Promotion to Senior Lecturer

Promotions Criteria - Scheme October 2023

ASSESSMENT GUIDE & RUBRIC

Promotion from Lecturer to Senior Lecturer
Guide relating to the revised Scheme GB (Approved with effect from the 9th January 2023)

ASSESSMENT GUIDE & RUBRIC – Promotion from Lecturer to Senior Lecturer

The following document contains guidance and a detailed Rubric relating to application for promotion from Lecturer to Senior Lecturer i.e. **SL Promotion under a revised regulation**. **Please refer to the formal "Regulation on Academic Promotions to Senior Lectureships" as approved by GB with effect from the 9th January 2023 to which this guide refers i.e. this guide should not be considered as a replacement for the formal regulation.** This guide aims to provide transparency and guidance on the standards applied in assessing applications for progression under the approved regulation. It also provides clarity on expectations and is a source of guidance for those engaged in continuous professional development with a view to future academic progression. In such development contexts, it is encouraged that this document is used as a guide to inform discussion with your mentor.

When making an application for promotion to Senior Lecturer applicants should supply, within the templates provided, supporting evidence demonstrating their level of achievement across the range of areas set out in the regulation. At stage 1, applicants need to meet all the essential criteria listed in Appendix B. At Stage 2 (Full application against criteria in Appendix C- shortlisted candidates) It is recognised, however, that not all the activities and responsibilities in each section listed will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the three Criteria Categories set out in the application.

Stage 1: College Level	**5 page CV** –TEMPLATED- summary of significant achievements in evidence against the three criteria areas as set out in Scheme; link to profile (IRIS or equivalent); List of top 5 publications or other research outputs.	**As appropriate:** **Statutory Leave** – Promotion Statutory Leave Form **Personal Circumstance/ COVID-19 Impact Statement**
Stage 2: University Level	**10 Page Application** – TEMPLATED - Portofilos of evidence against criteria areas as set out in the Scheme with set page limits: Research & Innovation up to 5 Pages, Learning & Teaching up to 3 Pages and Contribution up to 2 Pages; List of top 5 publications or other research outputs.	**As appropriate:** **Statutory Leave** – Promotion Statutory Leave Form **Personal Circumstance/ COVID-19 Impact Statement** As per Stage 1
	College Level Board 'Candidate Review Report' **(not more than 2 pages)** Review of Candidate against the criteria, disciplinary context and names of three potential external reviewers. Endorsement of the accuracy of the factual information detailed in the application form. Includes 1 page from the Candidate's Head covering learning & teaching, student feedback, research outputs and contribution.	**Two External Reviewer Reports –** providing observations on all aspects of the candidate's submission; in particular the research portfolio, publication record and profile; comment on the impact of the candidate's achievements as per the portfolio. The top five peer reviewed publications or research outputs submitted will be sent to the External Reviewer.

Criteria Category Areas and related sub criteria structure.

The criteria associated with the three Criteria Category areas for Promotion to Senior Lecturer have been structured into sub-categories to assist applicants in structuring their evidence and the Board in assessing that evidence. At Stage 1, College Level Boards will assess applications across the three category areas: Learning & Teaching, Research & Innovation and Contribution to Academic Citizenship and Engagement. This structure is reflective of the academic Progression Across the Merit Bar Scheme.

Criteria Areas Assessment Stage 1: Expression of Interest/ Shortlisting

Applicants shall be required to demonstrate evidence of sustained performance against the criteria up to the point of their application, evidencing a prima face case for promotion to Senior Lecturer against Stage 1 criteria. All essential criteria (Appendix B) need to be demonstrated to be shortlisted at Stage 1.

Research & Innovation	Learning & Teaching	Contribution to Academic Citizenship and Engagement
Demonstrates evidence of sustained performance against the criteria relating to Research and Innovation in Appendix B of the Promotion to SL Regulation.	Demonstrates evidence of sustained performance against the criteria relating to Learning & Teaching in Appendix B of the Promotion to SL Regulation.	Demonstrates evidence of sustained performance against the criteria relating to Contribution to Academic Citizenship & Engagement in Appendix B of the Promotion to SL Regulation.

The College Level Board, based on the evidence presented against the criteria in Appendix B, will deem an application to be shortlisted or not shortlisted.

For those who are shortlisted the College Level Board will provide the SL Promotion Board (University Level Board) with an individual Candidate Review Report, as detailed on page 1 of this Guide.

Those shortlisted and invited to Stage 2 (Full Application) will have their full application assessed by quantitative and qualitative measures.

Criteria Areas Assessment Stage 2:

A detailed rubric can be found on pages 04 – 18 of this Guide followed by a map of the criteria under each of the three assessment areas.

Research & Innovation	1500 Marks	Learning & Teaching	900 Marks	Contribution	600 Marks
Profile/ Record – Research Output (*currency)*	750	Profile/ Record – planning, delivery and assessment (*currency)*	200	Profile/ Record – Output (*currency)*	150
All other sub-areas as listed below:	750*	**All other sub-areas as listed below:**	700**	**All other sub-areas as listed below:**	450***
Collaborations		Quality & Impact		Public Output	
Quality		Innovation		Quality & Impact	
Impact		CPD		University/ Discipline Service/External Engagement/ Reputation	
Innovation & Entrepreneurship		Leadership – Roles and Responsibilities		Leadership – Roles and Responsibilities	
Leadership – Roles and Responsibilities					

**marks of 750 must be accumulated across at least three sub-areas from the sub-areas of collaborations, quality, impact, innovation & entrepreneurship and leadership-roles and responsibilities.*

*** marks of 700 must be accumulated across at least three sub-areas from the sub-areas of quality & impact, innovation, CPD and leadership-roles and responsibilities and must include the sub-area quality & impact.*

**** marks of 450 must be accumulated across at least three sub-areas from the sub-areas of public output, quality and impact, University/Discipline service/external engagement/reputation and leadership-roles and responsibilities and must include the sub-area quality & impact.*

Minimum Scores:

In order to be recommended for promotion to SL, candidates must score a minimum of:

- 900 out of 1500 marks in Research and Innovation, and
- 540 out of 900 marks in Learning and Teaching, and
- 360 out of 600 marks in Contribution to Academic Citizenship and Engagement.

The allocation of marks in each category area represents the following within-mark allocation weightings:

Research & Innovation X 0.5
Learning & Teaching X 0.3
Contribution to Academic Citizenship & Engagement X 0.2

RUBRIC Assessment Stage 2:

Pro- rata loads shall apply to staff with part-time appointments.

