

## 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 is a threshold criterion and as such, may be a deciding factor in a promotion case.

**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)
A1: Outputs	<p><b>In demonstrating performance in the criteria for outputs, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.</b></p> <p><b>Excellence:</b> 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><b>Originality</b> - the extent to which the output makes an important and innovative contribution to understanding and knowledge in the field.  <b>Rigour</b> - the extent to which the work demonstrates intellectual coherence and integrity, and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies.  <b>Significance</b> - 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 criteria<sup>1</sup> 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 the centrality and significance of your contribution to the output<sup>2</sup>.</p> <p>In providing context for each output, you may refer to other indicators of quality as appropriate to your discipline. Examples include, article-level citation metrics (not journal impact factors), or external recognition e.g. prizes awarded.</p> <p>Where appropriate, a substantive monograph may substitute for 2 outputs.</p> <p><b>Collegiality:</b> Outputs should meet funder and REF requirements for Open Access<sup>3</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>4</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.</p> <p>At least 2 of these outputs should meet the REF criteria for 4* quality, in the case of jointly authored outputs, applicants must demonstrate the centrality and significance of their contribution to the output.</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.</p> <p>At least 3 of these outputs should meet the REF criteria for 4* quality, in the case of jointly authored outputs, applicants must demonstrate the centrality and significance of their contribution to the output.</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.</p> <p>At least 4 of these outputs should meet the REF criteria for 4* quality, in the case of jointly authored outputs, applicants must demonstrate the centrality and significance of their contribution to the output.</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, in the case of jointly authored outputs, applicants must demonstrate the centrality and significance of their contribution to the output.</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>

<sup>1</sup> [https://archive.ref.ac.uk/media/1450/ref-2019\\_02-panel-criteria-and-working-methods.pdf](https://archive.ref.ac.uk/media/1450/ref-2019_02-panel-criteria-and-working-methods.pdf)

<sup>2</sup> 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>

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

<sup>4</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 (continued)	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
A2: Award Generation	<p><b>In demonstrating performance in the criteria for award generation, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.</b></p> <p><b>Excellence</b> 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><b>Collegiality</b> 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>Success in this criterion will be determined by not only the financial value of the awards but the significance of the individual's contribution to the grant portfolio.</p> <p><a href="https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rbenchmarkdata/</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>Success in this criterion will be determined by not only the financial value of the awards but the significance of the individual's contribution to the grant portfolio.</p> <p><a href="https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rbenchmarkdata/</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>
A3: Supervision	<p><b>In demonstrating performance in the criteria for supervision, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.</b></p> <p><b>Excellence</b> is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.</p> <p><b>Collegiality</b> is exemplified by collaborating with peers on a Doctoral Training programme (or equivalent) application 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/professorialandgrade10staff/rbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rbenchmarkdata/</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/professorialandgrade10staff/rbenchmarkdata/">https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rbenchmarkdata/</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>

