ASSESSMENT GUIDE & RUBRIC

Promotion to Professor (Full)

Promotions Criteria – New Scheme (15 April 2025)

Promotion from Professor Scale 2 to Full Professor
Guide relating to the GB approved Scheme (Approved with effect from the 15th April 2025)

ASSESSMENT GUIDE & RUBRIC – Promotion from Professor Scale 2 to Professor (Full – Scale 1)

The following document contains guidance and a detailed Rubric relating to application for promotion from Professor Scale 2 to Professor (Full – Scale 1). This is a new regulation with no predecessor. **Please refer to the formal ''Regulation on Academic Promotion to Professor (Full)'' as approved by GB with effect from the 15thApril 2025 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 promotion 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 Professor (Full) 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: University Level Shortlisting/ Professor (Full) Promotions Board

> **5 page CV** –TEMPLATED- summary of significant achievements in evidence against the three criteria areas as set out in Scheme; link to profile (PURE or equivalent); List of top 5 publications or other research outputs.
> **1 page Career Trajectory Statement** –TEMPLATED- summary of career trajectory to date.

> **As appropriate:**
> **Statutory Leave** – Promotion Statutory Leave Form
> **Personal Circumstance/ COVID-19 Impact Statement**

Stage 2: University Level Professor (Full) Promotions Board

> **10 Page Application** – TEMPLATED - Portofilos of evidence against criteria areas as set out in the Scheme: Research & Innovation 5 Pages, Learning & Teaching 3 Pages and Contribution 2 Pages; List of top 5 publications or other research outputs. Nominations of External Reviewers.
> **1 page Career Trajectory Statement** –TEMPLATED- summary of career trajectory to date.

> **As appropriate:**
> **Statutory Leave** – Promotion Statutory Leave Form
> **Personal Circumstance/ COVID-19 Impact Statement**
> As per Stage 1

> **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.

The academic rank of Professor Full Scale 1

Professor (Full) represents academic achievement of the highest distinction. In addition to the expectations set out for the level of Professor (Scale 2), above, it is expected that those at Professor level (Full) carry significant academic leadership responsibilities both nationally and internationally. Professors are expected to have substantial academic experience, international reputation in their discipline, as well as being impactful in the advancement, application and dissemination of knowledge for the greater good of society and UCC.

Criteria category areas and related sub criteria structure

The criteria associated with the three Criteria areas for Promotion to Professor Full Scale 1, reflective of other academic schemes (Promotion to Professor Scale 2, Senior Lecturer and Progression Across the Merit Bar) have been structured into sub-categories to assist applicants in structuring their evidence and the Board in assessing that evidence. At Stage 1, the University level Promotion to Professor Full Board (Prof Full Board) will assess applications across the three category areas: Leadership in Learning & Teaching, Leadership in Research & Innovation and Leadership in Contribution to Academic Citizenship and Engagement.

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 Professor Full Scale 1 against Stage 1 criteria. All essential criteria (Appendix B) need to be demonstrated to be shortlisted at Stage 1.

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

The Professor Full Board, based on the evidence presented against the criteria in Appendix B, will deem an application to be shortlisted or not shortlisted. Applications which do not demonstrate all the essential criteria at Stage 1 can also be deemed a 'Premature Application'. As part of the essential criteria set out in Appendix B there are four high level criterion areas marked 'General' which represent academic standing across category areas.

Those shortlisted and invited to Stage 2 (Full Application) will have their full application assessed by quantitative and qualitative measures against Appendix C of the regulation.

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Criteria Areas Assessment Stage 2:

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

Leadership in Research & Innovation	1500 Marks	Leadership in Learning & Teaching	900 Marks	Leadership in Contribution	900 Marks
Profile/ Record – Research Output (*currency*)	975	Profile/ Record (*currency*)	585	Profile/ Record – Output (*currency*)	540
Research Leadership/Supervision		Programme Planning, Delivery and Assessment		Translation and Application of Knowledge for Impact.	
Research Funding		Quality & Impact		Leadership at School/ College Level	
Quality & Impact				Income Generation Profile	
All other sub-areas as listed below:	**525***	**All other sub-areas as listed below:**	**315****	**All other sub-areas as listed below:**	**360*****
Building Research Capacity		Collaborations		Leadership at University Level Holding or having held a Headship role (duration in role and number of times served, impact in role) - designated 50 marks appropriated as per the evidence presented. Clinical Leadership	
Innovation, Entrepreneurship, Commercialisation & Consultancy.		Student Engagement		Enhancing the University's Profile Externally	
Research Collaborations		Innovation		Contribution to University Management & Administration	
		CPD		Influencing Collegiality	

Table 1: Professor (Scale 2) Assessment Categories, Subcategories and Associated Marks at Stage 2 (Full Application).

*In respect of the sub-areas within the Research and Innovation area apart from *profile/record-research output, research leadership/supervision and quality & impact* marks from within the 525 marks available for these other sub-areas must be accumulated across **at least two sub-areas** from the sub-areas of building research capacity, innovation, entrepreneurship, commercialisation & consultancy, and research collaborations.

In respect of the sub-areas within the Learning and Teaching area apart from *profile/record-planning, programme planning, delivery and assessment* and *quality & impact*, marks from within the 315 marks available for these other sub-areas must be accumulated across **at least three sub-areas from the sub-areas of collaborations, student engagement, innovation and CPD.

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***In respect of the sub-areas within the Contribution area apart from *profile/record-output, translation and application of knowledge for impact*, *leadership at School/College level* and *income generation* marks from within the 360 marks available for these other sub-areas must be accumulated across **at least three sub-areas** from the sub-areas of leadership at University level, enhancing the University's profile externally, contribution to University management & administration and influencing collegiality.

The allocation of marks in each category area represents the following mark distribution:

Research & Innovation - 1500
Learning & Teaching - 900
Contribution to Academic Citizenship & Engagement - 900

Minimum Scores:

In order to be recommended for promotion to Professor (Full), candidates must score a minimum of:

- 1275 out of 1500 marks in Leadership in Research and Innovation, and
- 765 out of 900 marks in Leadership in Learning and Teaching, and
- 765 out of 900 marks in Leadership in Contribution to Academic Citizenship and Engagement.

General Profile/ Record:

Four general criteria are set out as part of the essential criteria considered at Stage 1. These four general essential criteria cross all three category areas.

RUBRIC Assessment Stage 1:

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

Statutory Leave Form applies to criterion marked in Appendix B/C with an asterisk '*****'.

Appendix B of the Regulation sets out the criteria for Stage 2. You will note that Appendix C references that the criteria listed will be taken into account in conjunction with the essential criteria set out in Appendix B.