*Statutory Leave Form applies. = Essential Criteria

Research & Innovation **1500 Marks (0.5 Weighting)**	**Exemplary** **1200 - 1500**	**Good** **900- 1199**	**Developing** **600 - 899**	**Premature Application** **0 - 599**
Performance Evidenced **Component**	Shows contributions and achievements of outstanding quality and breadth across all criteria in a sustained and regular manner.	Shows regular contributions and achievements of good quality and breadth by satisfying all essential criteria and evidencing consistent performance in the criteria outside those listed as essential criteria.	Satisfies all of the essential criteria but does not demonstrate a sustained or regular achievement in the criteria outside the listed essential criteria . Some evidence of consistent achievement reflective of a growing or emerging profile of achievement.	Does not demonstrate evidence of achievement and/ or a consistency of achievement in criteria outside the essential criteria at Stage Two.
Profile/ Record **(750 marks)**	**Exemplary** **600 - 750**	**Good** **450-600**	**Developing** **300 - 450**	**Premature Application** **0 - 300**
*Record of independent output of research & scholarly artefacts – originality, significance and contribution to the advancement of disciplinary knowledge. ** *Important Note: In STEM and other disciplines where multi-authored papers are the norm, normal expectation is a minimum of 20-25 papers in high quality, peer-reviewed outlets, slightly less if a monograph is included, the number being dependent on the quality of the outlets. For multi-authored papers there needs to be evident substantial personal contribution. Candidates should clearly set out the extent of their	Sustained and frequent output of research and scholarly artefacts which demonstrate creative professional activity or are internationally recognised for their originality, significance and contribution to the advancement of knowledge int the discipline. Including but not limited to publication in peer-reviewed journals, peer reviewed proceedings or other publications of national or international standing, or their equivalent, including recognised professional practice or creative output, or the publication	Regular and continuing output of research and scholarly artefacts which demonstrate creative professional activity or are internationally recognised for their originality, significance and contribution to the advancement of knowledge int the discipline. Including but not limited to publication in peer-reviewed journals, peer reviewed proceedings or other publications of national or international standing, or their equivalent, including recognised professional practice or creative output, or the publication of recognised works of scholarship.	Evidence of output of research and scholarly artefacts which demonstrate creative professional activity or are internationally recognised for their originality, significance and contribution to the advancement of knowledge int the discipline. Including but not limited to publication in peer-reviewed journals, peer reviewed proceedings or other publications of national or international standing, or their equivalent, including recognised professional practice or creative output, or the publication of recognised works of scholarship.	Lacks evidence of a track record in the output of research and scholarly artefacts which demonstrate creative professional activity or are internationally recognised for their originality, significance and contribution to the advancement of knowledge int the discipline. Including but not limited to publication in peer-reviewed journals, peer reviewed proceedings or other publications of national or international standing, or their equivalent, including recognised professional practice or creative output, or the publication of recognised works of scholarship.

lead authorships in their portfolio. *In disciplines where sole-authored outputs are the norm, the normal expectation is a minimum of 10-15 sole authored papers in high quality peer reviewed outlets, slightly less if a monograph is included, the number being dependent on the quality of the outlets.* *Demonstration of publication quality may include, but is not limited to citations, journal impact factors, reviews and prizes, subject to disciplinary norms.*	of recognised works of scholarship.			
*Record of research funding application, appropriate to discipline securing of funds – independently/ in collaboration with others. **	Strong evidence of success, appropriate to the discipline, in the securing of funding for research and scholarly activity independently or in collaboration with others. Further research potential evident.	Consistent evidence of success, appropriate to the discipline, in the securing of funding for research and scholarly activity independently or in collaboration with others. Research funding plan in place and activity evident in sourcing funding.	Evidence of a research funding plan or research funding related activity which can be in development or has yet to come to fruition.	Lacks evidence of a research funding plan or research funding related activity.
All other sub-areas as listed below: (750 Marks) accumulated across at least three of the following sub-areas:	**Exemplary** **600 - 750**	**Good** **450-599**	**Developing** **300 - 449**	**Premature Application** **0 - 299**

Collaborations	Exemplary	Good	Developing	Premature Application
Stakeholder Engagement	High profile involvement in initiating and/or sustaining interdisciplinary, inter-institutional and international high quality research collaborations that have delivered defined outcomes and impact.	Regular involvement in initiating and/or sustaining interdisciplinary, inter-institutional and international high quality research collaborations that have delivered defined outcomes and impact.	Involvement in initiating and/or sustaining interdisciplinary, inter-institutional and international high quality research collaborations that have delivered defined outcomes and impact.	Lacks evidence of involvement in initiating and/or sustaining interdisciplinary, inter-institutional and international high quality research collaborations that have delivered defined outcomes and impact
Intellectual contribution to collaborative research projects.	Significant intellectual contribution to collaborative research projects.	Evidence demonstrated of intellectual contribution to collaborative research projects.	Emerging intellectual contribution to collaborative research projects demonstrated.	Lacks evidence demonstrated of intellectual contribution to collaborative research projects.
Collaborative research engagement with national and international networks.	High profile involvement in collaborative research engagement with national and international networks, which may include novel collaborations with academic, industrial, cultural, or other expertise of relevance.	Collaborative research engagement with national and international networks demonstrated, which may include novel collaborations with academic, industrial, cultural, or other expertise of relevance.	Some or emerging collaborative research engagement either at a national or international network level, which may include novel collaborations with academic, industrial, cultural, or other expertise of relevance.	Lacks evidence of collaborative research engagement with national and international networks, which may include novel collaborations with academic, industrial, cultural, or other expertise of relevance.
Involvement with scholarly networks of the University.	Notable involvement with scholarly networks outside of the University, including in research and innovation related roles demonstrated.	Evidences involvement with scholarly networks outside of the University, including in research and innovation related roles.	Establishing an involvement with scholarly networks outside of the University, including in research and innovation related roles.	Lacks evidence of involvement with scholarly networks outside of the University, including in research and innovation related roles.
Successful cross/multi/ transdisciplinary collaborative research activity.	Demonstrated highly successful cross/multi/transdisciplinary collaborative research activity e.g. have delivered	Demonstrable successful cross/multi/transdisciplinary collaborative research activity.	Evidences some involvement in cross/multi/transdisciplinary collaborative research activity which has had some success.	Lacks evidence of success in cross/multi/transdisciplinary collaborative research activity which has had some success.

