



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Research and researcher evaluation at the University of Galway

Dónal Leech

(pronounced as *dough-ni*)

Dean of Graduate Studies

University
ofGalway.ie



At a glance



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Top 2%
of universities in the
QS world rankings



Research
collaborations
with **3,267**
institutions
in **114**
countries




Most
biodiverse
university campus in Ireland

1st
in Ireland for
sustainable
development



- Times Higher
Education Impact
Ranking

€71m
research
fund
>50 
research collaborations
with industry in 2021

World top
50
for UN-SDGs



- Times Higher
Education Impact
Ranking


With over
19,000
students
18%
of which are
international
students from
122
countries

(2021/22)


110,000
alumni worldwide
(2021)



3 *researchers* on the
Clarivate list of Highly
Cited Researchers (2021)

98% 
of graduates in
employment or
further education
(2021)



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- Strategy & Principles
- Recruitment
- Promotion
- Unit Evaluation

Values

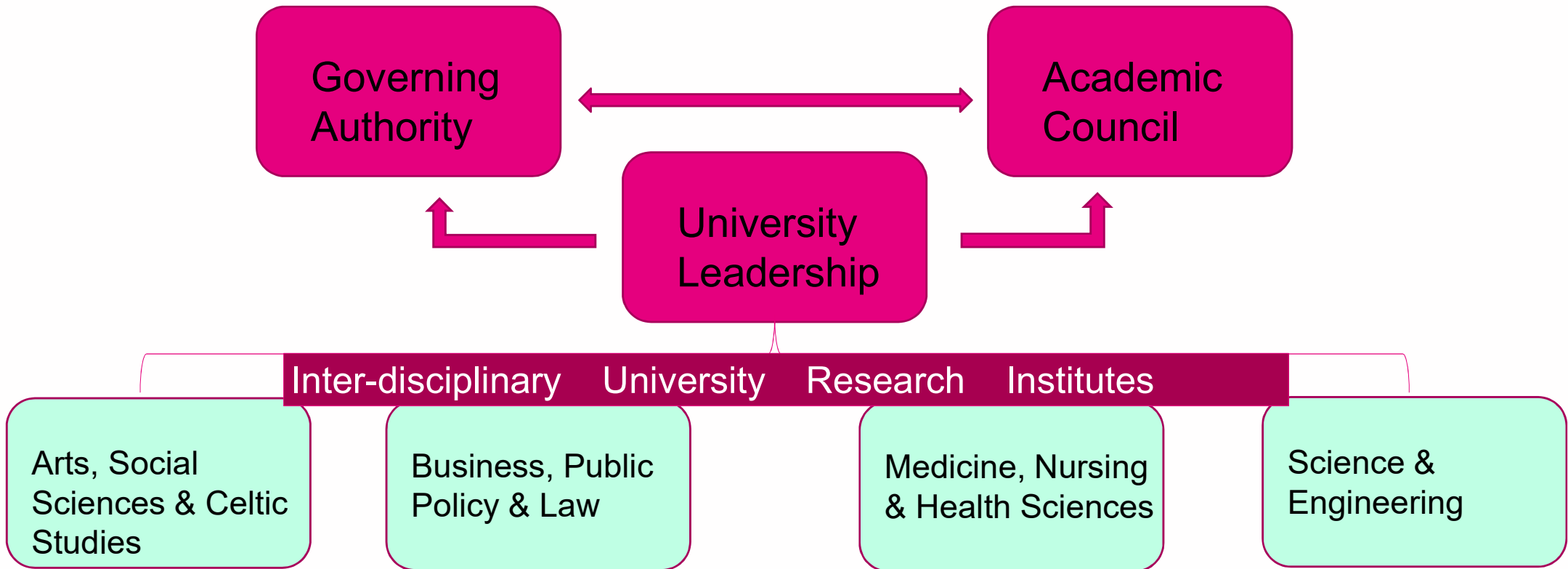
We champion our core values of **respect, excellence, openness** and **sustainability**.

We intend that these values will reinforce each other and, together, they will enhance our university's **distinctiveness**.



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Structure & Governance



Income

- Fees (paid by students and funders)
 - EU versus non-EU
- Research funding (direct & indirect costs)
- Other income
- **Recurrent Grant Allocation Model**
(Government)



Performance

To improve strategic planning and system performance

Strategic Dialogue Process

Up to 10% of HEIs funding allocation

Deliver future value

Top Slices

System Restructuring

National Forum for Teaching and Learning

Shared Services

Ring Fenced Allocations for Strategic Purposes

Medical Education

ICT Skills

Apprenticeship

Block Grant

Core Recurrent Grant

Free Fees Grant

Research

Access

Core Funding for Recognised Costs

Research in the 'Block Grant'

Support for Research

'Foundation investment' in research excellence

Heavier weighting for research **students** compared to taught in 'core' recurrent grant.

