

Academic Promotion Criteria Research Grades 7-9

	Grade 7 – Research Associate	Grade 8 – Research Fellow	Grade 9 – Senior Research Fellow
SECTION A: RESEARCH & SCHOLARSHIP	<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>		
	Outputs	<p>A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period. 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 two outputs. The star rating of these outputs should be supported by appropriate evidence such as citations c.f. subject average or agreed UoA specific indicators.</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 two outputs. The star rating of these outputs should be supported by appropriate evidence such as citations c.f. subject average or agreed UoA specific indicators.</p>
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.</p>	<p>Principal Investigator or key contributor, as recognised by PAF ownership or equivalent, on a significant RCUK, EU and/or other grants.</p> <p>Independent research development including authorship of highly rated grant applications.</p>	<p>Principal Investigator or key contributor, as recognised by PAF fractional ownership, on current RCUK, EU and/or other peer-reviewed grants. Research income over several years in excess of the Russell Group median for the discipline: http://www.gla.ac.uk/services/humanresources/rgbench/markinfo/</p>
Supervision	<p>Excellence is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.</p>		
	<p>Experience of PGR and research project supervision. In all aspects of scholarship the international dimension of the work is important and should be articulated. These dimensions cover international co-authors, co-applicants, collaborators and international PGR.</p>	<p>Successful leadership of PGR supervision with doctorates award. In all aspects of scholarship the international dimension of the work is important and should be articulated. These dimensions cover international co-authors, co-applicants, collaborators and international PGR.</p>	<p>PGR supervision in excess of the Russell Group median for the discipline: http://www.gla.ac.uk/services/humanresources/rgbench/markinfo/</p> <p>In all aspects of scholarship the international dimension of the work is important and should be articulated. These dimensions cover international co-authors, co-applicants, collaborators and international PGR.</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>).

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SECTION B: IMPACT	<p>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.</p>		
	<p>Participation in externally-facing engagement and/or communications activity, either alone or as part of a team.</p> <p>The activity should link your academic expertise with potential research users in any sector (public, private, cultural or charitable).</p> <p>Examples will include either specialist or general user communities of any size or type.</p>	<p>Planning and implementation of external engagement to help improve understanding, performance, policy and/or practice in any sector (public, private, cultural or charity).</p> <p>Active involvement in networks, including organisation of events with external stakeholders.</p> <p>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.</p>	<p>Sustained commitment to external engagement aimed at maximising the delivered benefits from research and/or academic expertise.</p> <p>Evidenced track record of successful engagement with end users in an appropriate sector (public, private, cultural or charity, including specialist or general user communities of any size or type). This engagement should lead to evidenced changes in practice or policy.</p> <p>Engagement with external bodies in an appropriate sector in advisory work leading to innovation and impact.</p> <p>Provision of professional services, CPD or professional advice to external bodies, evidenced by contract, license and/or consultancy income.</p>
SECTION C: LEARNING & TEACHING PRACTICE	<p>Excellence is demonstrated through substantial achievement as a practitioner, leader and manager or teaching that influences practice within or across disciplines.</p>		
	<p>Delivery of high-quality teaching, as judged by evaluation methods including student feedback and peer review.</p> <p>Evidence of an enhancement-based approach to teaching, supporting student learning and/or assessment.</p> <p>Contribution to the design and development of courses or programmes within the relevant subject area.</p> <p>Designing and marking of assessments with effective and timely feedback to students.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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>	<p>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.</p> <p>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.</p> <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 (cont....)</p>

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SECTION C: LEARNING & TEACHING PRACTICE (continued)	Excellence is demonstrated through substantial achievement as a practitioner, leader and manager or teaching that influences practice within or across disciplines.		
			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.
SECTION D: LEADERSHIP, MANAGEMENT & ENGAGEMENT	Grade 7 – Research Associate	Grade 8 – Research Fellow	Grade 9 – Senior Research Fellow
	Excellence is demonstrated by the instigation of change within the University to the wider benefit of staff or students.		
	<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/welfare activities and/or the professional arena outside the University.</p> <p>Planning and delivery of individual or joint research objectives/projects as an individual and team member.</p>	<p>A contribution to School committees or initiatives relating to the improvement of research, the learning environment, public engagement, 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 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 of 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/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/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 style="text-align: right;">(cont.....)</p>

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SECTION D: LEADERSHIP, MANAGEMENT & ENGAGEMENT (continued)	Excellence is demonstrated by the instigation of change within the University to the wider benefit of staff or students.		
			Track record in mentoring of staff/management of staff including, where appropriate, including being a P&DR reviewer. 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.
SECTION E: ESTEEM	Grade 7 – Research Associate	Grade 8 – Research Fellow	Grade 9 – Senior Research Fellow
	Excellence is intrinsically reflected in the peer-reviewed recognition of quality by an external body.		
	Presentations at UK Higher Education Institutions / national and/or international conferences. Involvement in peer review of publications/grants.	Contributions to workshops and seminars for external bodies. Engagement in peer review of publications/grants. Panel organisation of international conferences/events and UK Higher Education Institutions. Effective research collaborations, within the UK and internationally. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Fellowship of subject-specific society and/or international visiting appointment at a leading (top 200 globally or top 3 in specific country) international university. Frequent contributions to workshops and seminars for external bodies, including invitations to deliver keynote talks at international conferences/events. Membership of editorial boards or similar for journals or books and/or reviewer role for external funding bodies, in the UK and internationally. Effective links with research funders e.g. through Research Council college membership. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in scholarship of learning and teaching.