As per the criteria framework, the criteria in Appendix C has areas which you need to present evidence in (compulsory response areas) and sub-areas of choice. These are colour coded for your reference in this guide. You will also note there is an distribution of marks from the overall category between the compulsory response areas and choice response areas e.g. *for Leadership in Learning & Teaching there 900 available marks, of which 975 is allocated to compulsory response areas and 525 to choice response sub-areas.*

             = Essential Criteria

General Essential Criteria (E1G–E4G) - Timeframe of Evidence: Previous 5 Years

General Profile/ Record	Exemplary	Good	Developing	Premature Application
E1G – Significant academic experience demonstrated through substantial national and international contributions in research, learning, and advancement of the discipline	• Recognised globally as a leading figure with transformative academic experience and impact. Contributions have fundamentally advanced or redefined the discipline. Influence acknowledged through major roles, global partnerships, and prestigious honours.	• Demonstrates extensive academic experience with impactful national and international contributions that shape disciplinary direction. Holds influential roles in academic networks, learned societies, or research collaborations. Record reflects sustained disciplinary advancement and leadership.	• Demonstrates substantial academic experience with recognised national contributions and clear international visibility. Evidence of leadership and influence in advancing disciplinary knowledge, pedagogy, or research. Contribution well established across multiple domains.	• Provides early evidence of meaningful academic contribution at national level. Developing international engagement but not yet sustained or influential. Academic experience expanding but impact is emerging.
E2G – Well-established and impactful national and international reputation demonstrated through peer esteem, accolades and awards	•Internationally distinguished scholar with field-leading reputation. Holds prestigious global awards, major elected positions, or high-impact leadership roles. Reputation significantly enhances UCC's global standing.	• Highly influential national and international reputation with sustained evidence of esteem (e.g., major awards, panel leadership, prestigious fellowships). Reputation extends across disciplinary or interdisciplinary communities.	• Well-established reputation with clear evidence of peer esteem nationally and internationally. Recognised through awards, invited roles, keynote addresses, editorial contributions, or leadership positions. Work has measurable impact and visibility.	• Reputation developing through emerging esteem indicators (e.g., invitations, roles, citations). Some national recognition; initial signs of international reach.
E3G – Demonstrated academic influence with clear stimulation and inspiration of others	• Recognised globally as a thought leader whose influence is transformative. Inspires entire research, teaching, or professional communities. Influence evidenced through major leadership roles, long-term mentoring impact, and field-level intellectual direction.	• Demonstrates significant national/international academic influence through leadership, mentorship, and intellectual direction. Strong evidence of shaping others' research, teaching, or leadership trajectories.	• Demonstrates sustained influence on teams, programmes, or disciplinary communities. Provides effective mentorship and support that enables others' success. Recognised as an inspiring academic presence.	• Demonstrates influence on colleagues, students, or research groups at School level. Evidence of inspiring or stimulating others is emerging but not yet substantial.
E4G – Demonstrated capability to act as a role model in research, teaching, academic	• A widely acknowledged exemplar of academic integrity, leadership, scholarship and conduct at	• Recognised institution-wide as an exemplary academic leader. Acts as a role model whose behaviours elevate standards across multiple	• Recognised as a role model within School/College for excellence in academic practice, leadership and professional conduct.	• Demonstrates strong professionalism and emerging role-model behaviours. Influence on

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leadership and management	national/international level. Sets sector standards and influences institutional culture at scale. Role-modelling impact extends beyond UCC and shapes national/international academic environments.	units or strategic areas. Regularly sought for guidance, leadership and mentorship.	Demonstrates sustained leadership behaviours that positively shape working and learning environments.	others' standards or conduct is growing but not yet widespread.

Learning & Teaching (E5L–E10L) Timeframe of Evidence: Previous 5 Years

Leadership in Learning & Teaching	Exemplary	Good	Developing	Premature Application
Performance Evidenced **Component**	Demonstrates transformative, internationally distinguished contributions across all relevant criteria with consistent, sustained, and field-shaping impact. Evidence shows outstanding leadership that has advanced the discipline, the University, and wider society. Contributions are recognised globally and influence policy, practice, or academic direction at scale. Sets sector-level standards and is regarded as a leading authority in multiple domains.	Demonstrates sustained and high-quality contributions with significant international influence. Evidences substantial leadership across research, teaching, and academic citizenship. Impact extends beyond UCC through high-profile projects, collaborations, or recognition. Strong and consistent achievements exceeding expectations for the role.	Demonstrates solid and consistent achievements across all essential Full Professor criteria. Clear evidence of international reputation and academic leadership. Contributes meaningfully to institutional goals and disciplinary advancement. Profile is fully aligned with the expectations of Full Professor, though impact may be developing toward wider sector influence.	Demonstrates partial or inconsistent evidence of achievements appropriate for Full Professor. Meets some essential criteria but lacks sustained leadership, international visibility, or high-level impact. Contributions show potential but do not yet evidence the breadth, depth, or distinction required for this senior academic rank.
Essential Criteria	Exemplary	Good	Developing	Premature Application
E5L – Sustained and substantial contribution to student learning via disciplinary excellence	• Global reputation as a sector-leading figure in disciplinary pedagogy. Contributions transform disciplinary teaching standards and influence national or international policy, accreditation or sector guidelines. Work has long-term, field-defining impact on learning and teaching practice.	• Internationally recognised for pedagogical leadership and disciplinary teaching excellence. Leads institution-wide or inter-institutional enhancements in teaching and learning. Outputs (e.g., textbooks, frameworks, pedagogical models) adopted across multiple institutions.	• Sustained disciplinary leadership in teaching excellence with clear national recognition. Leads major curriculum, assessment, or pedagogical innovations with measurable School/College impact. Teaching contributions demonstrably shape disciplinary practice within UCC and nationally.	• Demonstrates emerging *Full Professor–level* leadership in shaping disciplinary learning. Begins to influence programme-level pedagogical direction. Early national recognition of teaching excellence or pedagogical contribution. Growing leadership in assessment or curriculum enhancement.
E6L – Evidence-based timetabled teaching load	• Teaching leadership is sector-leading and demonstrates	• Sustained, exemplary contribution to teaching, including leadership of major programme	• Fully meets departmental norms with ≥150 hours p.a. of high-quality teaching.	• Teaching load does not meet expectations for Full Professor role with increasing leadership

