

ZONE 1

SECTION A:  
RESEARCH &  
SCHOLARSHIP

**In demonstrating performance in the criteria for outputs, applicants should ensure that they also mention how they have demonstrated excellence and collegiality.**

**Excellence:** The University adopts the approach established by the Research Excellence Framework (REF) for assessing the quality of outputs, as appropriate to your discipline:

**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.

The overall quality ratings are described as:

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.

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.

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>.

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.

Where appropriate, a substantive monograph may substitute for 2 outputs.

**Collegiality:** 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>.

Collegiality is further exemplified by leading funding initiatives that have generated income in the support of research and/or teaching by others (e.g., including less senior academics as co-investigators), large-scale UGS-wide bids, and collaborative bids with UofG.

<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>).

ZONE 1	
<p><b>SECTION A: RESEARCH &amp; SCHOLARSHIP</b> (continued)</p> <p><b>Outputs</b></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>Sustained record as Principal or Leading UGS Investigator or key contributor on major grants. Responsible for opening significant new research income streams.</p> <p>Principal or Leading UGS Investigator on major grants supporting at least one post-doctoral researcher.</p> <p>Sustained record of successful PGR supervision; must have successfully graduated two PGR students and the average fte number of PGR supervisions/annum over the last four years is at least two.</p>
<p><b>SECTION B: IMPACT</b></p>	<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: economic, societal, cultural, public policy or services, health, the environment or quality of life.</p> <p>Sustained record of success in knowledge creation and transfer to improve the performance of business, commerce and/or industry, as illustrated by contract, license and/or consultancy income.</p> <p>Public and/or cultural engagement, and/or to policy development in public institutions leading to changes in practice.</p> <p>Sustained track record of involvement in knowledge creation and transfer to improve the performance of business, commerce and/or industry.</p> <p>Application of knowledge to improve public sector performance and quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector.</p>
<p><b>SECTION C: TEACHING &amp; LEARNING PRACTICE</b></p>	<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> <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>External engagement in support of teaching in the discipline and/or generic improvements in the quality of learning and teaching including external examining of taught and research degrees</p> <p>Contributing to growth of student population (including CPD provision) resulting in new income streams.</p>

ZONE 1	
<b>SECTION D: LEADERSHIP, MANAGEMENT &amp; ENGAGEMENT</b>	<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.</p> <p>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>Sustained research/teaching leadership at international level both within the institution and in the wider research/teaching community.</p> <p>Leadership role in the management and support of strategic initiatives at Subject, School/Research Institute/UGS and/or College levels.</p> <p>Significant contribution to the development of policy at College/School/Research Institute/UGS level.</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 research and/or teaching.</p> <p>Evidence of agenda setting in research/teaching through e.g., participation/advisory roles in professional or government bodies.</p> <p>Sustained record of early career staff mentoring including effective delivery of PDR.</p>
<b>SECTION E: ESTEEM</b>	<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>A sustained record of invited talks at international conferences/events and/or Higher Education Institutions.</p> <p>Significant contribution to the University international profile in research and/or teaching.</p> <p>Reviewer for national and international research bodies.</p> <p>Evidence of effective strategic 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>

