A close-up of a logo

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**Personal Circumstance / COVID-19 Impact Statement Template STAGE 1 – EXPRESSION OF INTEREST**

(Please use font type **Calibri, Size 11, single spaced, portrait orientation only).**

As part of the revised academic promotion schemes, academic colleagues have the option to provide a Personal Circumstance / COVID-19 impact Statement.

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| PERSONAL CIRCUMSTANCES / COVID-19 IMPACT STATEMENT | | |
| *Reference to the Guidelines on Personal Circumstance/ COVID-19 Impact Statement may assist in the completion of this Statement. Please note, you may be invited by the Board to submit supporting documentation in evidence of your personal circumstance. If invited to submit, instruction on the submission of such supporting documentation will be given at the time.* | | |
| **Candidate Name** |  | |
| **Personal Circumstance/ COVID -19 Impact Statement Consent**  This information will be processed and stored in line with the Academic Promotion Data Protection Notice .  For further information see Guidelines for Personal Circumstance / COVID 19 Impact Statement **√ tick** as appropriate | | |
| Please tick this box to indicate your consent for the information outlined in this Statement to be shared with your Head of College, your Head of School, the College Level Board members, Promotion Board members, the Human Resources Department, External Reviewers (if shortlisted) and where applicable, members of the Academic Promotions Appeals Board. | |  |
| Where you are sharing information relevant to a third party, you are asked to tick this box to indicate you have received permission to share this information as part of your Personal Circumstance/ COVID-19 Statement. | |  |

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| **Please specify which of the three criteria category areas have been impacted by placing a ‘√’ as appropriate** |

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| **Category Areas** | **Impacted area(s) √ tick as appropriate** |
| Learning & Teaching |  |
| Research & Innovation |  |
| Contribution to Academic Citizenship & Engagement |  |
| **Specific Criteria impacted** | **Please refer to the list of codes provided accompanying this document which are relevant to the stage of your application.** |

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| --- | --- | --- | --- | --- |
| **CODE** | | **√ tick** | **Time period affected** | **How Impacted – Brief Statement** |
| L1 | |  |  |  |
| L2 | |  |  |  |
| L3 | |  |  |  |
| L4 | |  |  |  |
| RI1 | |  |  |  |
| RI2 | |  |  |  |
| RI3 | |  |  |  |
| RI4 | |  |  |  |
| RI5 | |  |  |  |
| RI6 | |  |  |  |
| RI7 | |  |  |  |
| C1 | |  |  |  |
| C2 | |  |  |  |
| C3 | |  |  |  |
| Provide any relevant factual information here without the inclusion of information of a sensitive nature, as there is provision within the Regulation for such information to be disclosed to the Chair of the relevant Board (College Level Board or SL Promotions Board). | | | | |
|  | | | | |
| CANDIDATE SIGNATURE - I confirm that I have agreed the above statement with the Head of School. | | | | |
| Shape  Description automatically generated with low confidence | | | | |
| Date |  | | | |
| HEAD OF SCHOOL SIGNATURE - I confirm that I have agreed the above statement with the candidate named. | | | | |
| Shape  Description automatically generated with low confidence | | | | |
| Date |  | | | |

**CODE REFERENCE**

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| CRITERIA STAGE 1: EXPRESSION OF INTEREST STAGE (APPENDIX B OF REGULATION) | |
| *To assist in completion of your Personal Circumstance/ COVID-19 Impact Statement you are provided with a list of codes against the Regulation criteria. This listing is specifically set out for the purposes of facilitating the identification of impact on specific criterion. it is not a replacement for the Regulation which is your primary reference point in compiling your application.* | |
| ***Learning and Teaching*** | |
| **LT 1** | 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, which in total across all of the foregoing normally includes a minimum of 150 hours per annum.\* |
| **LT 2** | 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. |
| **LT 3** | 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. |
| **LT 4** | Participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses. |
| ***Research & Innovation*** | |
| **RI 1** | Record of independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally recognised in terms of their originality, significance and contribution to the advancement of knowledge in the relevant discipline(s). These include but are not limited to: peer-reviewed publications, proceedings, monograph(s), pedagogical research, other publications of national or international standing, or their equivalent, including recognised professional practice, creative output or other such recognised works of scholarship as relevant to the discipline.\* |
| **RI 2** | Record of research funding application and, as appropriate to the discipline, securing of research funds independently or in collaboration with others. \* |
| **RI 3** | Evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g. academic, industrial, cultural, societal, government, policy, practice or other communities. |
| **RI 4** | 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. |
| **RI 5** | Record of generating impact which may include but is not 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. |
| **RI 6** | 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. |
| **RI 7** | Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers. |
| ***Contribution to Academic Citizenship and Engagement*** | |
| **C 1** | Record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.\* |
| **C 2** | Evidence of contribution resulting in tangible outputs for the School/College, University and/or Community. |
| **C 3** | 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). |