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(minimum 150 hours per annum) *	transformative impact on institutional teaching strategy Provides exemplary, high-impact contribution recognised nationally/internationally. Teaching leadership shapes sectoral standards or national policy. Fully meets departmental norms with ≥150 hours p.a. of high-quality teaching.	teaching areas. Demonstrates institution-level influence on teaching workload models, teaching strategy or assessment systems. Recognised for excellence in teaching leadership. Fully meets departmental norms with ≥150 hours p.a. of high-quality teaching.	Demonstrates leadership in coordinating teaching delivery, assessment oversight or teaching teams. Clear evidence of added strategic value to teaching provision.	responsibility. Developing oversight of teaching teams or complex teaching environments. Evidence of multi-level teaching engagement.
E7L – Oversight role in development, delivery and review of L&T provision	• Provides strategic, sector-wide leadership in curriculum development. Work influences national/international curriculum frameworks or accreditation standards. Demonstrates transformative impact on teaching provision across institutions.	• Leads cross-School or cross-College curriculum initiatives. Plays a key role in accreditation, QA, or curriculum strategy at institutional level. Recognised for significant leadership in curriculum design or governance.	• Leads oversight of development, delivery and review of modules/programmes across levels. Influences major curriculum renewal or quality assurance processes. Demonstrates disciplinary leadership with measurable impact.	• Develops capacity for oversight of substantial programme elements. Contributes to curriculum governance and quality processes at School/College level. Emerging leadership in curriculum planning.
E8L – Development or adoption of innovative approaches to teaching and learning	• International thought leader in teaching and learning innovation. Innovations redefine practice within the discipline globally. Provides major contributions influencing sector policy, frameworks or international bodies.	• Innovations widely adopted across UCC and externally. Leads major institutional, national or sectoral innovation initiatives. Demonstrates international recognition for pedagogical innovation.	• Leads significant pedagogical or technological innovations adopted within School/College. Demonstrates sustained evidence-based enhancement of teaching practice. Recognised nationally for contributions to innovative teaching.	• Demonstrates early leadership in Full Professor–level innovation. Pilots advanced pedagogical or technological approaches with emerging influence. Building national profile for innovation.
E9L – Development of self as	• National/international leader in educator development. Shapes	• Leads institution-wide educator development initiatives. Recognised for shaping teaching	• Sustained engagement in high-level educator development with clear leadership contribution.	• Engages in advanced, Full Professor–level professional development. Beginning to lead

educator/academic leader	sectoral or international practices in academic leadership development. Work influences policy, accreditation or standards for professional development in higher education. Long established track record of developing self in line with advances in education, embracing development programmes, seminars and events on pedagogy e.g. via CIRTL, professional bodies, etc.	leadership cultures within UCC. Contributes to national educator development activities. Demonstrates a consistently sustained track record of developing self in line with advances in education, embracing development programmes, seminars and events on pedagogy e.g. via CIRTL, professional bodies, etc.	Guides discipline/programme-level improvement in teaching capability. Demonstrates significant impact on academic teaching leadership. Demonstrates a track record of developing self in line with advances in education, embracing development programmes, seminars and events on pedagogy e.g. via CIRTL, professional bodies, etc.	staff development initiatives. Early evidence of shaping educational leadership culture. Lacks evidence of an established or consistent track record of developing self in line with advances in education, embracing development programmes, seminars and events on pedagogy e.g. via CIRTL, professional bodies, etc.
E10L – Leading the design of programmes and discipline-related initiatives	• International leader in programme design with demonstrably transformative impact. Designs or leads initiatives adopted across multiple institutions or sectors. Work shapes disciplinary/programme design at a national or international level.	• Leads institution-wide or cross-institutional programme innovations. Programme leadership recognised nationally or by external bodies. Contributions substantially influence UCC's educational portfolio.	• Leads major programme design or redesign projects with significant outcomes. Provides strategic leadership in discipline-related educational initiatives across the School/College.	• Builds capacity for leading major programmes or cross-disciplinary initiatives. Demonstrates early leadership in programme redesign or new initiative development.

Research & Innovation (E11R–E16R) Timeframe of Evidence: Previous 5 Years

Leadership in Research & Innovation	Exemplary	Good	Developing	Premature Application
Performance Evidenced **Component**	Demonstrates transformative, internationally distinguished contributions across all relevant criteria with consistent, sustained, and field-shaping impact. Evidence shows outstanding leadership that has advanced the discipline, the University, and wider society. Contributions are recognised globally and influence policy, practice, or academic direction at scale. Sets sector-level standards and is regarded as a leading authority in multiple domains.	Demonstrates sustained and high-quality contributions with significant international influence. Evidences substantial leadership across research, teaching, and academic citizenship. Impact extends beyond UCC through high-profile projects, collaborations, or recognition. Strong and consistent achievements exceeding expectations for the role.	Demonstrates solid and consistent achievements across all essential Full Professor criteria. Clear evidence of international reputation and academic leadership. Contributes meaningfully to institutional goals and disciplinary advancement. Profile is fully aligned with the expectations of Full Professor, though impact may be developing toward wider sector influence.	Demonstrates partial or inconsistent evidence of achievements appropriate for Full Professor. Meets some essential criteria but lacks sustained leadership, international visibility, or high-level impact. Contributions show potential but do not yet evidence the breadth, depth, or distinction required for this senior academic rank.
Essential Criteria	**Exemplary**	**Good**	**Developing**	**Premature Application**
E11R – Substantial and sustained achievement of high distinction in advancement and application of knowledge resulting in peer-reviewable outputs	• Globally recognised for field-defining or paradigm-shifting research contributions. Work demonstrably shapes international research agendas, methodologies or standards. Excellence is evidenced through major awards, prestigious fellowships, invited keynotes, highly cited outputs or equivalent	• Produces internationally influential research of significant depth, originality and reach. Recognised nationally/internationally as a leading scholar or practitioner. Sustained contributions exceed institutional expectations and shape ongoing disciplinary development.	• Provides clear evidence of substantial, sustained research achievements of international standing. Output consistently demonstrates originality, significance and high-quality peer review. Research demonstrably advances disciplinary knowledge or professional/creative practice.	• Demonstrates emerging leadership in producing research of high distinction at Full Professor level. Growing international visibility of outputs. Evidence of developing influence on disciplinary discourse or practice. Establishes a pattern of high-quality, peer-reviewable outputs with increasing impact.

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	indicators of world-leading distinction.			
E12R – Proven record of planning and leading high-quality research programmes	• Leads world-class, internationally significant research programmes recognised for excellence. Provides transformative leadership that influences national or international research priorities. Directs pioneering programmes, innovations, infrastructures or consortia with major external recognition.	• Leads major institutional or nationally significant research programmes with sustained success and innovative impact. Research leadership visibly shapes disciplinary or institutional strategy. Demonstrates success leading large-scale collaborations, Centres or international partnerships. Progresses innovative research agenda.	• Plans, leads and successfully delivers substantial research programmes, projects or groups. Demonstrates strategic leadership in research planning, team coordination and delivery of high-quality outcomes. Leads multi-partner, cross-disciplinary or externally funded programmes effectively.	• Demonstrates developing leadership in research programme design and delivery at a strategic level. Shows emerging capacity to manage research infrastructure, teams or multi-year projects. Provides early evidence of successful coordination of research efforts. Early evidence of innovation.
E13R – Substantial, sustained, independent scholarly output demonstrating originality, significance and contribution to the discipline (especially as senior, first or corresponding author) **These include but are not limited to**: high quality international 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. **Important Note:** In STEM	• Produces a major corpus of scholarship recognised internationally as field-defining. Outputs demonstrate exceptional distinction in originality, significance and impact. Work influences global disciplinary development or practice.	• Outputs are of major international significance, including monographs, major publications or landmark creative/professional works. Demonstrates leadership across multiple scholarly forms (e.g., books, reviews, synthesis). Work is widely cited, adopted, performed or applied.	• Produces a substantial body of independent, internationally recognised scholarship. Demonstrates consistent originality, influence and disciplinary contribution. Strong record of lead authorship, major creative works or equivalent disciplinary leadership.	• Sustained production of high-quality outputs with emerging international reach. Outputs demonstrate originality and growing disciplinary contribution. Building a significant independent research profile at Full Professor level.

