

## Academic Promotion Criteria Professorial Zone Descriptors Research & Teaching

Assessment in each of the four professorial zones draws on performance in seven dimensions: A1-3, Research and Scholarship (Outputs, Award Generation, Supervision); B. Impact; C. Learning & Teaching Practice; D. Leadership, Management & Engagement; E. Esteem.

The criteria for each dimension are described on the following pages for professorial zones 1-4. Professors will be assigned to a zone where they meet the criteria for that zone for at least four of the seven dimensions. Of the dimensions which are met, for promotion to any zone, a professor must show evidence of meeting the required criteria for either A1 (Outputs) or B (Impact) for the relevant zone.

In addition, all professors on an R&T track must meet the required criteria for C (Learning & 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 a 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 & Teaching Practice based on the opportunities that were afforded to the individual.

Meeting the promotion threshold for any one of the seven dimensions is based on the judgement of the promotions/zoning panel and not on meeting a preponderance of criteria within that dimension.

**In our professoriate we especially wish to recognise both excellence of outcome, and collegiality towards peers.**

All R&T professors are expected to demonstrate collegiality and to lead by example with respect to School, Research Institute, and College responsibilities relating to i. research, ii. teaching and iii. academic leadership. i. Collegiality in research is demonstrated by supporting the career development of academic colleagues, particularly those who are at earlier career stages. Examples include collaborating on research activities (outputs, grant applications, including doctoral training programmes) and on impact-generating activities. ii. Collegiality in teaching is demonstrated by collaboration with and support for colleagues in the development of approaches to and delivery of teaching. Examples include effective contribution to a consistently excellent student learning experience across a degree programme or subject area, supporting less senior colleagues in the development of their teaching, and contributing to the academic processes that support teaching within the University. iii. Collegiality in academic leadership responsibilities includes caring for the welfare of relevant research groups of their School/Research Institute and mentoring colleagues.

**It is expected that candidates will demonstrate collegiality in each qualifying dimension. Collegiality will be a defining factor in borderline cases.**

**ZONE 1:** The normal entry level for those appointed to the Professoriate. Working at this level indicates an international reputation, reflected by a range and balance of the activities listed below, as appropriate to the opportunities and expectations of the discipline.

**ZONE 2:** The level for Professors with considerable academic distinction, and with ongoing excellent performance. Working at this level indicates an established international reputation for academic leadership, reflected by a range of the activities listed below as appropriate to the opportunities and expectations of the discipline.

**ZONE 3:** The level for Professors of excellent academic distinction internationally. Working at this level requires evidence of an internationally leading reputation for shaping the relevant field of study, reflected by a range of the activities listed below, as appropriate to the opportunities and expectations of the discipline.

**ZONE 4:** The level for Professors of the highest academic distinction. Working at this level requires evidence of international recognition as one of a group of world leaders in the relevant field of study, reflected by a range of the activities listed below, as appropriate to the opportunities and expectations of the discipline.

SECTION A: RESEARCH & SCHOLARSHIP	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
<b>A1: Outputs</b>	<p><b>In demonstrating performance in the outputs criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence.</b></p> <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 work.<sup>1</sup></p> <p>Collegiality: Outputs should meet funder and REF requirements for Open Access.<sup>2</sup> They should also 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.<sup>3</sup></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. At least 2 of these outputs should meet the REF criteria for 4* quality.</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. At least 3 of these outputs should meet the REF criteria for 4* quality.</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. At least 4 of these outputs should meet the REF criteria for 4* quality.</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. At least 4 of these outputs should meet the REF criteria for 4* quality.</p> <p>Clear evidence of having led research activity resulting in additional outputs at 4* level that will be submitted by other UofG academics.</p> <p>Where appropriate, a substantive monograph may substitute for 2 outputs.</p>