10% allocated based on **research metrics**:

- Competitively earned **research income** per academic staff member
- Output of **research degrees** over the last 3 years
- **Knowledge Transfer** based on a 'basket' of metrics.



Academic Recruitment

- Managed by Colleges, apart from recruitment to Professorships
 - Temporary contracts for a fixed-term or for a specified purpose only
- Formal recruitment and selection process with
 - Establishment of a Board of Assessors, with external member(s)
 - Advertisement, with an agreed job description based on **competencies**
 - Shortlisting
 - Interview (with presentation, and College members invited to attend and provide feedback to the Board)
 - Offer and negotiation



Competencies: 6 areas

- Academic Excellence
 - Excellence in **Research**
 - Excellence in Teaching
- Leadership Excellence
 - Personal Effectiveness
 - Leading Others
- Organisational Excellence
 - Strategy & Vision
 - Collegiate and Community Contribution



Research Excellence

The Lecturer/Senior Lecturer (Assistant Prof/Associate Prof)

- contributes to **knowledge** through planning, carrying out and **publishing/disseminating** high quality research
- builds and leads research groups, providing **supervision** and support for postgraduate students to enable them to produce quality research
- keeps **up to date** with relevant developments in their field
- networks and collaborates with others to optimise the value and relevance of the research being produced and to maximise the School's ability to attract **research funding**



Research Excellence

The Professor

- is a **leader** in their field
- contributes to the direction and development of their discipline and body of knowledge through planning and leading research of **outstanding** quality
- **leads others** to make the most effective contribution to their discipline
- **encourages** cross discipline research collaboration



Academic Workload Allocation: *under review!*

All academic staff must contribute significantly to teaching & learning, research & scholarship, and other duties, thus fulfilling the basic elements of collegiality as academics in the University

Academic Type	Research & Scholarship	Teaching & Learning	Contribution & Citizenship
A	20%	60%	20%
B	40%	40%	20%



Workload allocation & Performance/Development

Workload allocation principles developed, with exemplars,
lack of a single WAM (for counting of academic workload)

'Performance Management' system last implemented in 2015/16
Gap in management and leadership development toolbox

'WAM principles' being revised for 2023

'Performance for growth' for 2023



Promotions*

Lecturers/Assistant Prof apply for **promotion** to SL/Associate Prof

- Academic Promotions Committee (new since 2020)

SL and Lecturers apply for **promotion** to Professorships (Prof in, Prof of**)

- Academic Promotions Committee (new since 2020)

*Academic titles altered in 2021 to permit use of Lecturer **or** Prof designation

**Personal Prof guidelines to be used, from 2023.

No barrier on eligibility to apply to any grade



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Academic Promotions Committee (since 2020)

Broad Membership (16 in total) proposed by President and approved by Academic Council

- Deputy President and Registrar (Chair) (ex officio)
- Vice-President for Research (ex officio)
- 2 Professors from each College (1 Male, 1 Female)
- 4 President's Nominees
- 2 independent oversight assessors, one from a STEM area, one from an ABL area. The President will nominate 4 and the **Unions** will identify their preferred nominees.



Academic Promotions Committee

Prima Facie case

- At each meeting **a member leads on assessment** of each application and a **collective decision** is made on whether the candidate has provided sufficient evidence to establish a prima facie case

External assessment requested once case is established



Prime Facie promotions assessment

Performance across **three 'core' areas**

Performance in ↓	SL	Professor in / Professor of		
TRACK TYPE →		Research	Teaching	Leadership
Research & Scholarship	Substantial	Outstanding / Exceptional	Substantial	Substantial
Teaching & Learning	Substantial	Substantial	Outstanding / Exceptional	Substantial
Academic Leadership & Contribution	Substantial	Outstanding / Exceptional	Outstanding / Exceptional	Outstanding/Exceptional & Transformative



Substantial research outputs guidance

Disciplines where multi-authored papers are the norm

- **normally** a minimum of **20-25*** papers in high-quality, peer-reviewed outlets, slightly less if a monograph is included, the number to be dependent on the quality of the outlets

Disciplines where sole authored outputs are the norm

- **normally** a minimum of **10-15*** sole authored papers in high quality peer-reviewed outlets, slightly less if a monograph is included, the number to be dependent on the quality of the outlets

Creative Lectureships, **in addition or instead** of scholarly work

- Work published, produced, or performed by a significant, internationally recognized body, organization, or institution

1.5 times this output for *Prof in (outstanding)*, 2 times this output for *Prof of (exceptional)



Promotions assessment

Additional criteria, using **SL/Assoc. Prof** as example

Performance across **5 of the 10** areas, details as appropriate to the discipline



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Additional criteria, select 5 of the 10

- i. external research leadership
- ii. supervision to completion of doctoral students or successful supervision of postdoctoral researchers or a combination thereof
- iii. securing external research funding
- iv. impact of research as appropriate to the discipline
- v. international standing by involvement in learned societies, funding agencies, journals, invitations to give keynote addresses, etc. External Examining of research theses.