	defined outcomes and impact.			
Quality	**Exemplary**	**Good**	**Developing**	**Premature Application**
Excellence of national and international standing evidenced by disciplinary appropriate measures.	Notable Excellence of national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc.	Excellence of consistent national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc.	Evidence of activity of excellence of a national or international standing representative of an emerging national or international profile.	Lacks evidence relating to excellence of national or international standing.
Discipline appropriate track record of applying and securing independent competitive research funding.	Impressive track record, as appropriate to the discipline, of applying for/securing independent competitive research funding.	Evidences a track record, as appropriate to the discipline, of applying for/securing independent competitive research funding.	Some evidence of an emerging track record, as appropriate to the discipline, of applying for/securing independent competitive research funding.	Lacks evidence of a track record, as appropriate to the discipline, of applying for/securing independent competitive research funding.
Fostering a culture of research rigour and integrity.	Strong evidence of fostering a culture of research rigour and integrity.	Evidences the fostering a culture of research rigour and integrity.	Evidence of some activity relating to fostering a culture of research rigour and integrity.	Lacks evidence of fostering a culture of research rigour and integrity.
Impact	**Exemplary**	**Good**	**Developing**	**Premature Application**
Impact on the research field as defined by disciplinary norms.	Outstanding record of generating impact which may include but is not	Evidences a record of generating impact which may include but is not limited to: enhanced job	Some evidence of generating impact which contributes towards the development of a record of	Lacks evidence of a record of generating impact on the research

	limited to: enhanced job creation, productivity, policy development, creative practice or performance, public understanding and engagement, quality of life (health, cultural, environmental, etc.), community development, reputation of UCC/Ireland, attraction of researchers of excellence, leveraging of funding, efficiencies, efficacies, professional standards, education (including human capital development) and a reduction in risks across all areas.	creation, productivity, policy development, creative practice or performance, public understanding and engagement, quality of life (health, cultural, environmental, etc.), community development, reputation of UCC/Ireland, attraction of researchers of excellence, leveraging of funding, efficiencies, efficacies, professional standards, education (including human capital development) and a reduction in risks across all areas.	impact on the research field as defined by disciplinary norms. Lacks evidence of consistency or regularity of impact at this time.	field as defined by disciplinary norms.
Record of generating impact	Demonstrates significant impact on the research field, as defined by disciplinary norms, such as: new or significant change to the advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.	Demonstrates consistent impact on the research field, as defined by disciplinary norms, such as: new or significant change to the advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.	Evidence of generating impact on the research field, as defined by disciplinary norms, such as: new or significant change to the advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.	Lacks evidence demonstrating impact on the research field, as defined by disciplinary norms, such as: new or significant change to the advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.
Commitment to Open Research.	Presents evidence that demonstrates a strong commitment to Open Research.	Presents evidence that demonstrates a regular commitment to Open Research.	Provides evidence which shows an emerging commitment to Open Research.	Lacks evidence which demonstrates a commitment to Open Research.

Innovation & Entrepreneurship	**Exemplary**	**Good**	**Developing**	**Premature Application**
Track Record of incremental, radical or disruptive advancement of ideas, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.	Evidences an impressive track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.	Evidenced track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.	Evidence of an establishing track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.	Lacks evidence or presents limited evidence of a track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.
Successful/ potential of commercialisation, as appropriate to the discipline, of research and intellectual property.	Notable success/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licenses, copyright, trademarks, know how, design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each.	Successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licenses, copyright, trademarks, know how, design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each.	Some evidence of emerging success/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licenses, copyright, trademarks, know how, design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each.	Lacks evidence of successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licenses, copyright, trademarks, know how, design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each.
Successful and continuing consultancy, as appropriate to the discipline.	Strong evidence presented of highly successful and continuing consultancy, as appropriate to the discipline.	Evidence presented of successful and continuing consultancy, as appropriate to the discipline.	Evidence of occasional success and consultancy, as appropriate to the discipline.	Lacks evidence of successful and continuing consultancy, as appropriate to the discipline.
Leadership – Roles & Responsibilities	**Exemplary**	**Good**	**Developing**	**Premature Application**

Established or emerging with potential research leadership profile.	Outstanding research leadership profile evident, either established or emerging with potential, as demonstrated by inclusion in research committees, editorial boards, advisory boards/councils, professional, guidelines, standards or regulatory organisations, etc. at national or international levels, as appropriate to discipline.	Research leadership profile evident, either established or emerging with potential, as demonstrated by inclusion in research committees, editorial boards, advisory boards/councils, professional, guidelines, standards or regulatory organisations, etc. at national or international levels, as appropriate to discipline.	Some evidence of an emerging research leadership profile the potential of which could have been demonstrated more e.g. demonstrated by inclusion in research committees, editorial boards, advisory boards/councils, professional, guidelines, standards or regulatory organisations, etc. at national or international levels, as appropriate to discipline.	Research leadership profile not evidenced as either established or emerging with potential.
Recruitment and supervision to completion of post graduates/ postdoctoral researchers.	Significant evidence presented of recruitment and supervision to completion of postgraduate/postdoctoral researchers.	Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.	Some evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.	Lacks evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.
Successful track record of mentorship of research students.	Highly successful track record of mentorship of research students evidenced.	Successful track record of mentorship of research students evidenced.	Activity relating to the mentorship of research students evidenced which is building towards a track record.	Does not demonstrate a successful track record of mentorship of research students.
Focus on equality, diversity and inclusivity in research activities that deliver excellence.	Demonstrated notable focus on equality, diversity and inclusivity in research activities that deliver excellence through the performance of those under their supervision/in their team.	Demonstrable focus on equality, diversity and inclusivity in research activities that deliver excellence through the performance of those under their supervision/in their team.	Some demonstration of a focus on equality, diversity and inclusivity in research activities that deliver excellence through the performance of those under their supervision/in their team.	Lacks demonstration of a focus on equality, diversity and inclusivity in research activities that deliver excellence through the performance of those under their supervision/in their team.
Meaningful integration of research into teaching – significant evidence.	Significant and impressive evidence of meaningfully integrating research into teaching.	Significant evidence of meaningfully integrating research into teaching.	Some evidence of meaningfully integrating research into teaching.	Lack of evidence of meaningfully integrating research into teaching.
	Exemplary	**Good**	**Developing**	**Premature Application**