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and other disciplines where multi-authored papers are the norm, normal expectation is a minimum of 5-7 papers (candidates own) per year 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. *				
E14R – Original research with ground-breaking observable impact on the discipline nationally and/or internationally	• Research achievements are globally influential, transformative and innovative. Contributions shift paradigms or redefine disciplinary understanding. Impact evidenced through landmark publications, authoritative synthesis, major methodological advances, innovations or comparable indicators.	• Produces research that shapes national or international disciplinary development and innovations. Demonstrates widespread adoption, citation or methodological influence. Recognised by peers for significant innovative contributions to major disciplinary debates.	• Research demonstrably influences disciplinary thinking, innovations, methodology or practice. Provides robust evidence of national or international uptake, application or recognition. Clear evidence of impact in fields where commercial/societal routes are limited.	• Provides emerging evidence of meaningful disciplinary impact. Shows early indicators of influence on peers, methodology or disciplinary evolution. Demonstrates potential for significant national or international reach. Early evidence of innovative research focus.
Authorship Indicators (applies across E13R & E14R)	• Produces seminal works regarded as authoritative globally. Serves in leadership roles for major journals, presses or international bodies. Authorship sets global standards or redefines disciplinary trajectories.	• Recognised author of major international publications, book series or creative works. Provides editorial leadership in respected journals or presses. Outputs influence research directions across institutions.	• Regular lead authorship in internationally significant journals or monographs. Produces high-quality review articles, textbooks or synthesis works. Demonstrates disciplinary leadership in multi-authored outputs.	• Developing leadership in authorship of international outputs. Increasing record of lead authorship or creative leadership. Growing involvement in synthesis outputs (reviews, meta-analyses, editorial work).
E15R – Outstanding intellectual leadership to	• Internationally recognised as a transformative research	• Leads major collaborations, networks or initiatives with	• Leads significant collaborative research initiatives internally or	• Demonstrates emerging intellectual leadership in

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build research capacity and collaborations (internal and external)	leader. Establishes major consortia, centres or global collaborations with high impact. Leadership substantially advances UCC's research standing and shapes external research landscapes.	national or international reach. Demonstrates sustained and effective intellectual leadership benefiting multiple groups or institutions. Research leadership contributes significantly to UCC's research reputation.	externally. Strengthens research capacity through mentoring, network-building or joint projects. Plays a key role in enhancing the research environment for colleagues and students.	building research capacity. Develops early-stage collaborations and partnerships. Provides initial evidence of strengthening research culture or networks.
E16R – Substantial track record of PhD completions and supervision of postdocs and research assistants *- that is of a scale and/or quality commensurate with disciplinary norms and context e.g. resources, student cohort availability etc.*	• Recognised nationally or internationally for excellence in doctoral and researcher supervision to completion. Supervisees hold prestigious global positions or have received significant honours. Plays a leading role in shaping institutional, national or international doctoral education strategy.	• Supervises significant numbers of researchers and PhDs to completion who progress to prestigious positions or receive major recognition. Plays a major institutional role in developing doctoral or research training capacity. Demonstrates extensive leadership in mentoring.	• Sustained outstanding record of PhD completions and supervision of postdoctoral researchers. Leads multiple supervisory teams or projects. Demonstrates strong influence on career development of early-career researchers.	• Provides consistent PhD completions and early leadership in supervising research staff. Demonstrates developing excellence in researcher development. Establishes a positive supervisory environment.

Contribution to Academic Citizenship & Engagement (E17C–E23C) Timeframe of Evidence: Previous 5 Years

Leadership in Contribution to Academic Citizenship & Engagement	Exemplary	Good	Developing	Premature Application
Performance Evidenced **Component**	Demonstrates transformative, internationally distinguished contributions across all relevant criteria with consistent, sustained, and field-shaping impact. Evidence shows outstanding leadership that has advanced the discipline, the University, and wider society. Contributions are recognised globally and influence policy, practice, or academic direction at scale. Sets sector-level standards and is regarded as a leading authority in multiple domains.	Demonstrates sustained and high-quality contributions with significant international influence. Evidences substantial leadership across research, teaching, and academic citizenship. Impact extends beyond UCC through high-profile projects, collaborations, or recognition. Strong and consistent achievements exceeding expectations for the role.	Demonstrates solid and consistent achievements across all essential Full Professor criteria. Clear evidence of international reputation and academic leadership. Contributes meaningfully to institutional goals and disciplinary advancement. Profile is fully aligned with the expectations of Full Professor, though impact may be developing toward wider sector influence.	Demonstrates partial or inconsistent evidence of achievements appropriate for Full Professor. Meets some essential criteria but lacks sustained leadership, international visibility, or high-level impact. Contributions show potential but do not yet evidence the breadth, depth, or distinction required for this senior academic rank.
Essential Criteria	**Exemplary**	**Good**	**Developing**	**Premature Application**
E17C – Holding positions of responsibility and fostering a collegial work environment	• Provides transformative, institution-wide leadership shaping academic culture. Creates and sustains environments characterised by excellence, inclusion and high performance. Recognised nationally/internationally for impactful academic leadership or mentorship initiatives.	• Leads multiple high-impact roles with clear, positive cultural transformation. Demonstrates visible influence on staff cohesion, mentoring structures and development culture. Contributions improve performance and collegiality across multiple units.	• Holds significant leadership roles (e.g., Programme Director, Headship, Directorship). Demonstrates sustained contributions to mentoring, staff support and collegiality. Fosters effective teamwork at School or College level.	• Takes on leadership responsibilities with growing scope (e.g., deputy roles, coordination roles). Begins shaping a collegial, supportive climate within the School/College. Provides early mentoring or support for colleagues. Demonstrates emerging influence on team culture.

