

## Academic Promotion Criteria Professorial Zone Descriptors Academic Clinician

The Academic Clinician career track is an optional pathway for roles with a significant clinical practice component, to encompass medical, dental and veterinary academic clinicians (contractual and pay differences remain). A “significant” clinical practice component shall normally mean 5 Programmed Activities or 50% of normal working time assigned to clinical service activity. Clinical staff continue to have access to the other academic career tracks as appropriate. While a common set of criteria apply for the granting of Professorial Academic Clinician status, the Professorial Zones are, for pay determination reasons, to be applied only for veterinary clinicians.

Assessment in each of the four zones will draw on the following illustrative statements. It is assumed that a Professor at Level 2 has many of the attributes of 1, and one at Level 3 has the attributes of 1, and 2, etc.

It is expected that for promotion to any Zone, a professor would normally be able to demonstrate meeting the majority of the criteria outlined across the range of academic activity in the College zone descriptors. It is recognised that distinction in all of the areas detailed in the zone descriptor will very rarely be achieved. Professors will be placed into the appropriate zone normally on the basis of “best” fit with the criteria outlined across the range of academic activity in the relevant College zone descriptor and ultimately to the zone to which there is an overall preponderance of conformance.

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

All professors, at every level, are expected to demonstrate significant collegiality and to lead both actively and by example with respect to School and College research, teaching and administrative responsibilities. For the avoidance of any doubt, it is a normal expectation that all professorial staff make a significant contribution to UG/PG teaching. Examples can include submitting and marking exam papers within deadlines, giving lectures as assigned and evidence of course development that has benefited the student experience. Administrative responsibilities may include caring for the welfare of relevant research groups of their School and mentoring younger colleagues. Professors at all levels should contribute to public engagement, and to external activity which benefits the national and international standing of the University.

**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.

	ZONE 1	ZONE 2 (building on the previous zone)	ZONE 3 (building on the previous zone)	ZONE 4 (building on the previous zone)
SECTION A: CLINICAL SERVICE	<p>Excellence is demonstrated by providing evidence of how the reported activities deliver and enhance clinical care, including contributing to clinical service innovation, effectiveness and efficiency.</p> <p>Collegiality is demonstrated, for example, by collaborating across service areas and team to support other individuals and teams to deliver care and clinical service outcomes and innovation, and to facilitate broad pan-service developments.</p>			
	<p>Leadership of a team delivering both substantial and sustained growth of contribution. Assumes direct engagement with clients as well as leadership of a clinical service or activity.</p> <p>A sustained track record in applying clinical knowledge to improve human or animal care and professional standards through interaction with private, public and cultural sectors. (For example, development of new services, products or innovative approaches to patient care, diagnostics or population medicine).</p> <p>Application of knowledge that significantly influences the practice of medicine, dentistry or veterinary medicine, public health, the health and welfare of people or animals in the wider community, public policy or community engagement.</p> <p>Strong links with regulatory and advisory bodies allied to the profession and/or service in support of human or animal charities and welfare organisations.</p> <p>Significant leadership and management responsibilities shaping the future of clinical activity.</p>	<p>Leadership of large clinical team generating sufficient revenue to allow sustained growth and investment in this or an allied area of activity. Assumes direct engagement with clinical service.</p> <p>Major role within regulatory and advisory bodies allied to the profession and/or human or animal charities / welfare / agricultural organisations.</p>	<p>Successful hospital level leadership defined by sustainable growth in income and contribution delivering investment in services and the highest quality clinical teaching.</p>	<p>Successful hospital level leadership resulting in significant new income streams through the provision of new services and/or significant growth of existing services over the previous four-year period (average per annum increase of turnover &gt;20%).</p>
<p><b><i>*NB: This criteria area is used only where clinical work is performed directly for the University. Where clinical work is performed for the NHS or other third party under an honorary contract the volume of activity expected in the other areas will be reduced accordingly.</i></b></p>				

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<p><b>SECTION B: RESEARCH &amp; SCHOLARSHIP</b></p> <p><b>Output</b></p>	<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 constitutes a substantial contribution to knowledge and patient care at an international level.</p> <p>To include 4 outputs in the most recent 6 year period which attracted significant international citations at levels appropriate to the discipline and the body of work has demonstrably influenced professional practice.</p>	<p>Outstanding (6 year) publication output that results in demonstrable change to clinical practice or knowledge internationally, taking into account the dimensions of the field.</p> <p>Research outputs commensurate with internationally acknowledged leader in the field.</p> <p>Regularly publishing in the highest quality journals in the field.</p>	<p>A sustained record of publication resulting in an outstanding body of world-leading scholarly output which has become an essential point of reference for the discipline.</p>	<p>A sustained record of publication that has significant impact extending beyond the discipline such that at least 4 of the outputs in the previous six years meet the REF criteria for 4*.</p>

<sup>1</sup> <https://www.ref.ac.uk/publications/panel-criteria-and-working-methods-201902/>

<sup>2</sup> 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>).

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<b>Award Generation</b>	Research income in excess of the Russell Group median for the discipline group.	Research income in excess of the Russell Group upper quartile for the discipline.	A current grant portfolio (as Principal Investigator) with a significant RCUK or EU component and/or other commercial/charity income, sufficient to support a sizeable research team.	A current grant portfolio that supports a sizeable research team and has influenced the development and growth of satellite teams.
<b>Supervision</b>	Leading the development and enhancement of PGR and/or resident training (vets). Principal responsibility for at least 2 students/ residents (vets) and track record (over last 6 years) of successful outcomes including non-UK students.	A very significant and sustained track record of successful PhD and/or resident supervision (vets) over recent 6 year period. With average supervisory load of 3 or greater students.	Leading significant growth at School level of PhD and/or residents (vets) through new external funding sources.	Leading transformational change to PhD and/or resident (vets) training at a national level that enhances postgraduate training in the UK or internationally.
<b>SECTION C: IMPACT</b>	<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 are demonstrably leading to 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>

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<p><b>SECTION D: LEARNING &amp; TEACHING 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>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>	<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>	<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>

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<p style="text-align: center;"><b>SECTION E: 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>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>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 style="text-align: right;">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>

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<b>SECTION E: LEADERSHIP MANAGEMENT &amp; ENGAGEMENT</b>  (continued)	<p>Evidence of effective links with research funders, e.g., through membership of Research Council peer-review panel or equivalent roles.</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>			
<b>SECTION F: 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>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>