Learning & Teaching **900 Marks (0.3 Weighting)**	**Exemplary** **720 - 900**	**Good** **540- 719**	**Developing** **360 - 539**	**Premature Application** **0 - 359**
Performance Evidenced **Component**	Shows contributions and achievements of outstanding quality and breadth across all criteria in a sustained and regular manner.	Shows regular contributions and achievements of good quality and breadth by satisfying all essential criteria and evidencing consistent performance in the criteria outside those listed as essential criteria.	Satisfies all of the essential criteria but does not demonstrate a sustained or regular achievement in the criteria outside the listed essential criteria . Some evidence of consistent achievement reflective of a growing or emerging profile of achievement.	Does not demonstrate evidence of achievement and/ or a consistency of achievement in criteria outside the essential criteria at Stage Two.
Profile/ Record -planning, delivery & assessment (currency) **(200 Marks)**	**Exemplary** **160 - 200**	**Good** **120-160**	**Developing** **80 - 120**	**Premature Application** **0 - 80**
*Evidenced based Teaching Load – normally minimum of 150 hours**	Significant evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities.	Evidence-based teaching load of regular timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities.	Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities.	Lacks an evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities.

*Range of Teaching across levels and contexts.**	Notable evidence of teaching across a variety of different levels and in a variety of situations, as demonstrated through the results of consistent and regular course evaluation and feedback.	Evidence of teaching across a variety of different levels and in a variety of situations, as demonstrated through the results of consistent and regular course evaluation and feedback.	Some evidence, or the emergence, of teaching across a variety of different levels and in a variety of situations, as demonstrated through the results of course evaluation and feedback.	Limited/lacks evidence of teaching across a variety of different levels and in a variety of situations, as demonstrated through the results of course evaluation and feedback.
*Record of Marking & Assessment at undergraduate or taught postgraduate level.**	An impressive record of effective setting and marking of assessment, at undergraduate or taught postgraduate level including, but not limited to the provision of feedback to students.	A record of effective setting and marking of assessment, at undergraduate or taught postgraduate level including, but not limited to the provision of feedback to students	An emerging record evident of effective setting and marking of assessment, at undergraduate or taught postgraduate level including, but not limited to the provision of feedback to students.	A limited record of effective setting and marking of assessment, at undergraduate or taught postgraduate level including, but not limited to the provision of feedback to students
*Commitment to research-based teaching, learning and assessment including supervision.**	Impactful evidence of commitment to research-based teaching, learning and assessment, including supervision of postgraduate minor thesis and/or supervision of undergraduate literature and research projects/coaching students in national/international case study competitions	Evidence of commitment to research-based teaching, learning and assessment, including supervision of postgraduate minor thesis and/or supervision of undergraduate literature and research projects/coaching students in national/international case study competitions	Some evidence of commitment to research-based teaching, learning and assessment, including supervision of postgraduate minor thesis and/or supervision of undergraduate literature and research projects/coaching students in national/international case study competitions. Lacks evidence of consistency or regularity at this time.	Limited/ Lacks evidence of commitment to research-based teaching, learning and assessment, including supervision of postgraduate minor thesis and/or supervision of undergraduate literature and research projects/coaching students in national/international case study competitions
All other sub-areas as listed below: (700 Marks) accumulated across at least three of the following sub-areas and must include the sub area of quality and impact.:	**Exemplary** **560 - 700**	**Good** **420-559**	**Developing** **280 - 419**	**Premature Application** **0 - 279**

Quality & Impact MUST INCLUDE THIS SUB-AREA	**Exemplary**	**Good**	**Developing**	**Premature Application**
Teaching excellence and impact on student learning.	Strong evidence of teaching excellence and impact on student learning, as demonstrated through the results of highly consistent and regular course evaluation and systematic gathering of evidence of student learning.	Evidence of teaching excellence and impact on student learning, as demonstrated through the results of consistent and regular course evaluation and gathering evidence of student learning.	Evidence of teaching excellence and impact on student learning as demonstrated through the results of fairly consistent and somewhat regular course evaluation and gathering evidence of student learning.	Lacks evidence of teaching excellence and impact on student learning. Lacks demonstration of results through consistent and regular course evaluation and gathering evidence of student learning.
Innovation	**Exemplary**	**Good**	**Developing**	**Premature Application**
Development or adoption of innovative approaches & maintenance of currency in teaching methods.	Significant development or notable adoption of innovative approaches to teaching and learning, maintains theoretical currency and demonstrates a high level of innovation and creativity in teaching methods e.g. use of technology, innovative assessments.	Evidences the development or adoption of innovative approaches to teaching and learning, maintains theoretical currency and demonstrates innovation and creativity in teaching methods e.g. use of technology, innovative assessments.	Evidences development or adoption of innovative approaches to teaching and learning, with some evidence of the maintaining theoretical currency and demonstration of innovation and creativity in teaching methods e.g. use of technology, innovative assessments.	Lacks evidence of the development or adoption of innovative approaches to teaching and learning. Lacks demonstration of the maintenance of theoretical currency or innovation and creativity in teaching methods e.g. use of technology, innovative assessments.
Training in design & development of novel approaches to teaching and assessment including the use of technology applications.	Impressive training in the design and development of novel approaches to teaching and assessment, including the application of technology enhanced learning (TEL)	Training in the design and development of novel approaches to teaching and assessment, including the application of technology enhanced learning (TEL)	Some evidence of training in the design and development of novel approaches to teaching and assessment, including the application of technology enhanced learning (TEL).	Limited or lack of evidence of training in the design and development of novel approaches to teaching and assessment, including the application of technology enhanced learning (TEL)
CPD	**Exemplary**	**Good**	**Developing**	**Premature Application**
Participation in professional development	High level of participation in courses and seminars relating to learning and	Evidence of regular participation in courses and seminars relating to learning and teaching	Participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTL,	Lacks evidence or provides limited evidence of participation in courses and seminars relating to learning

courses, development supports and seminars.	teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses.	enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses.	CDE, relevant digital badges, National Forum courses.	and teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses.
Leadership Roles & Responsibilities	**Exemplary**	**Good**	**Developing**	**Premature Application**
Contribution to planning, design and development of courses.	Notable contribution to the planning, design and development of courses	Contribution to the planning, design and development of courses evident.	Growing contribution to the planning, design and development of courses.	Limited evidence of contribution to the planning, design and development of courses
Roles and responsibilities of leadership or leadership support to Learning & Teaching.	Holds impressive roles and responsibilities of leadership or of leadership support relating to learning and teaching.	Holds roles and responsibilities of leadership or of leadership support relating to learning and teaching.	Shows signs of developing a presence at leadership level in or in support of leadership roles and responsibilities relating to learning and teaching.	Limited evidence of a presence at leadership level in or in support of leadership roles and responsibilities relating to learning and teaching.
Success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.	Ongoing impactful success demonstrated in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.	Demonstrated success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.	Emerging or evidence of occasional success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.	Limited or lacks evidence of the demonstration of success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.
	Exemplary	**Good**	**Developing**	**Premature Application**