	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
SECTION B: IMPACT	<p><b>In demonstrating performance in the criteria for impact, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.</b></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><b>Excellence</b> is demonstrated by providing evidence of the specific impact and its magnitude that the applicant's research has made or is making. The nature of the applicant's underpinning research and the link between the research and the impact must be clear.</p> <p><b>Collegiality</b> is demonstrated, for example, by collaborating on impact-generating activities, or supporting colleagues to undertake their own impact activities.</p>			
	<p>A sustained track record of externally facing engagement and outcomes that have <b>either led to impact or that can be demonstrated as providing the groundwork for future impact.</b></p> <p>Evidence should specifically capture the externally facing engagement that the applicant has designed and undertaken, and the outcomes of these activities, in the pursuit of impact. Evidence should also capture the <b>significance</b> of the impact and the applicant's pivotal role.</p> <p>Applicants can, if they wish, provide a link to a REF2021 Impact Case Study to which they made a pivotal contribution.</p>	<p>A substantial and sustained track record of significant externally facing engagement and outcomes that <b>have led to impact.</b></p> <p>Evidence should specifically capture the <b>significance</b> and <b>reach</b> of the impact and the applicant's pivotal role. Whilst the weight of evidence should be on the impact itself, applicants should also describe the externally facing engagement they have designed and undertaken, and the outcomes of these activities, in the pursuit of impact.</p> <p>Applicants can, if they wish, provide a link to a REF2021 Impact Case Study of 4* quality to which they made a pivotal contribution, or to multiple REF Impact Case Studies of 3* quality and higher</p>	<p>A substantial and sustained track record of <b>leading</b> significant externally facing engagement and outcomes that <b>have led to impact.</b></p> <p>Evidence should normally be in the form of an impact case study of 4* quality submitted to REF2021, or multiple impact case studies submitted to one or more REFs, in which the applicant had the leading role.</p> <p>Alternatively, and exceptionally, if not submitted to REF, Impact outcomes should still be evidenced in the same way as a REF Impact Case Study, containing evidence that focuses on the impact outcome itself (reach and significance), as opposed to just the impact-generating activity, and details of the lead role of the applicant.</p>	<p>A substantial and sustained track record of <b>leading</b> significant externally facing engagement and outcomes that <b>have led to multiple impacts.</b></p> <p>Evidence should normally be in the form of multiple impact case studies of 4* quality submitted to one or more REFs, in which the applicant had the leading role.</p> <p>Alternatively, and exceptionally, if not submitted to REF, Impact outcomes should still be evidenced in the same way as a REF Impact Case Study, containing evidence that focuses on the impact outcome itself (reach and significance), as opposed to just the impact-generating activity, and details of the lead role of the applicant.</p>

	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
<b>SECTION C: LEARNING &amp; TEACHING PRACTICE</b>	<p><b>In demonstrating performance in the criteria for learning &amp; teaching practice, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.</b></p> <p><b>Excellence</b> is demonstrated through substantial achievement as a practitioner, leader and manager of teaching that influences practice within or across disciplines.</p> <p><b>Collegiality</b> is exemplified by collaboration with and support for colleagues in the development of approaches to and delivery of teaching.</p>			
	<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 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.</p> <p>Enhancement of learning and teaching may also be demonstrated through the development of successful teaching collaborations across disciplinary boundaries; development and effective embedding of technology enhanced learning, teaching and assessment; external examining; enhancement of support for student transitions or vulnerable groups; adoption of active learning and inclusive learning approaches including internationalisation of the curriculum; and developments such as work-related learning and assessment, and student enterprise.</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>	<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/Institute/University level addressing key strategic priorities (e.g., retention, graduate attributes, improving assessment, etc.).</p>	<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>	<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>

	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>SECTION D: LEADERSHIP, MANAGEMENT &amp; ENGAGEMENT</b></p>	<p><b>In demonstrating performance in the criteria for leadership, management and engagement, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.</b></p> <p><b>Excellence</b> is demonstrated, for example, by delivering on the performance objectives (KPIs) of the unit/group.</p> <p><b>Collegiality</b> is, for example, reflected in support provided for the development/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>Track record of leadership responsibility at Subject, School/RI and/or College level, including supporting strategic initiative(s) or activity at a university level.</p> <p>Membership of, or external advisor to, appointment, assessment or advisory committees in other HEIs, non-academic agencies or communities, including companies, governments, public sector bodies, and cultural organisations.</p> <p>Significant contribution to the University's international profile through development of partnerships in education, research or innovation, or through sustained track record of external engagement.</p> <p>Evidence of agenda-setting in research and innovation 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>Cont...</p>	<p>Track record of membership of, or as an external advisor to, appointment, assessment or advisory committees in other HEIs, non-academic agencies or communities, including companies, governments, public sector bodies, and cultural organisations.</p> <p>Leadership of a major cross-University initiative in research, teaching, impact, innovation, 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 UKRI 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 D: LEADERSHIP, MANAGEMENT & ENGAGEMENT (continued)	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
	Member of organising committee of a national conference of >100 participants attracted to, and held in, Glasgow (not necessarily on-campus).			
SECTION E: ESTEEM	<p><b>In demonstrating performance in the esteem criteria, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.</b></p> <p><b>Excellence</b> is intrinsically reflected in the peer-reviewed recognition of quality by an external body.</p> <p><b>Collegiality</b> 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>Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.</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>Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.</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>Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.</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> <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>