • Reputation nationally/internationally as an expert in their field • Scholarship-driven influence on government / public policy / professional bodies

CRITERION 4: Effective leadership of strategic or developmental education initiatives at University, national or international levels.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Contribution to University initiatives to promote innovation and excellence in teaching, learning and assessment (e.g. in collaboration with the Centre for Teaching and Learning) • Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals • Leading the contribution to the development and delivery of Department, Faculty and/or College activities which promote diversity, inclusion, widening participation and/or internationalisation • Leading the development and delivery of initiatives related to employability • Significant contribution to leadership in education within the Faculty/Department and/or the University • Contribution to the governance and/or strategic direction of educational provision within the University • An impact on the University's reputation in education within the wider community/sector • A strategic role in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration • Contribution to national/international strategic education-related initiatives	• Leading the contribution to strategic initiatives related to the discipline/subject area in collaboration with other HE and/or non-HE institutions • Leading the development of external partnerships or networks for strategic purposes • Contribution to strategic initiatives involving related professional bodies / national associations • Contribution to public engagement initiatives related to the study of the discipline • Track record in securing internal or external funding for teaching and learning development projects • Strategic contribution to the discipline within a College context • Acting as a national and international champion for the discipline and/or for education reform or innovation • Nationally / internationally respected provider of leading discipline / educational advice to government bodies or other large organisations with an impact on policy and practice • Significant contribution to relevant national/ international committees, associations or professional bodies • Track record in securing philanthropic donations for strategic purposes

Assessment of Service to the University and Academic Community	
CRITERION 1: A significant contribution of service and leadership 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
• Effective contribution to the work of committees / working groups at Departmental / Faculty / University level • Convening of relevant groups or networks to achieve specific goals • A significant contribution to the administration of assessment procedures, including examinations • Leading the contribution to equality, diversity, inclusion activity • Leading role in devising/delivering widening participation and/or other outreach initiatives • Promotion of cross-disciplinary collaboration and knowledge sharing • Takes on a leadership role in cross-HEI projects and initiatives • Undertaking senior leadership or administrative role(s) within the University • Line manager of colleagues with evidence of impact on their career development • Evidence of personal impact in leading, motivating and developing colleagues • Leadership to establish a mentoring and sponsoring culture within a Faculty/ Department	• Creation of a positive working environment acting as a positive role model in promoting the University's value of mutual respect • Successful management, coaching or mentoring of other staff • positive contribution to staff development and review • Fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining/membership of review panels) • Service on and/or chairing of external committees/reviews/policy reviews • Service on national bodies/committees representing the discipline • Effective contribution to demanding Faculty / University committees or other bodies • Significant and sustained personal contribution to the collegiate running and strategic direction of the University • Leading/serving on national and/or international bodies representing the discipline or chairing special interest groups at international levels

• Promotion of effective use of the Staff Review and Development Scheme	• Advisor to national/international governmental or other policy bodies • Significant contribution to Higher Education more widely

Band 3

Teaching and Scholarship	
CRITERION 1: Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into teaching and assessment practices of both self and others across the University, with evidence of effectiveness • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Significant contribution to the content and marking of examinations and other assessment tools • Evidence of continued improvement in teaching practice driven by student and peer review of teaching feedback • Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research • Significant contribution to the organisation and management of departmental educational provision and student support activity • Successful leadership of interdisciplinary teaching programmes involving other departments	• International profile for teaching within the discipline. • Consistently highly positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • Leadership of internal teaching reviews, potentially for other departments or subjects • Recognition by their institution and/or by students for their excellence in teaching over a sustained period of time. • Receipt of awards/ prizes for teaching, and/ or external acknowledgement from an external body (Senior or Principal fellowship of the Higher education academy/ National teaching fellowship etc). • Demonstration of the use of evidence-informed approaches to enhance student learning • Demonstrable impact from role-modelling good teaching and learning practice to others • Consistently successful outcomes from supervision of undergraduate and/or graduate projects or dissertations.

	• Evidence of excellence in teaching and/or innovative practice, which has greatly enhanced and/or changed the nature of learning and teaching in the applicant's field and has had an impact on the University's reputation for teaching excellence internationally.