Contribution to Academic Citizenship and Engagement **600 Marks**	**Exemplary 480 - 600**	**Good 360- 479**	**Developing 240 - 359**	**Premature Application 0 - 239**
Performance Evidenced **Component**	Shows contributions and achievements of outstanding quality and breadth across all criteria in a sustained and regular manner.	Shows regular contributions and achievements of good quality and breadth by satisfying all essential criteria and evidencing consistent performance in the criteria outside those listed as essential criteria.	Satisfies all of the essential criteria but does not demonstrate a sustained or regular achievement in the criteria outside the listed essential criteria . Some evidence of consistent achievement reflective of a growing or emerging profile of achievement.	Does not demonstrate evidence of achievement and/ or a consistency of achievement in criteria outside the essential criteria at Stage Two.
Profile/ Record – Output (Currency) (150 marks)	**Exemplary 120 - 150**	**Good 90-120**	**Developing 60 - 90**	**Premature Application 0 - 60**
Record of participation in School/ College administration and/ or evidence of capacity to contribute constructively to the management of School/ College business. *	Impressive record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.	Record of regular participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.	Record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.	Lacks evidence of a record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.
Record of developed or emerging profile within the University community or society.	Record of a highly developed profile within the University community or society (e.g. in local or national media), public scholarship (e.g. seminars, local or national media and other innovative communications channels).	Record of a developed or emerging profile within the University community or society (e.g. in local or national media), public scholarship (e.g. seminars, local or national media and other innovative communications channels).	Record of a developing or emerging profile within the University community or society, which may lack consistency or regularity at this time.	Lacks evidence of a record of a developed or emerging profile within the University community or society.
Active citizenship and partnership contributing to the third mission of the University - promoting stewardship on matters of	Impactful evidence of active citizenship and partnership that contribute to the third mission of the University and which promotes stewardship on matters of University,	Evidence of active citizenship and partnership that contribute to the third mission of the University and which promotes stewardship on matters of University,	Some evidence of citizenship and partnership that contribute to the third mission of the University and which promotes stewardship on matters of University,	Lacks evidence of active citizenship and partnership that contribute to the third mission of the University and which promotes stewardship on matters of University, community and societal importance.

University, community and societal importance.	community and societal importance.	community and societal importance.	community and societal importance.	
All other sub-areas as listed below: (450 Marks) accumulated across at least three of the following sub-areas and must include the sub area of quality and impact.	**Exemplary 360 - 450**	**Good 270-359**	**Developing 180 - 269**	**Premature Application 0 - 179**
Public Output	**Exemplary**	**Good**	**Developing**	**Premature Application**
Evidence of contribution resulting in tangible outputs for the School/ College, University and/or Community.	Strong evidence of contribution resulting in tangible outputs for the School/College, University and/or Community.	Evidence of a consistent contribution resulting in tangible outputs for the School/College, University and/or Community.	Some evidence of contribution which could yield tangible outputs in time for the School/College, University and/or Community.	Lacks evidence of contribution resulting in tangible outputs for the School/College, University and/or Community.
Record of public contribution or influence.	Commendable record of public contribution or influence, including but not limited to education and public engagement, cultural engagement, learning exchanges and volunteering.	Record of public contribution or influence, including but not limited to education and public engagement, cultural engagement, learning exchanges and volunteering.	Emerging record of public contribution or influence.	Lacks evidence or lack of evidence of a record of public contribution or influence.
Record of applying for or securing awards and/or funding relating to community contribution – internal or external to UCC.	Impressive record of applying for or securing awards and/or funding relating to community contribution either internally or externally to the University.	Record of applying for or securing awards and/or funding relating to community contribution either internally or externally to the University.	Some record of applying for or securing awards and/or funding relating to community contribution either internally or externally to the University. May lack consistency or regularity at this time.	Lack of evidence of a record of applying for or securing awards and/or funding relating to community contribution either internally or externally to the University.
Co-creation of knowledge, engaged learning and engaged research and dissemination externally and to UCC community for the benefit of the wider community.	Impressive evidence of co-creation of knowledge, engaged learning and engaged research and dissemination externally and to our University community (virtually and physically) for	Co-creation of knowledge, engaged learning and engaged research and dissemination externally and to our University community (virtually and physically) for the benefit of the wider community.	Some activity relating to the co-creation of knowledge, engaged learning and engaged research and dissemination externally and to our University community (virtually and physically) for the benefit of the wider community.	Lacks evidence of the co-creation of knowledge, engaged learning and engaged research and dissemination externally and to our University community (virtually and physically) for the benefit of the wider community.

