

Academic Promotion Criteria Research Scientist Grades 7-9

*The term “Research Scientist” describes research-focused academic roles requiring academic input and leadership but where the indicators of seniority may not be as directly linked to Principal Investigator and lead/senior authorship status and traditional academic contributions as would normally be the case for staff on the University’s main Research career track. Equivalent seniority levels may instead be characterised by specialist workstream, team and intellectual contribution factors, which in turn result in comparable levels of academic/scientific/professional profile.

*Access to this Research Scientist track is at senior management discretion, limited to those appointed to a relevant job role.

*It should also be noted that the senior grades within the University’s Technical & Specialist Job Family provide a closely related career track which may be relevant for scientific and technical experts of national/international reputation who provide advanced technical facilities and expertise of significant complexity/scale requiring deep expertise and ongoing innovation (but not necessarily involving academic leadership). Although these two types are described, it is recognised that the “Research Scientist” and “Research Technologist” terminology describes a continuum, rather than necessarily separate career paths, and therefore lateral transfer between these categories will be facilitated where appropriate.

	Grade 7 – Associate Research Scientist	Grade 8 – Research Scientist	Grade 9 – Senior Research Scientist	
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 contributing* to scholarly output over career to date which includes authorship on 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>The contributions evidenced should include demonstrable research enhancements at the research group/area level.</p>	<p>A record of contributing* to scholarly output over career to date which includes authorship on 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>The contributions evidenced should include leading demonstrable research enhancements at the research group/area and Institute/College levels and reflected in a national/emerging international reputation.</p>	<p>A sustained record of contributing* to scholarly output over career to date which includes authorship on at least 4 outputs in the most recent 6-year period that meet the REF criteria for 3* or better. At least 1 of these outputs should also meet the REF criteria for 4*.</p> <p>The contributions evidenced should include leading demonstrable novel research enhancements at the research group/area and Institute/College/University levels and reflected in established national and international reputation.</p>
	<p>*Contribution may be characterised by a record of assessing, contributing to and leading the development of specialised analytical tools, software, methodologies, professional practice or products that demonstrably advance knowledge and practice in the subject/discipline/profession.</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 A: RESEARCH & SCHOLARSHIP	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).		
	Award Generation	<p>Contribution to successful funding applications.</p> <p>Subject-specific lead or key contributor on significant RCUK, EU and/or other grants, and/or where relevant commercial/industrial research and development contracts.</p> <p>Leading specialist contribution to highly rated funding applications as an individual or as part of a team.</p>	<p>Principal Investigator, subject-specific lead or key contributor on current RCUK, EU and/or other grants, and/or where relevant commercial/industrial research and development contracts. Research/relevant income over several years in excess of the Russell Group median for the discipline:</p> <p>http://www.gla.ac.uk/services/humanresources/rgbench/markinfo/</p>
Supervision	Excellence is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.		
	<p>Experience of PGR and research project supervision.</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>	<p>Successful leadership of, or specialist contribution to, PGR supervision with doctorates awarded where relevant. Relevant contributions may also include leading specialist input into the design and implementation of PGR programmes.</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>	<p>Sustained track record of successful leadership of, or specialist contribution to, PGR supervision with doctorates awarded where relevant. Relevant contributions may also include leading specialist input into the design and implementation of PGR programmes.</p> <p>Relevant contributions may include leading specialist input into the design and implementation of PGR programmes, demonstrating a track record of delivering continuous improvement of training programmes.</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>

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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>Provision of skilled advice and guidance to researchers at local and national level, and resolution of complex issues using specialist academic/technical knowledge. Preparation and delivery of results and/or analysis reports in accordance with collaborators' expectations.</p> <p>These activities should link your specialist academic/technical expertise with potential research users in any sector (public, private, cultural, heritage or charitable).</p> <p>Examples include engagement with either specialist or general user communities of any size or type and extend to the sharing of new methodologies and standards, leading to improved efficiencies, cost savings, and greater research competitiveness.</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 leading specialist advice and guidance to researchers at local, national and international levels, or to a profession or professional bodies, business or industry, with evidence of impact on thinking and practice.</p>	<p>Sustained commitment to external engagement aimed at maximising the delivered benefits from research/specialist 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>Significant track record of consultancy or advisory work for external bodies, the provision of professional services, or the provision of professional advice to internal and external bodies, as illustrated by sustained contract, license and/or consultancy income managed through the University.</p>

