

**Academic Promotion Criteria
UGS – Research & Teaching
Grades 7-9**

| | Grade 7 – Lecturer | Grade 8 – Lecturer | Grade 9 – Senior Lecturer |
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| SECTION A: RESEARCH & SCHOLARSHIP | 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 work ¹ . | | |
| | Outputs should meet funder and REF requirements for Open Access ² . 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 replication ³ . | | |
| Outputs | 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*. 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 journal standings. | 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*. 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 journal standings. | 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. At least one of these outputs should also meet the REF criteria for 4*. 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 journal standings. |
| Award Generation | 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). | | |
| | Contribution to highly rated funding applications. | Principal Investigator or key contributor on a significant UKRI, EU and/or other grants. Independent research development including authorship of highly rated grant applications. | Principal Investigator or key contributor, as recognised by fractional ownership, on current UKRI, EU and/or other peer-reviewed grants. Role as Principal or Leading UGS Investigator sustained over several years. |
| Supervision | Excellence is demonstrated, for example, by the success of supervised students, completion rates, or student prizes. | | |
| | Engagement with PGR and research project supervision. | Leading of PGR and research supervision. | Must have successfully graduated one PGR student and the average number of PGR supervisions/annum over the last four years is at least one. |

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, heritage 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 to improve understanding, performance, policy and/or practice in any sector (public, private, cultural, heritage 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>Provision of professional services, CPD or professional advice to external bodies, evidenced by contract, licence and/or consultancy income.</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, 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.</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, licence 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>Excellent standard of teaching performance involving a range of teaching methods as judged by evaluation methods including student feedback and peer review.</p> <p>Application of an enhancement-based approach to teaching, supporting student learning or assessment e.g. use of inquiry-based approaches, effective assessment procedures, effective use of technology to promote student learning and engagement.</p> <p>Innovative curriculum development, e.g. to promote retention, enhance employability, develop graduate attributes.</p> <p>Sustained record of design and marking of assessments with effective and timely feedback to students.</p> | <p>Excellent standard of teaching performance at various levels, for example, access, undergraduate, postgraduate (which might include CPD provision) as judged by evaluation methods including student feedback and peer review.</p> <p>Sustained record of novel/innovative approaches to teaching, supporting student learning and/or assessment e.g. development of inquiry-based approaches, design of new assessment procedures, use of technology to promote students' learning and engagement.</p> <p>Engagement in University or sector networks/activities to develop teaching in the discipline and/or general improvements in the quality of learning and teaching and the student experience.</p> <p>Contributing to growth of student population (including CPD provision) resulting in new income streams.</p> |

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| <p>SECTION D: LEADERSHIP, MANAGEMENT & ENGAGEMENT</p> | <p>Effective performance of academic administrative duties, either within or on behalf of UGS.</p> <p>Involved at UGS level in, where appropriate, 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 UGS 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 UGS 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, accreditation and/or PSRs; support for GTA or PhD development.</p> <p>Participation in UGS 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 UGS performance, as evidenced by e.g. student recruitment/widening participation activities/ partnership development/managing international research programmes.</p> <p>Ongoing contribution to UGS/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 UGS/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 courses and 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 prestigious academic/industrial 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>Invited talks at national/international conferences/ events and prestigious academic/industrial institutions.</p> <p>Engagement in peer review of publications/grants.</p> <p>Effective research collaborations with Singapore 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. Economic Development Board of Singapore, Advisory Board member of Singapore HEI.</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> |