	the benefit of the wider community.			
Quality & Impact **MUST INCLUDE THIS SUB-AREA**	**Exemplary**	**Good**	**Developing**	**Premature Application**
Contribution to or involvement in a major project or initiative which fulfils the strategic priorities of the University.	Commendable contribution to or involvement in a major project or initiative at any level which fulfils the strategic priorities of the University, such as Equality, Diversity and Inclusion, Internationalisation and/or Civic and Community Engagement.	Contribution to or involvement in a major project or initiative at any level which fulfils the strategic priorities of the University, such as Equality, Diversity and Inclusion, Internationalisation and/or Civic and Community Engagement.	Growing contribution to or establishing involvement in a major project or initiative at any level which fulfils the strategic priorities of the University, such as Equality, Diversity and Inclusion, Internationalisation and/or Civic and Community Engagement.	Lacks evidence of contribution to or involvement in a major project or initiative at any level which fulfils the strategic priorities of the University, such as Equality, Diversity and Inclusion, Internationalisation and/or Civic and Community Engagement.
Societal (policy and practice) impact through providing expertise and consultancy.	Strong and compelling evidence of societal (policy and practice) impact through providing expertise and consultancy (e.g. witness, advisor, board member, volunteer, advocate, or engaged researcher).	Evidence of societal (policy and practice) impact through providing expertise and consultancy (e.g. witness, advisor, board member, volunteer, advocate, or engaged researcher).	Some evidence of societal (policy and practice) impact which is still developing through providing expertise and consultancy (e.g. witness, advisor, board member, volunteer, advocate, or engaged researcher).	Lacks evidence of societal (policy and practice) impact through providing expertise and consultancy (e.g. witness, advisor, board member, volunteer, advocate, or engaged researcher).
Implementation of responsive research and innovation.	Impressive implementation of Responsible Research and Innovation (RRI), engaged research (e.g. PPI, Citizen Science, PAR, Design Methods, Open Innovation etc.) and research to policy and practice impact, for local to global impact.	Evidence of implementation of Responsible Research and Innovation (RRI), engaged research (e.g. PPI, Citizen Science, PAR, Design Methods, Open Innovation etc.) and research to policy and practice impact, for local to global impact.	Some evidence of emerging implementation of Responsible Research and Innovation (RRI), engaged research (e.g. PPI, Citizen Science, PAR, Design Methods, Open Innovation etc.) and research to policy and practice impact, for local to global impact.	Lacks demonstration of the implementation of Responsible Research and Innovation (RRI), engaged research (e.g. PPI, Citizen Science, PAR, Design Methods, Open Innovation etc.) and research to policy and practice impact, for local to global impact.
Implementation of curricular and student experience based external engagement activities.	Highly consistent and on-going implementation of notable curricular and student experience based external engagement activities (e.g. community based learning, community engaged research, lifelong and life wide learning, student volunteering).	Ongoing implementation of curricular and student experience based external engagement activities (e.g. community based learning, community engaged research, lifelong and life wide learning, student volunteering).	Shows evidence of sporadic or occasional implementation of curricular and student experience based external engagement activities (e.g. community based learning, community engaged research, lifelong and life wide learning, student volunteering).	Lacks evidence of ongoing implementation of curricular and student experience based external engagement activities (e.g. community based learning, community engaged research, lifelong and life wide learning, student volunteering).

Contribution to the community, profession, industry and public service at local, regional, national and international level.	Significant and consistent contribution to the community, profession, industry and public service at local, regional, national and international level evidenced e.g. neighbourhood, community and regional development and regeneration, lifelong learning, access to education, volunteering and supporting civil society organisations.	Contribution to the community, profession, industry and public service at local, regional, national and international level e.g. neighbourhood, community and regional development and regeneration, lifelong learning, access to education, volunteering and supporting civil society organisations.	Evidence presented of an establishing contribution to the community, profession, industry and public service at local, regional, national and international level.	Lack of evidence of a contribution to the community, profession, industry and public service at local, regional, national and international level.
Application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level.	Highly Impactful application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level e.g. contribution to collaborative projects and initiatives under the UN Sustainable Development Goals.	Application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level evidenced e.g. contribution to collaborative projects and initiatives under the UN Sustainable Development Goals.	Evidence of some activity building towards the application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level.	Lacks evidence relating to the application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level.
Utilisation of the knowledge, learning, research and practice capabilities or UCC staff, students and networks to promote and bring about change that has impact – environment, society, matters of societal importance local to global.	Commendable utilisation of the knowledge, learning, research and practice capabilities of the University's staff, students and networks to promote and bring about change that has impact on the environment, society or matters ranging of local to global societal importance.	Utilisation of the knowledge, learning, research and practice capabilities of the University's staff, students and networks to promote and bring about change that has impact on the environment, society or matters ranging of local to global societal importance.	Evidence of development towards the utilisation of the knowledge, learning, research and practice capabilities of the University's staff, students and networks to promote and bring about change that has impact on the environment, society or matters ranging of local to global societal importance.	Lacks evidence of the utilisation of the knowledge, learning, research and practice capabilities of the University's staff, students and networks to promote and bring about change that has impact on the environment, society or matters ranging of local to global societal importance.
Awards/ accolades nominated for or gained through academic citizenship and community engagement – internal or external to UCC.	Prestigious awards or accolades nominated for or gained through academic citizenship and community engagement either internal or external to UCC evidenced.	Awards or accolades nominated for or gained through academic citizenship and community engagement either internal or external to UCC.	Evidence of activity which is building towards nomination of awards or accolades through academic citizenship and community engagement either internal or external to UCC.	Lacks evidence of awards or accolades nominated for or gained through academic citizenship and community engagement either internal or external to UCC.

University/ Discipline Service/Engagement/ Reputation	**Exemplary**	**Good**	**Developing**	**Premature Application**
Representation of the School/ College/ University on external bodies, developing connections and partnerships with external organisations.	Notable or prestigious representation of School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).	Regular representation of the School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).	Evidence of some activity related to representation of the School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).	Lacks evidence of the representation of School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).
Contribution to activities related to student activity.	Significant contribution to activities related to student activity evidenced e.g. recruitment, such as school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level.	Consistent contribution to activities related to student activity e.g. recruitment, such as school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level.	Some contribution to activities related to student activity e.g. recruitment, such as school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level.	Lacks evidence of contribution to activities related to student activity.
Commitment to and involvement in initiatives that promote the University's community engagement strategic aims, including promotion of best practice in community engagement .	Impressive commitment to, and involvement in initiatives that promote the University's Community Engagement strategic aims, including promotion of best practice in community engagement.	Regular commitment to, and involvement in initiatives that promote the University's Community Engagement strategic aims, including promotion of best practice in community engagement.	Some commitment to, and growing involvement in initiatives that promote the University's Community Engagement strategic aims, including promotion of best practice in community engagement.	Lacks evidence of commitment to, and involvement in initiatives that promote the University's Community Engagement strategic aims, including promotion of best practice in community engagement.
Active membership of School/ College/ University committees.	Evidence of high profile participation in administrative or management activities outside of the School, for example at College/University level, on boards, committees, working groups or a project team.	Participation in administrative or management activities outside of the School, for example at College/University level, on boards, committees, working groups or a project team.	Some or growing participation in administrative or management activities outside of the School, for example at College/University level, on boards, committees, working groups or a project team.	Lacks evidence of participation in administrative or management activities outside of the School, for example at College/University level, on boards, committees, working groups or a project team.

