

Academic Promotion Criteria
Research & Teaching
Grades 7-9

SECTION A: RESEARCH & SCHOLARSHIP	Grade 7 – Lecturer	Grade 8 - Lecturer	Grade 9 – Senior Lecturer
A1: Outputs	<p>Excellence: Please refer to indicators of quality as appropriate to your discipline. Examples include: reference to REF panel criteria, article-level citation metrics or external recognition, e.g. prizes awarded. In the case of jointly authored outputs, please state your contribution to the work¹.</p> <p>Outputs should meet funder and REF requirements for Open Access². They should exemplify best practice in open research, as appropriate to the discipline, including through the transparency of data, methods, materials, design and analysis, and practices that support replication³.</p>		
	<p>A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6 year period.</p> <p>At least 2 of these outputs should meet the REF criteria for 3* or better, with the potential that one or more could be graded as 4*.</p> <p>Where appropriate, a substantive monograph may substitute for 2 outputs.</p>	<p>A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6 year period that meet the REF criteria 3* or better, with the potential that one or more could be graded as 4*.</p> <p>Where appropriate, a substantive monograph may substitute for 2 outputs.</p>	<p>A sustained record of scholarly output over career to date which includes at least 4 outputs in the most recent 6 year period that meet the REF criteria for 3* or better.</p> <p>At least one of these outputs should also meet the REF criteria for 4*.</p> <p>Where appropriate, a substantive monograph may substitute for 2 outputs.</p>
A2: Award Generation	<p>Excellence is reflected not only in the volume of funding but also in the prestige of funder or scheme (e.g. fellowships, highly selective schemes).</p>		
	<p>Contribution to successful funding applications, as recognised in the application.</p>	<p>Principal Investigator or key contributor, as recognised by fractional ownership on the Financial Approver Document (Agresso) or equivalent, on a significant and current UKRI, EU and/or other grants.</p> <p>Independent research funding application, including highly-rated grant applications.</p>	<p>Principal Investigator or key contributor, as recognised by fractional ownership on the Financial Approver Document (Agresso) or equivalent, on current UKRI, EU and/or other externally peer-reviewed grants.</p> <p>Research income in excess of the Russell Group median for the discipline:</p> <p>https://www.gla.ac.uk/myglasgow/humanresources/all/pa/professorialandgrade10staff/rgbenchmarkdata/</p>

¹ The CASRAI (Consortia Advancing Standards in Research Administration Information) document may be helpful in articulating roles and contributions: http://dictionary.casrai.org/Contributor_Roles.

² <https://www.gla.ac.uk/myglasgow/openaccess/>

³ For guidance, refer to the eight Transparency and Openness Promotion (TOP) guidelines (<http://cos.io/top>) and the FAIR data principles, which aim to make data Findable, Accessible, Interoperable, and Reusable (<https://www.force11.org/group/fairgroup/fairprinciples>).

SECTION A: RESEARCH & SCHOLARSHIP (continued)	Grade 7 – Lecturer	Grade 8 - Lecturer	Grade 9 – Senior Lecturer
A3: Supervision	Excellence is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.		
	Experience of PGR and research project supervision.	Leadership of PGR supervision, e.g. acting as a first supervisor.	PGR supervision in excess of the Russell Group median for the discipline: https://www.gla.ac.uk/myglasgow/humanresources/all/pay/ professorialandgrade10staff/rgbenchmarkdata/
SECTION B: IMPACT	Excellence is demonstrated by providing evidence of how the reported activities might lead to impact <u>outside academia</u> . Examples of impact can cover any relevant dimension: economical, societal, cultural or policy- or health-related.		
	Participation in externally-facing engagement and/or communications activity, either alone or as part of a team. The activity should link your academic expertise with potential research users in any sector (public, private, cultural, heritage or charitable). Examples will include either specialist or general user communities of any size or type.	Planning and implementation of external engagement to help to improve understanding, performance, policy and/or practice in any sector (public, private, cultural, heritage or charity). Active involvement in networks, including organisation of events with external stakeholders. This activity, which might include collaboration, consultation, communication or contributions to widening access, should include evidence of successful engagement with research users or other key stakeholders.	Sustained commitment to external engagement aimed at maximising the delivered benefits from research and/or academic expertise. Evidenced track record of successful engagement with end users in an appropriate sector (pubic, private, cultural, heritage or charity, including specialist or general user communities of any size or type). This engagement should lead to evidenced changes in practice or policy. Engagement with external bodies in an appropriate sector in advisory work leading to innovation and impact. Provision of professional services, CPD or professional advice to external bodies, evidenced by contract, licence and/or consultancy income.
SECTION C: LEARNING & TEACHING PRACTICE	Excellence is demonstrated through substantial achievement as a practitioner, leader and manager of teaching that influences practice within or across disciplines.		
	Delivery of high-quality teaching, as judged by evaluation methods including student feedback and peer review. Evidence of an enhancement-based approach to teaching, supporting student learning and/or assessment. Contribution to the design and development of courses or programmes within the relevant subject area. Designing and marking of assessments with effective and timely feedback to students.	A track record of a reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through use of student feedback to evaluate and develop teaching and assessment and development of new teaching materials or methodologies influenced by pedagogy of the subject. Enhancement of learning and teaching may also be demonstrated through the effective use of technology to support teaching and assessment; effective approaches to employability/graduate attribute development; and adoption of active learning and inclusive learning approaches including internationalisation of the curriculum.	Substantial track record of reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through use of student feedback to evaluate and develop teaching and assessment, and development of new teaching materials or methodologies influenced by pedagogy of the subject. Enhancement of learning and teaching may also be demonstrated through the effective embedding of technology to support teaching and assessment; effective approaches to employability/graduate attribute development; and adoption of active learning and inclusive learning approaches including internationalisation of the curriculum. (cont.....)