<sup>1</sup> The CASRAI (Consortia Advancing Standards in Research Administration Information) document may be helpful in articulating roles and contributions: [http://dictionary.casrai.org/Contributor\\_Roles](http://dictionary.casrai.org/Contributor_Roles)

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

<sup>3</sup> 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	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
<b>A2: Award Generation</b>	<p><b>In demonstrating performance in the criteria for award generation, applicants should ensure that they also mention how they have demonstrated collegiality and excellence.</b></p> <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>Collegiality is exemplified by leading research funding initiatives that have generated income in the support of research by others (e.g. including less senior academics as co-investigators), and large-scale institutional bids.</p>			
	<p>Principal investigator or key contributor [as recognised by fractional ownership on the Financial Approver Document (Agresso)] on current UKRI, EU and/or other externally peer-reviewed grants.</p> <p>Sustained research income over several years in excess of the Russell Group median for the discipline.</p> <p><a href="https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/</a></p>	<p>Principal investigator or key contributor [as recognised by fractional ownership on the Financial Approver Document (Agresso)] on current UKRI, EU and/or other externally peer-reviewed grants.</p> <p>Sustained research income over several years in excess of the Russell Group upper quartile for the discipline.</p> <p><a href="https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/</a></p>	<p>A current grant portfolio (as Principal Investigator) to support a sizeable research team (c.f. the discipline across the Russell Group). A component of this portfolio should support the research/impact of other researchers at UofG.</p>	<p>A current grant portfolio (as Principal Investigator) to support one of the largest research teams in the discipline across the Russell Group.</p> <p>Most of this portfolio should support the research of other academic-led teams at UofG.</p>
<b>A3: Supervision</b>	<p><b>In demonstrating performance in the supervision criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence.</b></p> <p>Excellence is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.</p> <p>Collegiality is exemplified by collaborating with peers on a Doctoral Training Centre (DTC) application (or equivalent training programme) or acting as a second supervisor in support of primary supervision by a colleague.</p>			
	<p>Sustained PGR supervision over several years in excess of the Russell Group median for the discipline:</p> <p><a href="https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/</a></p>	<p>Sustained PGR supervision over several years in excess of the Russell Group upper quartile for the discipline:</p> <p><a href="https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgraduate10staff/rqbenchmarkdata/</a></p>	<p>Leading the growth of PGR numbers, e.g. through externally funded places bringing benefits to multiple academics within subject specialism.</p> <p>Leading a significant, large-scale cross-university Doctoral Training Programme or equivalent: impacting on user engagement or employability of PGR students.</p>	<p>A consistent leadership of national transformational change to the PGR community (appropriate to the discipline) through, for example: sustained leadership of successful bids for multiple, and/or renewed Centres for Doctoral Training or equivalent; establishing a major international collaboration resulting in the external funding of research students within UofG.</p>