Participation in administrative or management activities outside of the School.	Commendable level of active membership of School/College/University committees.	Active membership of School/College/University committees.	Some ad hoc or occasional membership of School/College/University committees.	Lacks evidence of active membership of School/College/University committees.
Leadership Roles & Responsibilities	**Exemplary**	**Good**	**Developing**	**Premature Application**
Active membership of School/ College Committees.	High profile on-going active membership of School/College committees.	Active membership of School/College committees.	Some developing activity which relates to active membership of School/College committees.	Lacks evidence of active membership of School/College committees.
Participation outside the academic unit in service to the University or in administration and management at College/ University level.	Notable participation outside of the academic unit in service to the University or in administration and management at College or University level.	Participation outside of the academic unit in service to the University or in administration and management at College or University level.	Emerging participation outside of the academic unit in service to the University or in administration and management at College or University level.	Lacks evidence of participation outside of the academic unit in service to the University or in administration and management at College or University level.
Activities/ behaviours which promote or role model diversity and inclusion and the values of UCC.	Demonstrates significant activities or behaviours which promote or role model diversity and inclusion and the values of the University.	Demonstrates regular activities or behaviours which promote or role model diversity and inclusion and the values of the University.	Demonstrates some activities or behaviours which promote or role model diversity and inclusion and the values of the University but these activities could benefit from being more consistent or on-going in nature.	Does not demonstrate activities or behaviours which promote or role model diversity and inclusion and the values of the University.
Involvement in improving and/or streamlining University management, processes or approaches.	Commendable involvement in improving and/or streamlining University management, processes or approaches e.g. Green Campus, Sustainable Development Goals, Civic Engagement Rankings, Reviews, improvement related working groups.	Consistent involvement in improving and/or streamlining University management, processes or approaches e.g. Green Campus, Sustainable Development Goals, Civic Engagement Rankings, Reviews, improvement related working groups.	Some evidence of involvement in improving and/or streamlining University management, processes or approaches e.g. Green Campus, Sustainable Development Goals, Civic Engagement Rankings, Reviews, improvement related working groups.	Lacks evidence of involvement in improving and/or streamlining University management, processes or approaches e.g. Green Campus, Sustainable Development Goals, Civic Engagement Rankings, Reviews, improvement related working groups.
	Exemplary	**Good**	**Developing**	**Premature Application**

Indicative example activities in respect of the SL criteria which the candidate could present, but not limited to, for consideration:

Learning and Teaching:

- Report from Head of School, in consultation with relevant bodies, to verify particulars such as sizes of groups and levels taught and number of hours taught – *this is part of the College Level Boards 'Candidate Review Report'*.
- Feedback from student evaluation questionnaires (In order to systematically monitor quality of student learning when using student surveys, average or above average scores for relevant items must be reached for three out of five years in all units taught)
- External independent evaluation feedback from referees (*there are no referees/ references submitted in the SL Promotion process itself but references held by the candidate relating to their achievements may be used in evidence) e.g. accreditations, support for award applications etc.*
- Evidence of assessment strategies to promote student learning, including artefacts or a case study of good practice.
- Excerpts from novel materials developed to teach the programme more effectively which have impacted on student learning
- Excerpts from module/programme materials demonstrating incorporation of current Learning & Teaching research into teaching activities and evidence of learning outcomes
- Evidence of record of dissemination of excellence could include but is not limited to; participation in and contribution to University Learning and Teaching events; preparation of textbooks and/or sustainable/reusable learning resource which are used effectively within the University; and/or publication in peer reviewed journals, conferences and books that achieve demonstrable impact and should mark the individual out as a leader in pedagogy and practice
- Certificates or transcripts of professional development undertaken, duration of the course(s), reflection and changes made as a consequence
- Examples of innovative assessment tasks, of participation in initiatives to enhance standards of student learning.

Research & Innovation:

- Evidence of publication quality and impact may include, but is not limited to, citations, journal impact factors, reviews and prizes, as appropriate to the discipline. In the case of multi-authored publications, there must be clear evidence of personal contributions, for e.g. 1st author, last author etc.
- External reviewers'/ academic practitioners' evaluations of the quality and impact of an applicant's publication record in relation to the specific discipline.
- Invitations to conferences, other Universities or Industry/Service organisations or relevant international bodies such as galleries, festivals, technical fora to disseminate findings.
- National and/or international awards.
- Funding of the work by public bodies, research institutes, Arts organisations and /or other reputable bodies.
- Dissemination in leading venues / galleries/ festivals / media organisations nationally and internationally.
- Critical and media impact of the work, including awards.
- Significant award of research grants with national and/or international partners.
- Evidence of role in research collaborations and their outcomes and impact.
- Evidence of role in securing competitively won funding for a substantial project or programme.

Contribution to Academic Citizenship & Engagement:

- Testimonials from reliable internal referees (*there are no referees/ references submitted in the Promotion to SL process itself but references/ testimonials held by the candidate relating to their achievements may be used in evidence*) that can attest to the scale and effectiveness of candidate's positive contribution to a supportive work environment and well- being of staff and/or to student welfare *e.g. nomination for internal institutional award, feedback from stakeholders on contribution.*
- Evidence of significant administrative tasks / workloads undertaken and delivered to conclusion.
- Minutes of meetings or letter from Chair of a committee to confirm presence at committee meetings and attest to level of contribution.
- Documented evidence of commitment to University strategic objectives of promoting equality, diversity and inclusion.
- Letters of special recommendation or commendation relating to service contributions.
- Statements from expert peers (community, government or industry partners) that show outcome or quality of involvement.
- Other forms of written validation confirming the achievements and activities of the candidate.

Criteria Map – Progression to Lecturer Above the Bar – *this map is intended as a guide only – please refer to full list of criteria as set out in the Promotion to SL Regulation.*

denotes essential criteria

Stage 1: Expression of Interest/ Shortlisting

Learning & Teaching

Profile/Record – planning, delivery & assessment (currency)	***Quality & Impact***	***Innovation***	***CPD***	**Leadership – Roles & Responsibilities**
Evidenced based Teaching Load – normally minimum of 150 hours	*Teaching excellence and impact on student learning.*	*Development or adoption of innovative approaches & maintenance of currency in teaching methods.*	*Participation in professional development courses, development supports and seminars.*	

Research & Innovation

Profile/Record – Research Output (currency)	***Collaborations***	***Quality***	***Impact***	***Innovation & Entrepreneurship***	**Leadership – Roles & Responsibilities**
Record of independent output of research & scholarly artefacts – originality, significance and contribution to the advancement of disciplinary knowledge.	*Stakeholder engagement*	*Excellence of national and international standing evidenced by disciplinary appropriate measures.*	*Impact on the research field as defined by disciplinary norms.*	*Track Record of incremental, radical or disruptive advancement of ideas, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.*	
Record of research funding application, appropriate to discipline securing of funds – independently/ in collaboration with others.					