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E18C – Demonstrated academic leadership at School, College and University levels	• Shapes institutional or national academic direction through strategic leadership roles. Recognised externally for major governance or policy contributions. Leadership demonstrably influences sector practice or national policy.	• Leads significant strategic initiatives across UCC with measurable institutional impact. Provides leadership that influences major decisions, policies or academic directions. Recognised by institutional leadership for strategic contributions.	• Leads major academic initiatives or committees at School or College level. Plays a substantive role in shaping strategy, policy or governance across units. Demonstrates sustained, effective leadership beyond immediate discipline.	• Provides developing academic leadership in School or College committees or initiatives. Contributes constructively to governance structures and decision-making. Demonstrates readiness for broader strategic leadership.
E19C – Contribution to the strategic goals of the University	• Recognised as a strategic leader whose work shapes institutional, national or sector-wide policy or direction. Contributions have sustained and transformative impact aligned with UCC's long-term strategy.	• Leads major institutional initiatives contributing significantly to UCC's strategic success. Demonstrates broad impact across strategic themes (e.g., research culture, student experience, global engagement).	• Plays a leadership role in advancing core strategic priorities at School or College level. Demonstrates measurable outcomes aligned with UCC strategy. Sustains contributions across more than one strategic area.	• Demonstrates emerging leadership aligned with UCC strategic pillars (e.g., EDI, sustainability, internationalisation, digital education). Contributes to key strategic areas at School/College level. Shows potential for broader institutional influence.
E20C – Contribution to society and community understanding of academic research/scholarship	• Internationally recognised for excellence in societal impact and public engagement. Contributions lead to large-scale societal, policy or cultural transformation. Public engagement profile elevates UCC internationally.	• Has a strong national profile for high-impact public engagement. Influences cultural, policy, health, environmental or societal outcomes. Public engagement contributions visibly enhance UCC's reputation.	• Leads major public engagement or knowledge transfer initiatives.• Demonstrates measurable benefit for communities, public bodies or societal groups.• Enhances public understanding of disciplinary research or practice.	• Provides early leadership in outreach, public engagement or community partnerships. Demonstrates growing influence on public understanding or societal benefit. Engages consistently with external audiences.
E21C – Significant skills in leading, motivating and developing colleagues; contributing to institutional performance	• Leads institution-wide or sector-level staff development initiatives. Demonstrated transformational impact on academic capability, culture or leadership pathways. Recognised externally for	• Recognised for leadership in academic staff development programmes with measurable outcomes. Influences performance and culture across multiple Schools/Colleges. Contributions demonstrate sustained institutional value.	• Leads initiatives that strengthen staff capability, teaching, research or culture at School/College level. Plays a significant role in performance enhancement, talent development or academic leadership.	• Demonstrates emerging leadership in supporting academic staff development. Contributes to positive team culture and performance. Provides initial mentoring or guidance to colleagues.

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	excellence in academic leadership development.		
E22C – Expectation of continuing contribution commensurate with Professor (Full)	• Demonstrates potential for major future leadership roles at national/international level. Portfolio reflects long-term, strategic institutional leadership aligned with UCC's global ambitions.	• Demonstrates an established leadership trajectory with influence beyond UCC. Contributes in multiple sustained ways to academic, strategic or disciplinary advancement.	• Demonstrates clear, ongoing leadership and scholarly contribution fully commensurate with Professor (Full). Continuously undertakes responsibilities of wide institutional or disciplinary impact.	• Demonstrates trajectory toward sustained high-level contribution and leadership. Shows increasing institutional influence and readiness for broader roles. Provides evidence of ongoing engagement at Professor (Full) level.
E23C – Established and sustained track record of securing income for the benefit of School/College/ University	• Provides transformative income-generation leadership at institutional or national level. Leads major programmes or partnerships with multimillion-euro or global impact. Income generation significantly enhances UCC's reputation, capacity or strategic positioning.	• Recognised as a major institutional income generator. Leads significant funding programmes, large-scale grants or major partnerships. Funding outcomes exceed disciplinary norms with substantial institutional benefit.	• Secures substantial and sustained income benefiting School/College/University. Plays lead or significant roles in funded partnerships, collaborations or consultancies. Demonstrates recognised funding success.	• Demonstrates developing capacity to secure income through grants, partnerships or external initiatives. Contributes to resource acquisition within discipline norms. Establishes foundation for larger funding leadership.

RUBRIC Assessment Stage 2:

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

Statutory Leave Form applies to criterion marked in Appendix B/C with an asterisk '*'.

Appendix C of the Regulation sets out the criteria for Stage 2. You will note that Appendix C references that the criteria listed will be taken into account in conjunction with the essential criteria set out in Appendix B.

As per the criteria framework, the criteria in Appendix C has areas which you need to present evidence in (compulsory response areas) and sub-areas of choice. You will also note there is an distribution of marks from the overall category between the compulsory response areas and choice response areas e.g. *for Leadership in Learning & Teaching there 900 available marks, of which 585 is allocated to compulsory response areas and 315 of choice response sub-areas.*

Leadership in Research & Innovation 1500 Marks	Exemplary 1275-1500	Good 1050- 1274	Developing 750- 1049	Premature Application 0 - 749
Performance Evidenced **Component**	Demonstrates transformative, internationally distinguished contributions across all relevant criteria with consistent, sustained, and field-shaping impact. Evidence shows outstanding leadership that has advanced the discipline, the University, and wider society. Contributions are recognised globally and influence policy, practice, or academic direction at scale. Sets sector-level standards and is regarded as a leading authority in multiple domains.	Demonstrates sustained and high-quality contributions with significant international influence. Evidences substantial leadership across research, teaching, and academic citizenship. Impact extends beyond UCC through high-profile projects, collaborations, or recognition. Strong and consistent achievements exceeding expectations for the role.	Demonstrates solid and consistent achievements across all essential Full Professor criteria. Clear evidence of international reputation and academic leadership. Contributes meaningfully to institutional goals and disciplinary advancement. Profile is fully aligned with the expectations of Full Professor, though impact may be developing toward wider sector influence.	Demonstrates partial or inconsistent evidence of achievements appropriate for Full Professor. Meets some essential criteria but lacks sustained leadership, international visibility, or high-level impact. Contributions show potential but do not yet evidence the breadth, depth, or distinction required for this senior academic rank.
Compulsory Response Areas:(Marks = 975) Evidence against all three areas: -Profile/ Record Research Output (currency) -Research Leadership & Supervision -Research Funding -Quality & Impact	**Exemplary 828 - 975**	**Good 682- 827**	**Developing 487 - 681**	**Premature Application 0 - 486**
Profile/ Record-Research Output (currency)	**Exemplary**	**Good**	**Developing**	**Premature Application**