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SECTION C: LEARNING & TEACHING PRACTICE (continued)	Excellence is demonstrated through substantial achievement as a practitioner, leader and manager of teaching that influences practice within or across disciplines.		
	Candidates should note any other achievements that contribute to evidence of their contribution to teaching excellence such as teaching awards and the development of subject-specific teaching materials/ educational resources or other guide.	Candidates should note any other achievements that constitute evidence of their contribution to teaching excellence, such as teaching awards and the development of subject-specific teaching materials/ educational resources or guides.	<p>Contributing to growth of the UG or PGT student population, including international students, resulting in new income streams.</p> <p>External engagement in support of teaching in the discipline and/or generic improvements in the quality of learning and teaching including external examining of taught and research degrees.</p> <p>To have undertaken required training and development to support the high-quality delivery of teaching modules, as evidence, for example, by the completion of the PgCAP or other appropriate routes</p> <p>Candidates should note any other achievements that constitute evidence of their commitment to teaching excellence, such as teaching awards, the development of subject-specific teaching support materials/educational resources or guides or significant contributions to taught elements of PGR student programmes.</p>

All professors on an R&T track must meet the required criteria for C (Learning and Teaching Practice) at R&T Grade 9. The exception to this is where an individual has been employed for less than five years on an R&T post in an UK University at the point at which an application for promotion or assignment to an R&T Professorship is made. In these cases, promotion or hiring panels will assess the commitment of the individual to Learning and Teaching Practice based on the opportunities that were afforded to the individual.

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<p>SECTION D: LEADERSHIP, MANAGEMENT & ENGAGEMENT</p>	<p>Excellence is demonstrated by the instigation of change within the University to the wider benefit of staff or students.</p>		
	<p>Effective performance of academic administrative duties, either within or on behalf of the Research Group/Subject.</p> <p>Involved at Subject/School/Research Institute level including, where appropriate, a role in student guidance, pastoral and/or welfare activities.</p> <p>Planning and delivery of individual or joint externally funded research projects as an individual and/or team member.</p>	<p>A contribution to School/Research Institute committees or initiatives relating to the improvement of research, the learning environment, student recruitment and/or internationalisation.</p> <p>A distinctive contribution to collective endeavours that have led to the enhancement of the student experience at Subject/School/Research Institute level which may include a role in student guidance/pastoral/welfare type activities.</p> <p>A distinctive contribution to a research or other project team and associated activities.</p> <p>A distinctive contribution to course/programme reviews or PSRs; support for GTA or PhD development.</p> <p>Participation in University activities such as those relating to: widening participation, schools outreach, student recruitment, student retention or transition.</p> <p>Providing guidance and advice to less senior colleagues and/or support staff.</p>	<p>Successful delivery of a task which improves School/Research Institute performance, as evidenced by e.g. student recruitment/widening participation activities/partnership development/managing international research programmes.</p> <p>Ongoing contribution to School/Research Institute/College/University committees that have shaped policy and practice.</p> <p>Evidence of impact on the learning and teaching culture and practices of others within the School/Research Institute/College.</p> <p>Leadership in the development of courses/programmes in line with strategic priorities including elements such as: embedding graduate attributes; attracting international students; developing study abroad pathways; reviewing programme structures; development of new programmes; engaging with practitioners.</p> <p>Leadership and co-ordination of a research project or other project team and activities.</p> <p>Management of successful externally funded international collaborations and projects.</p> <p>Track record in mentoring of staff/management of staff including, where appropriate, including being a PDR reviewer.</p> <p>Leadership in the development and/or management of a University initiative. This could involve the initiation of a new network, acting as Director or co-Director of an existing network.</p>

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SECTION E: ESTEEM	Excellence is intrinsically reflected in the peer-reviewed recognition of quality by an external body.		
	<p>Presentations at UK Higher Education Institutions/ national and/or international conferences.</p> <p>Peer review of publications/grants.</p>	<p>Contributions to workshops and seminars for external bodies.</p> <p>Peer review of publications/grants.</p> <p>Panel organisation of international conferences/ events.</p> <p>Effective research collaborations, within the UK and internationally.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.</p>	<p>Membership of subject-specific society and/or international visiting appointment at a leading international university (top-200 globally or top-3 in specific country).</p> <p>Frequent contributions to workshops and seminars for external bodies, including invitations to deliver keynote talks at international conferences/events.</p> <p>Membership of editorial boards or similar for journals or publishers and/or reviewer role for external funding bodies, in the UK and internationally.</p> <p>Effective links with research funders e.g. through Research Council college membership.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.</p>