

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

	Grade 7 – Lecturer	Grade 8 – Lecturer	Grade 9 – Senior Lecturer
SECTION A: RESEARCH & SCHOLARSHIP	<p>Excellence: The University adopts the approach established by the Research Excellence Framework (REF) for assessing the quality of outputs, as appropriate to your discipline:</p> <p>Originality - the extent to which the output makes an important and innovative contribution to understanding and knowledge in the field. Rigour - the extent to which the work demonstrates intellectual coherence and integrity, and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies. Significance - the extent to which the work has influenced, or has the capacity to influence, knowledge and scholarly thought, or the development and understanding of policy and/or practice.</p> <p>The overall quality ratings are described as:</p> <p>4* - world-leading in terms of originality, significance and rigour. 3* - internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence. 2* - recognised internationally in terms of originality, significance and rigour. 1* - recognised nationally in terms of originality, significance and rigour.</p> <p>In assigning a quality rating, you should make reference to the above criteria; reference to the supplementary criteria¹ for the REF Main Panels A, B, C and D may also be appropriate.</p> <p>In the case of jointly authored outputs, please ensure that you describe your contribution to the output.²</p> <p>In providing context for each output, you may refer to other indicators of quality as appropriate to your discipline that refer specifically to the output. Examples include, article-level citation metrics or external recognition e.g., prizes awarded. The University is a signatory of the Declaration on Research Assessment (DORA) and all narrative you provide must be compliant with these principles.</p> <p>Where appropriate, a substantive monograph may substitute for 2 outputs.</p> <p>Outputs should meet funder and REF requirements for Open Access³. 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 replication⁴.</p>		

¹ Part 3: Assessment criteria, Section 3: Outputs, Para 197-205, REF2021 Panel criteria and working methods: https://2021.ref.ac.uk/media/1450/ref-2019_02-panel-criteria-and-working-methods.pdf

² For example, lead author, corresponding author, project lead. The NISO (National Information Standards Organization) webpage may be helpful in articulating roles and contributions: <https://credit.niso.org>

³ <https://www.gla.ac.uk/myglasgow/openaccess/>

⁴ 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
	<p>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. 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 journal standings.</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 journal standings.</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. At least one of these outputs should also meet the REF criteria for 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 journal standings.</p>
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.	<p>Principal Investigator or key contributor on a significant UKRI, 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 fractional ownership, on current UKRI, EU and/or other peer-reviewed grants.</p> <p>Role as Principal or Leading UGS Investigator sustained over several years.</p>
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.

	Grade 7 – Lecturer	Grade 8 – Lecturer	Grade 9 – Senior Lecturer
SECTION B: IMPACT	<p>Excellence is demonstrated by providing evidence of how the reported activities are designed and undertaken, as well as providing evidence of the outcomes achieved in the pursuit of impact.</p> <p>Impact is a change or benefit beyond academia and can be to the economy, society, culture, public policy or services, health, the environment or quality of life.</p> <p>It is recognised that the intended impact may not have occurred yet.</p>		
	<p>Participation and productive engagement with external partners or collaborators, or productive public engagement of research, either alone or as part of a team, designed to translate the applicant's research into impact.</p> <p>Activities and outcomes should be described and evidenced.</p>	<p>Participation and productive engagement with external partners or collaborators, or productive public engagement of research, either alone or as part of a team, designed to translate the applicant's research into impact.</p> <p>Activities and outcomes should be described and evidenced.</p>	<p>Participation and productive engagement with external partners or collaborators, or productive public engagement of research, either alone or as part of a team, designed to translate the applicant's research into impact.</p> <p>Activities and outcomes should be described and evidenced.</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>To have undertaken required training and development to support the high-quality delivery of teaching modules, as evidenced, for example, by the completion of the PgCAP or other appropriate routes. This is a mandatory requirement in order to satisfy this criterion. Meeting this sub-criterion on its own will, however, not meet the overall expectation and will be considered alongside other evidence to provided.</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>

SECTION D: LEADERSHIP, MANAGEMENT & ENGAGEMENT	Grade 7 – Lecturer	Grade 8 – Lecturer	Grade 9 – Senior Lecturer
	<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>

SECTION E: ESTEEM	Grade 7 – Lecturer	Grade 8 – Lecturer	Grade 9 – Senior Lecturer
	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>Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.</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>