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R1 – Sustained, independent research output of international significance *	• Field-leading scholar with major international recognition. Outputs shift disciplinary boundaries, create new research agendas, or define the field. Widely acknowledged for exceptional research excellence.	• Strong, influential and wide-ranging body of independent research. Regular publication in leading international venues; significant creative/professional outputs where relevant. Recognised as an authoritative disciplinary contributor.	• Sustained record of independent, high-quality outputs. Publications/artefacts recognised nationally/internationally for originality and significance. Clear contribution to disciplinary advancement.	• Emerging publication or scholarly output profile. Developing independence in research direction. Early signs of originality and contribution to discipline.
R2 – Original ground-breaking research with observable national/international disciplinary impact	• Produces transformative, paradigm-shifting research with global visibility. Recognised internationally as a leader defining major developments in the field.	• Research demonstrably shapes disciplinary thinking, methodology, practice or policy. Recognised nationally/internationally for significant disciplinary contribution.	• Research demonstrates originality and measurable impact at national/international level. Clear evidence of influence even in disciplines with limited commercial impact.	• Early indicators of research gaining attention (citations, uptake, influence). Developing influence within discipline.
Authorship Indicators – Co-authorship, lead authorship, synthesis outputs	• Leading global author with seminal publications or creative works. Editorial leadership in top-tier journals/books. Work becomes standard-setting internationally.	• Leads major multi-authored publications, monographs or creative/professional works. Editorial or curatorial leadership recognised across discipline. Produces influential synthesis shaping disciplinary understanding.	• Regular lead authorship or equivalent major contribution. Significant collaborative outputs of international standing. Produces authoritative reviews, textbooks, or synthesis pieces.	• Co-authors initial outputs. Demonstrates emerging lead authorship. Begins producing review/synthesis work.
R3 – Establishing and directing an active research programme	• Leads major national/international research programmes or centres. Programme shapes institutional or sector strategy. Recognised for world-leading research direction.	• Leads substantial research programmes influencing disciplinary direction. Manages multi-project research activity with significant outcomes.	• Directs an active, coherent research programme with clear outputs. Demonstrates effective planning, management and delivery.	• Begins defining a research agenda. Early leadership of small-scale projects. Developing capability to manage research.
R4 – Producing open research outputs (data, code, protocols, materials)	• Recognised internationally for leadership in open research. Outputs widely adopted across institutions/fields. Shapes policy or best practice in open science.	• Leads adoption of open science practices across research groups or School. Produces widely used datasets, tools or protocols.	• Consistently produces open research outputs appropriate to discipline. Demonstrates good practice in data/code/material sharing.	• Early engagement with open research practices. Shares limited datasets/materials. Developing awareness of FAIR principles.

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R5 – Leadership in developing research strategy or infrastructure within School/College/University	• Provides sector-recognised leadership in research strategy/infrastructure. Work influences national or international research frameworks or capacity.	• Leads major areas of research strategy or infrastructure development with significant institutional impact. Recognised internally for strategic leadership.	• Contributes to developing research strategy or infrastructure (e.g., facilities, governance, policies). Demonstrates clear leadership within unit.	• Participates in research strategy discussions. Engages in developing local research processes.
R6 – Publishing in scholarship of learning and teaching (SoTL)	• Internationally recognised SoTL scholar. Work shapes sector understanding of teaching and learning.	• Produces significant SoTL work with disciplinary influence. Recognised for leadership in evidence-based educational practice.	• Published contributions to SoTL demonstrating evidence-based teaching enhancement.	• Early steps in educational research or evaluation. Developing familiarity with SoTL.
R7 – Conference presentations on disciplinary or interdisciplinary pedagogy	• Keynote or plenary speaker at major national/international conferences. Pedagogical influence acknowledged across the sector.	• Invited presentations or leading roles in major conferences. Recognised contributor to pedagogical discourse.	• Regular presentations at recognised conferences on disciplinary or interdisciplinary pedagogy.	• Early presentations or posters on pedagogical topics. Limited dissemination.
R8 – Attraction of research students and staff external to UCC	• Attracts global talent, including prestigious fellows or scholars. Recognised internationally for research environment and supervision excellence.	• Attracts high-quality researchers, including international recruits. Research group recognised for excellence.	• Attracts and supervises research students and staff from outside UCC. Builds a diverse research team.	• Attracts early-stage interest from potential postgraduate researchers. Limited recruitment beyond UCC.
R9 – Sustained research-related contributions (conferences, consultancy, public engagement)	• Internationally recognised for research dissemination and public impact. Work significantly shapes public understanding, policy or professional practice.	• Leads or regularly contributes to high-profile conferences, consultancy or public engagement initiatives. Recognised for influence in applied or public-facing work.	• Sustains contributions through conference papers, consultancy or public engagement. Demonstrates impact through multiple channels.	• Participates in conferences or occasional consultancy/public engagement. Developing dissemination record.
R10 – National/international research standing (esteem, invitations, awards, editorial roles, committees)	• Globally recognised for exceptional research leadership. Holds prestigious fellowships, major awards or chairs. Shapes international	• Holds significant positions within national/international societies, editorial boards or committees. Regular keynote speaker or invited expert. Strong evidence of	• Recognised nationally/internationally through invitations, awards, reviewing, committee membership or editorial roles. Demonstrates strong peer esteem.	• Early signs of peer recognition (reviews, small invited talks). Limited but emerging external profile.

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	research agendas, societies or standards.	national/international research leadership		
Research Leadership & Supervision (R11–R18)	**Exemplary**	**Good**	**Developing**	**Premature Application**
R11 – Providing intellectual leadership to build research capacity and collaborations (internal & external)	• National/international leader in collaboration and capacity-building. Leadership results in transformative research capacity development within UCC and beyond.	• Leads major collaborative initiatives or networks. Demonstrates sustained intellectual leadership that improves research capacity across units.	• Provides intellectual leadership supporting research capacity in School/College. Contributes to internal and external research collaborations.	• Begins contributing to research discussions or local collaborations. Developing ability to support others' research.
R12 – Recruitment and supervision to completion of postgraduate/postdoctoral researchers	• Outstanding supervision record recognised nationally/internationally. Supervisees progress to prestigious academic or professional roles. Sets recognised standards in doctoral/postdoctoral development.	• Sustained track record of completions at scale and/or high quality. Recruits strong candidates, including international researchers.	• Supervises and supports postgraduate/postdoctoral researchers to successful completion. Demonstrates effective recruitment and progression practices.	• Early supervision experience, possibly as co-supervisor. Initial recruitment of postgraduate researchers.
R13 – Supporting students to become autonomous researchers	• Recognised leader in researcher development. Approaches widely adopted or emulated internally/externally. Students achieve exceptional outcomes or recognition.	• Leads structured approaches to researcher development across groups/programmes. Evidence of students achieving strong independent research outcomes.	• Supports students in developing autonomy, critical thinking and independence. Demonstrates effective mentoring practice.	• Provides initial guidance and support to students' research development. Developing mentoring approach.
R14 – Exceptional track record of completed supervisions (PhDs, doctoral degrees, postdocs)	• Sector-leading supervisor with outstanding scale and quality. Supervision profile recognised through awards, prestigious postdoc placements or sector impact. Incorporates requirement as set out in	• Exceptional track record in scale or in quality (e.g., award-winning theses, high-impact outcomes). Leads large supervisory teams or multiple concurrent supervisions. Incorporates requirement as set out in Essential Criterion at Stage 1 E16R	• Strong and consistent record of completions, particularly PhDs or equivalent. Evidence of high-quality supervision practices. Incorporates requirement as set out in Essential Criterion at Stage 1 E16R	• Some completions or progressing candidates. Developing supervision profile. Incorporates requirement as set out in Essential Criterion at Stage 1 E16R