Contribution to Academic Citizenship & Engagement

Profile/Record – Output (currency)	*Public Output*	*Quality & Impact*	*University/ Discipline Service/ Engagement/ Reputation*	Leadership – Roles & Responsibilities
Record of participation in School/ College administration and/ or evidence of capacity to contribute constructively to the management of School/ College business.	*Evidence of contribution resulting in tangible outputs for the School/ College, University and/or Community.*		*Representation of the School/ College/ University on external bodies, developing connections and partnerships with external organisations.*	

*Any other significant activities which the candidate may present and support with evidence for consideration under the **Criteria Category**.*

Criteria Map – Progression to Lecturer Above the Bar

– *this map is intended as a guide only – please refer to full list of criteria as set out in the Promotion to SL Regulation.*

denotes essential criteria

Stage 2: Full Application

Learning & Teaching

Profile/Record – planning, delivery & assessment (currency)	***Quality & Impact***	***Innovation***	***CPD***	**Leadership – Roles & Responsibilities**
Evidenced based Teaching Load – normally minimum of 150 hours	*Teaching excellence and impact on student learning.*	*Development or adoption of innovative approaches & maintenance of currency in teaching methods.*	*Participation in professional development courses, development supports and seminars.*	*Contribution to planning, design and development of courses.*
Range of Teaching across levels and contexts.		*Training in design & development of novel approaches to teaching and assessment including use of technology applications.*		*Roles and responsibilities of leadership or leadership support to Learning and Teaching.*
Record of Marking & Assessment at undergraduate or taught postgraduate level.				*Success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.*
Commitment to research-based teaching, learning and assessment including supervision.				

*Any other significant activities which the candidate may present and support with evidence for consideration under **Learning & Teaching**.*

Stage 2: Full Application

Research & Innovation – intended as a *summarised guide only – please refer to the Promotion to SL Regulation for a detailed listing of criteria*

Research outputs are the discovery, generation or intellectual development of novel artefacts, including data or concepts that advance knowledge, understanding, philosophies, devices, technologies, practices, processes or creative endeavour. Outputs are recognised in terms of not only the quantitative metrics of volume, distribution, prestige of source, etc. but, more significantly, the impact of the intellectual content in advancement of the field.

Profile/Record – Research Output (currency)	***Collaborations***	***Quality***	***Impact***	***Innovation & Entrepreneurship***	**Leadership – Roles & Responsibilities**
Record of independent output of research & scholarly artefacts – originality, significance and contribution to the advancement of disciplinary knowledge.	*Stakeholder engagement*	*Excellence of national and international standing evidenced by disciplinary appropriate measures.*	*Impact on the research field as defined by disciplinary norms.*	*Track Record of incremental, radical or disruptive advancement of ideas, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.*	*Established or emerging with potential research leadership profile.*
Record of research funding application, appropriate to discipline securing of funds – independently/ in collaboration with others.	Intellectual contribution to collaborative research projects.	*Discipline appropriate track record of applying and securing independent competitive research funding.*	*Record of generating impact*	*Successful/ potential of commercialisation, as appropriate to the discipline, of research and intellectual property.*	*Recruitment and supervision to completion of post graduates/ postdoctoral researchers.*
	Collaborative research engagement with national and international networks.	Fostering a culture of research rigour and integrity.	Commitment to Open Research.	Successful and continuing consultancy, as appropriate to the discipline.	*Successful track record of mentorship of research students.*
	Involvement with scholarly networks of the University.				*Focus on equality, diversity and inclusivity in research activities that deliver excellence.*
	Successful cross/multi/ transdisciplinary collaborative research activity.				*Meaningful integration of research into teaching – significant evidence.*

*Any other significant activities which the candidate may present and support with evidence for consideration under **Research & Innovation**.*

Stage 2: Full Application

Contribution to Academic Citizenship & Engagement - intended as a *summarised guide only – please refer to the Promotion to SL Regulation for a detailed listing of criteria*

denotes essential criteria

Profile/Record – Output (currency)	*Public Output*	*Quality & Impact*	*University/ Discipline Service/ Engagement/ Reputation*	Leadership – Roles & Responsibilities
Record of participation in School/ College administration and/ or evidence of capacity to contribute constructively to the management of School/ College business.	*Evidence of contribution resulting in tangible outputs for the School/ College, University and/or Community.*	*Contribution to or involvement in a major project or initiative which fulfils the strategic priorities of the University.*	*Representation of the School/ College/ University on external bodies, developing connections and partnerships with external organisations.*	*Active membership of School/ College Committees.*
Record of developed or emerging profile within the University community or society.	*Record of public contribution or influence.*	*Societal (policy and practice) impact through providing expertise and consultancy.*	*Contribution to activities related to student activity.*	*Participation outside the academic unit in service to the University or in administration and management at College/ University level.*
Active citizenship and partnership contributing to the third mission of the University - promoting stewardship on matters of University, community and societal importance.	*Record of applying for or securing awards and/or funding relating to community contribution – internal or external to UCC.*	Implementation of responsive research and innovation.	*Commitment to and involvement in initiatives that promote the University's community engagement strategic aims, including promotion of best practice in community engagement .*	*Activities/ behaviours which promote or role model diversity and inclusion and the values of UCC.*
	Co-creation of knowledge, engaged learning and engaged research and dissemination externally and to UCC community for the benefit of the wider community.	*Implementation of curricular and student experience based external engagement activities.*	*Participation in administrative or management activities outside of the School.*	*Involvement in improving and/or streamlining University management, processes or approaches.*
		Contribution to the community, profession, industry and public service at local, regional, national and international level.	*Active membership of School/ College/ University committees.*	
		Application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level.		
		Utilisation of the knowledge, learning, research and practice capabilities or UCC staff, students and networks to promote and bring about change that has impact – environment, society, matters of societal importance local to global.		
		Awards/ accolades nominated for or gained through academic citizenship and community engagement – internal or external to UCC.		

*Any other significant activities which the candidate may present and support with evidence for consideration under **Contribution to Academic Citizenship & Engagement**.*