SECTION B: IMPACT	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)				
<p><b>In demonstrating performance in the impact criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence.</b></p> <p>Excellence is demonstrated by providing rigorous evidence of the change that research has made outside academia.</p> <p>Collegiality is demonstrated, for example, by collaborating on impact-generating activities, or sharing external contacts/impact partners with colleagues.</p> <p>The case for impact can address any dimension of impact beyond academia: economical (including spin-outs), societal, cultural, or policy- or health-related.</p>								
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To be currently making a key contribution to an impact outcome that is being written up and suitable for return to a future REF-type exercise, and that is evidenced such that it is likely to be graded at minimum 3* quality.</p> <p>Note:</p> <p>Impact outcomes, whether they are included in a REF case study or not, must be:</p> <ul style="list-style-type: none"> <li>- Evidenced in the same way as a REF Impact Case Study.</li> <li>- Contain evidence that focuses on the impact outcome itself, as opposed to impact-generating activity.</li> <li>- Contain, within the case study itself, the details of the key contributing role of the staff member.</li> </ul> </td> <td data-bbox="745 459 1198 1453"> <p>i. To have led or have made a key contribution in an impact outcome that was or could have been returned as an Impact Case Study to REF2014 and that was demonstrably likely to have been graded at minimum 3* quality;</p> <p>AND</p> <p>ii. 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SECTION C: LEARNING & TEACHING PRACTICE	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)				
<p><b>In demonstrating performance in the criteria for learning and teaching practice, applicants should ensure that they also mention how they have demonstrated collegiality and excellence.</b></p> <p>Excellence is demonstrated through substantial achievement as a practitioner, leader and manager of teaching that influences practice within or across disciplines.</p> <p>Collegiality is exemplified by collaboration with and support for colleagues in the development of approaches to and delivery of teaching.</p>								
<table border="1"> <tr> <td data-bbox="293 405 745 1482"> <p>Substantial and sustained track record of excellence in contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate. This may be evidenced by;</p> <p>Use of student feedback to evaluate and develop teaching and assessment at subject level; development of new teaching materials or methodologies influence by pedagogy of the subject; development of successful teaching collaborations across disciplinary boundaries; development and effective use of technology enhanced learning, teaching and assessment; external examining; enhancement of support for student transitions or vulnerable groups; non-traditional forms of learning (such as work-based learning and assessment, student enterprise, inter-disciplinary learning).</p> <p>Distinctive and significant contribution to a major initiative in the growth of UofG PGT numbers resulting in new income streams.</p> <p>Membership of subject review panels at other universities.</p> <p>Candidates should note any other achievements that contribute to evidence of a sustained contribution to teaching excellence including external recognition.</p> </td> <td data-bbox="745 405 1198 1482"> <p>Major role in national and/or international educational agencies with responsibilities for higher education policy and curriculum development.</p> <p>Evidence of influencing or effecting positive changes in teaching practice within the discipline nationally.</p> <p>Leading a major initiative in the growth of UG or PGT numbers resulting in new income streams.</p> <p>Membership of education or training committees of professional institutions.</p> <p>Sustained contribution to University level learning and teaching committees.</p> <p>Leadership of significant L&amp;T or related initiatives at School/University level addressing key strategic priorities (e.g. retention, graduate attributes, improving assessment, etc.).</p> </td> <td data-bbox="1198 405 1650 1482"> <p>Extensive experience of advising governmental and non-governmental agencies on educational policy.</p> <p>Evidence of influencing or effecting positive changes in teaching practice within the discipline at international level.</p> <p>Track record of participation in major governmental education advisory bodies or agencies with remits covering the education sector as a whole.</p> </td> <td data-bbox="1650 405 2098 1482"> <p>Significant L&amp;T or related innovation that has impacted on Higher Education practice globally.</p> <p>Track record of leadership of the development of educational policy at international levels.</p> </td> </tr> </table>					<p>Substantial and sustained track record of excellence in contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate. 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SECTION D: LEADERSHIP, MANAGEMENT & ENGAGEMENT	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
<p><b>In demonstrating performance in the criteria for leadership, management and engagement, applicants should ensure that they also mention how they have demonstrated collegiality and excellence.</b></p> <p>Excellence is demonstrated, for example, by delivering on the performance objectives (KPIs) of the unit/group. Collegiality is, for example, reflected in support provided for the training/coaching/mentorship of colleagues, and in the leadership of College-level or Institution-level initiatives.</p>				
<p>Leadership role in managing and supporting strategic initiatives at Subject, School/RI and/or College levels.</p> <p>Membership of appointment, assessment or advisory committees at other HEIs.</p> <p>Significant contribution to the University's international profile through development of partnerships in education or research, or through sustained track record of external engagement.</p> <p>Evidence of agenda-setting in research through e.g. participation/advisory role in professional, government or industrial bodies, or through effective links with the user community (e.g. through advisory bodies).</p> <p>Evidence of effective links with research funders, e.g. through membership of Research Council peer-review panel or equivalent roles.</p> <p>Sustained collaboration with external partners, evidenced by contract licence, consultancy, income or other formal collaborative agreement, including protecting the IP of research activities, spin-out formation, or involvement in social enterprise or NGO.</p> <p>Member of organising committee of a national conference of &gt;100 participants attracted to, and held in, Glasgow (not necessarily on-campus).</p>	<p>Significant leadership and management responsibilities for shaping the future of the relevant Institute/School/College.</p> <p>Appointment as external assessor for professional positions in other HEIs.</p> <p>Leadership of a major cross-University initiative in research, teaching, impact, entrepreneurship and/or growth of international partnerships.</p> <p>Significant contribution to the leadership of activities and outcomes of a UofG strategic research/impact initiative (e.g. Research Beacon, research centre, innovation districts/enterprise zones).</p> <p>Evidenced role as an international opinion leader in the field, e.g. through being key advisor to national or international academic or industrial/enterprise communities, with evidence of influence.</p> <p>Member of organising committee of an international conference of &gt;100 participants attracted to, and held in, Glasgow (not necessarily on-campus).</p>	<p>Member of a UKRI policy team (or equivalent, including major trusts and foundations).</p> <p>Leadership of the development of policy at national level.</p> <p>REF panellist and/or equivalent major public service to research.</p> <p>Accountability and sustained success (as measured by e.g. KPIs) in the implementation of long-term strategic developments at School, Institute, College or University levels with significant internal/external impact.</p> <p>Sustained track record of having major role in regulatory, advisory and/or professional bodies allied to practitioners and service providers in any relevant sectors.</p> <p>Leadership of the innovation agenda e.g. by creating opportunities offered by the innovation districts/enterprise zones at both local and national level.</p> <p>Member of organising committee of major international conference (of &gt;1,000 participants) attracted to, and held in, Glasgow (not necessarily on-campus).</p>	<p>Member of a UKR I Council (or equivalent).</p> <p>Leadership of the development of policy at international levels.</p> <p>REF panel chair and/or equivalent major public service to research.</p> <p>Key advisor to international non-academic agencies or communities, including companies, governments, public sector bodies, and cultural organisations.</p> <p>Chair of organising committee of major international conference (of &gt;1,000 participants) attracted to, and held in, Glasgow (not necessarily on-campus).</p>	