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	Essential Criterion at Stage 1 E16R			
R15 – Leadership of research groups; facilitating and inspiring colleagues' research	• Recognised nationally/internationally for leading high-performing research groups. Leadership transforms research culture or capacity.	• Provides significant leadership enhancing the work, motivation and achievements of colleagues. Builds strong collaborative and supportive research culture.	• Leads research groups or thematic clusters effectively. Demonstrates positive influence on colleagues' research performance.	• Early involvement in group coordination. Supports peers on an informal basis.
R16 – Substantial supervision of postdoctoral researchers and research assistants (scale and/or quality)	• Exceptional supervision record combining scale and quality. Supervisees secure prestigious fellowships, academic appointments or sector awards.	• Strong record of supervision demonstrating scale or high-quality outcomes. Postdocs achieve advancement through leadership or external opportunities.	• Provides regular supervision of postdocs/RAs. Demonstrates effective structured support for researcher development.	• Limited but developing experience supervising RAs or postdocs. Early mentoring efforts.
R17 – Successful management of research teams or research infrastructure	• Provides transformative leadership in team or infrastructure management. Work enhances UCC's research environment and is recognised externally.	• Leads substantial teams or manages major infrastructure with strong outcomes. Demonstrates best practice in organisational leadership.	• Successfully manages research projects, teams or infrastructure. Ensures effective delivery aligned with unit and institutional goals.	• Early involvement in team/project management. Developing leadership capability.
R18 – Internal/external examining of higher research degree theses	• Widely recognised nationally or internationally as an authority in doctoral examination. Appointed repeatedly to examine theses at leading institutions globally. Examination expertise influences disciplinary or sector standards and enhances institutional reputation.	• Examines higher research degree theses across multiple institutions nationally and/or internationally. Frequently appointed as external examiner based on recognised expertise. • Contributions demonstrably enhance doctoral standards and examination practice.	• Regular internal and external examiner for postgraduate theses. Demonstrates disciplinary credibility and expertise. Contributions support quality assurance in research degree standards.	• Early engagement as internal examiner. Limited experience at postgraduate level.
Note: Criterion Building Research Capacity (R19–R25) is a Choice Sub Area –				

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Research Funding (R26–R33)	Exemplary	Good	Developing	Premature Application
detailed within this Rubric under the Choice Areas relating to Research & Innovation.				
R26 – Sustained level of internal and external funding applications with appropriate success rate *	• Exceptional and continuous success securing competitive national/international funding. Funding portfolio positions UCC as a leader in the discipline. Recognised for outstanding grant-winning track record.	• Leads or co-leads multiple successful funding applications. Demonstrates strong, sustained success rate above disciplinary norms. Funding significantly enhances research capacity.	• Substantial and sustained record of applying for recognised funding schemes. Demonstrates success at a rate appropriate for discipline. Evidence of growing research support base.	• Begins applying for internal/external funding. Success limited but shows developing potential. Early engagement with funding processes.
R27 – Leadership in developing/enhancing/supporting grant applications	• Recognised as institutional or national leader in grant-development strategies. Work significantly improves funding success rates across the University or discipline.	• Leads major programmes of grant-support activity (e.g., grant writing training, structured reviews). Demonstrates measurable improvements in colleagues' funding outcomes.	• Leads initiatives to support or enhance the quality of grant applications (workshops, reviews, mentoring). Demonstrates consistent contribution to colleagues' funding success.	• Provides informal advice or limited support to colleagues. Developing grant leadership skills.
R28 – Leading major funding bids advancing research support and University reputation	• Leads transformative, high-profile bids with national/international prestige. Secured funding elevates UCC's standing significantly within the global research landscape.	• Leads high-value, complex bids (e.g., multi-partner, national Centres). Funding has significant impact on research expansion and visibility.	• Leads major funding bids appropriate to discipline. Demonstrates ability to secure substantial support for research areas.• Bids contribute positively to UCC's reputation.	• Early involvement in bid-writing. Developing capacity for leading complex bids. Some experience contributing to major applications.
R29 – Exploitation of intellectual property (patents, licences, etc.)	• Significant, high-impact IP portfolio. Recognised leader in innovation/ commercialisation. Generates major commercial value or societal benefit.	• Demonstrates sustained success in IP generation and exploitation. Outputs lead to commercial, societal or industry partnerships.	• Shows evidence of exploiting IP where appropriate to discipline (e.g., patents, licenses, disclosures). Engages with technology transfer processes.	• Demonstrates early engagement with IP processes. Beginning to explore commercialisation pathways.
R30 – Applying for grants in education/learning & teaching pedagogy	• Secures national/international-level educational research funding. Work significantly influences	• Leads successful pedagogical research funding applications. Contributions influence L&T	• Applies for appropriate L&T-related funding. Demonstrates commitment to advancing pedagogical research.	• Begins exploring educational/pedagogical funding options. Limited early applications.

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	Exemplary	Good	Developing	Premature Application
	the pedagogy research landscape.	scholarship at School/College level.		
R31 – Leading development of external grant funding in discipline, including for colleagues	• Recognised discipline-wide or nationally for transformative leadership in building external funding capacity. Work significantly expands funding reach and opportunities.	• Drives major funding development initiatives in the discipline. Helps colleagues secure substantial external funding.	• Leads development of external funding opportunities for self and colleagues. Demonstrates awareness of disciplinary funding landscape.	• Early engagement in collaborative external funding development. Limited support for colleagues.
R32 – Responding to learning from past funding applications	• Recognised for sector-leading approach to reflective funding practice. Approaches become model for others or used in institutional training.	• Actively mentors others in reflective funding practice. Revisions lead to substantial improvements in quality and success of applications.	• Demonstrates clear evidence of applying learnings from past funding rounds. Success rate improves over time.	• Reflects on unsuccessful applications. Beginning to improve approach based on feedback.
R33 – Co-leading/collaborating on competitive multi-partner grants	• Recognised for leadership in major national/international research consortia. Work results in flagship collaborative grants of major scale and impact.	• Plays key leadership role in major multi-institutional or interdisciplinary grants. Contributions significantly enhance competitiveness.	• Co-leads or collaborates effectively on competitive grants with internal/external partners. Demonstrates ability to work across boundaries.	• Participates in collaborative grant applications. Developing experience in multi-partner contexts.
Quality & Impact (R34–R40)	**Exemplary**	**Good**	**Developing**	**Premature Application**
R34 – Planning and leading outstanding research development, implementation, and dissemination	• Leads field-defining or globally recognised research programmes. Outputs consistently demonstrate outstanding excellence and international repute. Research leadership transforms disciplinary or sectoral understanding.	• Leads major, high-quality research initiatives recognised internationally. Dissemination includes influential publications, invited talks or high-impact outputs. Work significantly shapes disciplinary or interdisciplinary research directions.	• Leads the development, implementation and dissemination of high-quality research. Publications/outputs demonstrate international relevance. Shows effective planning of research workflows and outputs.	• Contributes to planning or delivery of research outputs. Developing experience in dissemination (e.g., early publications, conference presentations). Some evidence of emerging quality.
R35 – Leadership of ethical, responsible research culture	• National/international leader in ethical research practice. Work influences sectoral policies or global standards. Creates exemplary research cultures widely recognised for excellence.	• Leads institutional initiatives in research integrity or responsible practice. Shapes ethical culture within School/College. Recognised for leadership in responsible research conduct.	• Demonstrates leadership in fostering research integrity, ethical conduct and responsible practice. Encourages adherence to high standards within teams or programmes.	• Demonstrates awareness of ethical research principles. Follows institutional policies and good practice. Developing leadership in research integrity.
R36 – National/international	• Globally recognised academic impact. Research consistently	• Sustained, high-level academic impact across	• Demonstrates significant academic impact nationally and	• Early evidence of academic impact (citations, uptake by peers,