Additional criteria, select 5 of the 10

- vi. theoretical currency in teaching
- vii. innovation in teaching. Demonstrate clearly the nature and extent of the innovation, including referencing the salient literature
- viii. national standing in this area, as evidenced by, for example, research funding, the award of prizes, external examining and involvement at senior level in the subject
- ix. dissemination and uptake by others of curriculum development/innovation
- x. external funding for pedagogic research or for innovation and development of teaching and learning.



Internal periodic institutional review of research performance (IRRP) of Schools

Peer review of the quality by Reviewers that will assign quality **ratings** and issue **comments** and **recommendations** for quality enhancement

- at least once every seven years
- for every review cycle, policy documents published
 - IRRP 2016-18 implemented: **IRRP 2023-25 policy under review**



Periodic institutional review of research performance (IRRP) of Schools (2016-18)

Schools produce reports of research

- research environment (40%)
- research outputs including **three publications per staff member published over a five-year period** (50%)
- societal impacts (10%)



Periodic institutional review of research performance (IRRP) of Schools

Environment (40%)

- Research Strategy
- Contribution to the subject
- People and Post Graduate Activity
- Research Funding Activity
- Research Profiles (IRIS)

Output (50%)

- three highest quality research outputs over the previous 5 years
- personal circumstances may be used to reduce requirement

Impact (10%)

- Case studies of the effect of research on change or benefit beyond academia



Outputs

Books and monographs

Chapters in books

Journal articles

Conference papers

Edited books

Special issues

Research and technical reports

Electronic resources and publications

Intellectual property (patents, etc.)

Standards documents



Outputs

Software, computer code and algorithms

New materials, devices, products and processes

Databases

Physical and digital artefacts

Exhibitions and performances

Museum catalogues and archives

Translations; scholarly editions

Creative writing and compositions

Grammars

Dictionaries

Digital and broadcast media



Ratings

Rating	Research Outputs (50%)	Research Environment (40%)	Societal Impacts (10%)
4	World-leading in terms of originality, significance and rigor. Outputs are at the forefront of the field internationally.	World-leading quality, in terms of its vitality and sustainability.	Outstanding impacts in terms of their reach and significance.
3	Internationally excellent in terms of originality, significance and rigor makes a significant contribution to the field.	Internationally excellent quality, in terms of its vitality and sustainability.	Very considerable impacts in terms of their reach and significance.
2	Recognised internationally in terms of originality, significance and rigor. Research is internationally visible.	Internationally recognised quality, in terms of its vitality and sustainability.	Considerable impacts in terms of their reach and significance.
1	Recognised nationally in terms of originality, significance and rigor. Research is nationally visible. Work adds to our understanding and is incremental.	Nationally recognised quality, in terms of its vitality and sustainability.	Recognised but modest impacts in terms of their reach and significance.
0	Unclassified. Falls below standard of nationally recognised work.	Not conducive to producing research of nationally recognised quality.	Little or no reach and significance or the impact was not underpinned by excellent research.



Reviewers report

Research Outputs	4	3	2	1	0
Subject Area 1	10%	23%	34%	24%	9%
Subject Area 2	13%	31%	24%	26%	6%
Subject Area 3	12%	12%	41%	23%	12%
Subject Area 4	23%	24%	36%	7%	10%
Subject Area 5	6%	21%	32%	33%	8%
Totals	13%	22%	33%	23%	9%

School	4	3	2	1	0	<i>Weight</i>
Research Outputs	13%	22%	33%	23%	9%	<i>0.5</i>
Research Environment		35%	30%	35%		<i>0.4</i>
Societal Impacts		30%	30%	40%		<i>0.1</i>
Final Rating for School	6%	28%	32%	29%	5%	



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Narrative assessment and benchmarking, that may not identify individuals.

Action plans

- Schools submit response report and develop an Action Plan
- Action Plan agreed by School and University Management
 - **no additional resources provided by University Management for recommendations**
 - Schools encouraged to apply for additional resources through existing University procedures.



The Future?

Assessment reform based on **Agreement**

Assessment **practices** to vary depending on type and purpose of assessment

IRRP scoping underway.

unit research assessment **fragmented** nationally (**see QQI**)

Collaborate nationally?

- **NEW** DFHERIS - SFI & IRC funding agency amalgamation
- Irish Universities Association VPDORs group



Future?

Assessment reform based on Agreement

Individuals

- Appointments : Values & EDI in Recruitment, Proleptic appointments
- WAM principles and central oversight of models
- Central teaching timetabling and oversight
- Performance for growth
- Promotions: APC research assessment process





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Thank you
Go raibh maith agaibh