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<p>SECTION C: LEARNING & TEACHING PRACTICE</p>	<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/training as judged by evaluation methods, including student/client feedback and peer review.</p> <p>Evidence of an enhancement-based approach to teaching/training, supporting student/client learning and/or assessment.</p> <p>Contribution to the design and development of courses, programmes or professional development events/scientific conferences within the relevant subject area.</p> <p>Designing and marking of assessments with effective and timely feedback to students/clients.</p> <p>Candidates should note any other achievements that contribute to evidence of their contribution to teaching/training excellence such as teaching awards and the development of subject-specific teaching materials/educational resources or other guides.</p>	<p>A track record of a reflective and reasoned approach to teaching/training, course design, assessment and evaluation as evidenced through:</p> <p>Use of student/client feedback to evaluate and develop teaching and assessment; development of new teaching/training materials or methodologies influenced by pedagogy of the subject; effective use of technology to support teaching/training and assessment; use of approaches that support an inclusive learning environment.</p> <p>Leading role in design and delivery of courses or professional development events/scientific conferences in the relevant subject area.</p> <p>Candidates should note any other achievements that contribute to evidence of their contribution to teaching/training excellence such as teaching awards and the development of subject-specific teaching materials/educational resources or other guides.</p>	<p>Substantial track record of reflective and reasoned approach to teaching/training, course/event design, assessment and evaluation as evidenced through:</p> <p>Use of student/client feedback to evaluate and develop teaching and assessment; development of new teaching/training materials or methodologies influenced by pedagogy of the subject; effective use of technology to support teaching and assessment; effective approaches to employability/graduate attribute development; use of approaches that support an inclusive learning environment including internationalisation of the curriculum.</p> <p>Contributing to growth of the UG or PGT student and CPD client population, including international students and professional clients, resulting in new income streams.</p> <p>External engagement in support of teaching/training 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/training 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/training excellence, such as teaching awards, the development of subject-specific teaching/training support materials/educational resources or guides or significant contributions to taught elements of PGR student programmes.</p>

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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, students and/or society.</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/welfare activities and/or the professional arena outside the University, e.g. running seminar programmes or scientific conferences;</p> <p>or</p> <p>planning and delivery of individual or joint research objectives/projects as an individual and team member.</p> <p>Track record of training colleagues in the use of analytical tools and models, to improve their skills.</p> <p>Contributing to developing and implementing policy/practice to support research enhancement.</p>	<p>A contribution to School/Research Institute 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/client experience at Subject/School level which may include a role in student/user 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 client, colleague, 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>Guidance and advice to junior colleagues and/or support staff where such opportunities exist.</p> <p>Evidence of effective planning and delivery of research support or method/product development, ability to manage resources to ensure timely delivery of outputs across multiple projects.</p> <p>Evidence of ability to lead a team if required.</p> <p>Proactive contribution to the development of the unit's support services or training strategy.</p> <p>Track record of coaching and mentoring of colleagues, with an impact on their understanding and capability.</p>	<p>Successful delivery of a task which improves School/Research Institute performance, as evidenced by e.g. student/client 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 research, knowledge exchange, 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/professional attributes; attracting international students/diverse clients; developing study abroad pathways; reviewing programme structures; development of new programmes; engaging with practitioners.</p> <p>Leadership and co-ordination of a research/specialist project or other project team and activities. Management of successful externally funded international collaborations and projects.</p> <p>Track record in management of staff including, where appropriate, including being a P&DR reviewer.</p> <p>Track record of coaching and mentoring colleagues, with an impact on the research capability and culture of the Institute/unit.</p> <p>Ability to assess service workload and take effective measures to increase benefits to academic and commercial research.</p> <p>Creation of new opportunities within a service offering and/or creation of new services.</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>Involvement in peer review of publications/grants.</p>	<p>National reputation within a specialised field as evidenced by contributions to workshops and seminars for external bodies, trajectory of increasing referrals, invitations to contribute to journals, advice sought by professional bodies, government and industry.</p> <p>Engagement in peer review of publications.</p> <p>Panel organisation of international conferences/events and UK Higher Education Institutions.</p> <p>Effective research/professional 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>Fellowship of subject-specific/professional society and/or international visiting appointment at a leading (top 200 globally or top 3 in specific country) international university/professional body.</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 books 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/or profile in scholarship of learning and teaching.</p>