CRITERION 2: Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Leadership of curriculum development within the subject area. Ensure that materials across modules and units are reviewed, ensuring a coherent and consistent approach. • Ensuring that all course content within the subject is research-informed, bringing together developments in both the subject area and pedagogy. • Leadership in the development, revision and updating of course design ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Evidence of embedding relevant literature or theory and/or best practice from other HEIs nationally/internationally into educational design.	• Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Significant leadership of the contribution to interdisciplinary initiatives

• Determine appropriate assessment methods and tools, informed by best practice and in line with research and strategic drivers, implementation and review of these as required. • Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes • Leadership in educational transformation beyond own discipline/sector. • 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;	• Leadership of programme review (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Design of new programme (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Participation in curriculum/quality review at other Universities at a national and international level with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review

CRITERION 3: A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Sustained engagement in CPD activities with demonstrable impact on practice within the discipline and beyond • Well-received delivery of CPD and other forms of professional training including for early career academic staff	• Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with external academics in the development curriculum and teaching related projects • Effective convening of courses and delivery by others

• Undertake research to build an evidence base to support the effective implementation pedagogy within programmes and courses in higher education and beyond • Development of best practice within and beyond the University through peer assessed contributions to the delivery of Teaching & Learning methods • Participation in debate/dialogue on teaching with the wider higher education community • External recognition of teaching/subject expertise through invitations to disseminate research and scholarship on the effective delivery of pedagogy • Engagement in academic activity which demonstrably enhances subject knowledge and/or curricula beyond the University • Sustained track record of development of high-quality open educational resources which are adopted within and beyond the University • A significant contribution (e.g. as lead/sole author) to publications (including books/textbooks) which enhance knowledge in the discipline and/or are exploited in the teaching of the discipline. • Strong evidence of international research into the effectiveness and validity of education programmes and curricula. • Evidence of influencing practice in their field of expertise internationally.	• Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Leading contribution to interdisciplinary initiatives. • International publication / editorial track record • Reputation internationally as an expert in their field • Evidence of influence on the setting of policy for government / public policy / professional bodies in relation to the design and delivery of teaching and assessment related activity.

CRITERION 4: Effective leadership of strategic or developmental education initiatives at University, national or international levels.	
Generic examples of Indicators of Excellence	Generic examples of impact
• Contribution to University initiatives to promote innovation and excellence in teaching, learning and assessment (e.g. in collaboration with the Centre for Teaching and Learning) • Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals • Leading the contribution to the development and delivery of Department, Faculty and/or College activities which promote diversity, inclusion, widening participation and/or internationalisation • Leading the development and delivery of initiatives related to employability • Significant contribution to leadership in education within the Faculty/Department and/or the University • Contribution to the governance and/or strategic direction of educational provision within the University • An impact on the University's reputation in education within the wider community/sector • A strategic role in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration • Contribution to national/international strategic education-related initiatives	• Leading the contribution to strategic initiatives related to the discipline/subject area in collaboration with other HE and/or non-HE institutions • Leading the development of external partnerships or networks for strategic purposes • Contribution to public engagement initiatives related to the study of the discipline • Track record in securing internal or external funding for teaching and learning development projects • Strategic contribution to the discipline within a College context • Acting as an international champion for the discipline and/or for education reform or innovation • Internationally respected provider of leading discipline / educational advice to government bodies or other large organisations with an impact on policy and practice • Significant contribution to relevant international committees, associations or professional bodies • Track record in securing philanthropic donations for strategic purposes

Assessment of Service to the University and Academic Community	
CRITERION 1: A significant contribution of service and leadership 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
• Effective contribution to the work of committees / working groups at Departmental / Faculty / University level • Convening of relevant groups or networks to achieve specific goals • A significant contribution to the administration of assessment procedures, including examinations • Leading the contribution to equality, diversity, inclusion activity • Leading role in devising/delivering widening participation and/or other outreach initiatives • Promotion of cross-disciplinary collaboration and knowledge sharing • Significant role in cross-HEI projects and initiatives, including as a project lead or convenor • Effective in a senior leadership or administrative role in a Department / Faculty / School • Line manager of colleagues with evidence of impact on their career development	• Creation of a positive working environment acting as a positive role model in promoting the University's value of mutual respect • Successful management, coaching or mentoring of other staff • positive contribution to staff development and review • Fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining/membership of review panels) • Service on and/or chairing of external committees/reviews/policy reviews • Service on national bodies/committees representing the discipline • Effective contribution to demanding Faculty / University committees or other bodies • Significant and sustained personal contribution to the collegiate running and strategic direction of the University

• Evidence of personal impact in leading, motivating and developing colleagues • Leadership to establish a mentoring and sponsoring culture within a Faculty/ Department • Promotion of effective use of the Staff Review and Development Scheme	• Leading/serving on national and/or international bodies representing the discipline or chairing special interest groups at international levels • Advisor to national/international governmental or other policy bodies • Significant contribution to Higher Education more widely