SECTION E: ESTEEM	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
	<p><b>In demonstrating performance in the esteem criteria, applicants should ensure that they also mention how they have demonstrated collegiality and excellence.</b></p> <p>Excellence is intrinsically reflected in the peer-reviewed recognition of quality by an external body.</p> <p>Collegiality is exemplified by the support of colleagues (especially those who are at earlier career stages) through prize/medal nominations, or facilitating the appointment of colleagues to external bodies (e.g. societies and committees).</p>			
	<p>Fellowship of subject-specific society.</p> <p>Track record of invited talks at international conferences and/or UK HEIs.</p> <p>Reviewer for international research bodies.</p> <p>Visiting UK academic appointments.</p>	<p>Committee chairpersonship within subject-specific society.</p> <p>A track record of plenary/keynote talks at major international conferences.</p> <p>Membership of editorial board of leading journal(s) or book series.</p> <p>Membership of education or training committees of professional societies and/or public bodies.</p> <p>Visiting international academic appointments.</p>	<p>Elected to Fellowship of major non-subject-specific society, e.g. Royal Society of Edinburgh or equivalent.</p> <p>Delivery of distinguished named lectures/lecture series.</p> <p>Winner of medals/prizes from national bodies.</p> <p>Presidency of major subject-specific scholarly society.</p> <p>Chair of editorial board of leading journal(s) or book series.</p>	<p>Fellowship of the major national Academy e.g. British Academy, Royal Society, or equivalent international academy.</p> <p>Winner of academic medals/prizes from international bodies.</p> <p>Presidency of major scholarly society with significant international profile.</p>