academic impact of research	shapes or redefines major aspects of field or interdisciplinary domains. Recognised as international authority.	multiple countries or fields. Research influences disciplinary norms, methodologies or discourse.	internationally. Evidence includes citations, keynote invitations, research adoption or integration into disciplinary discourse.	invitations). Developing recognition within discipline.
R37 – Generating broad societal, economic, cultural, policy or other impact	• Exceptional, wide-ranging societal impact at national/international level. Evidence includes transformative influence on policy, practice, industry, culture or public understanding. Impacts significantly enhance UCC's global reputation.	• Sustained leadership generating significant and multi-dimensional impact across sectors (policy, economy, culture, health, community). Work enhances visibility and reputation of UCC at national level.	• Substantial record of generating impact beyond academia (e.g., policy input, cultural contributions, public engagement, improved quality of life, economic benefits). Evidence is clear and measurable.	• Early or limited evidence of broader impact. Participation in outreach, applied research or community engagement.
R38 – Demonstrable disciplinary impact (advancement of knowledge, practice, innovation)	• Field-changing or paradigm-shifting disciplinary impact. Develops widely adopted theories, technologies, methodologies or conceptual frameworks. Recognised internationally as shaping core disciplinary progress.	• Sustained and substantial impact changing disciplinary understanding or practice. Demonstrated influence on peers, adoption of methods, or major conceptual contributions.	• Clear disciplinary impact evident in contributions to advancement of knowledge, novel methods, concepts, insights, reforms of practice or development of new techniques.	• Research contributes to incremental knowledge advancement. Some evidence of influence on field practices or understanding.
R39 – External impact (patents, IP, spin-outs, enterprise activity)	• Major national/international innovation profile. Creates or leads high-impact spin-outs, patents, or enterprise activities. Widely recognised for research translation excellence.	• Sustained record of high-value external impact. Leads successful translation of research into commercial, clinical, creative, cultural or industrial outcomes.	• Demonstrates external impact from research (e.g., patents, licensing, enterprise engagement, consultancy, spin-outs). Evidence of societal or industry benefit.	• Early engagement with IP/commercialisation processes. Limited examples of external impact.
R40 – Establishing national and international peer esteem for self/team	• Internationally distinguished reputation for self and/or research team. Holds prestigious global roles, awards or honours. Peer esteem evidences global leadership in field.	• Sustained peer esteem at high levels. Recognition includes leadership roles, major fellowships, keynote invitations, significant editorial responsibilities.	• Recognised nationally/internationally for research excellence. Evidence includes peer esteem indicators such as invited lectures, editorial roles, committee membership, awards.	• Developing profile with early indicators of esteem (invited talks, reviews, collaborations).
SUB AREAS – Choice Evidence against at least **two** sub-areas. (marks= 525)	**Exemplary**	**Good**	**Developing**	**Premature Application**

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- Building Research Capacity - Innovation, Entrepreneurship, Commercialisation & Consultancy -Research Collaborations	446 - 525	367- 445	262- 366	0 - 261
Building Research Capacity (R19–R25)	**Exemplary**	**Good**	**Developing**	**Premature Application**
R19 – Leading contribution to research strategy, research support or infrastructure	• Provides transformative leadership in research strategy or infrastructure nationally or institutionally. Work recognised as sector-leading or innovative.	• Leads major strategic initiatives or infrastructure development with strong positive outcomes. Contributions enhance research capability across units.	• Makes a leading contribution to development or implementation of research strategy/support at School/College/University level. Demonstrates clear evidence of influence.	• Participates in discussions on research strategy or infrastructure. Early involvement in School/College initiatives.
R20 – Building personal and colleagues' research capacity and reputation	• Recognised as a major driver of research capacity-building locally and externally. Approaches significantly elevate research reputation at institutional or broader levels.	• Leads structured research capacity-building activities for teams or units. Demonstrates measurable impact on colleagues' research development.	• Actively builds personal research capacity and supports colleagues to enhance their research profiles. Contributes to developing future research prospects.	• Developing own research capacity and beginning to support colleagues. Participates in collaborative development activities.
R21 – Creating a supportive and inclusive research environment	• Recognised for exemplary leadership in inclusive research culture. Work becomes a model for best practice within or beyond UCC.	• Leads initiatives that significantly improve inclusivity, support structures or research culture across School/College.	• Helps create a supportive, inclusive environment enabling researchers to reach their full potential. Demonstrates positive influence on research climate.	• Contributes to collegial environment in research groups. Shows developing awareness of inclusion in research culture.
R22 – Mentoring early career researchers and academic staff	• Recognised nationally/internationally for excellence in academic mentoring. Mentoring practice has transformative impact on research careers.	• Leads structured mentoring programmes or ECR development initiatives. Demonstrably enhances career trajectories of multiple colleagues.	• Actively mentors ECRs and junior academics with evidence of positive career development outcomes. Supports formal or informal development pathways.	• Provides informal guidance to early career researchers (ECRs) or junior staff. Developing mentoring skills.
R23 – Driving research integration internally and externally	• Provides national/international leadership in research integration. Integration efforts	• Leads major integration initiatives involving multiple internal and/or external stakeholders. Outcomes	• Contributes to integrating research across internal units and external partners. Demonstrates	• Participates in collaborative research activities. Developing cross-unit or external engagement.

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	strengthen institutional research cohesion.	effective cross-boundary collaboration.	
significantly elevate UCC's research profile or partnerships.			
R24 – Contributing to research professional development workshops/conferences	• Provides major institutional or sector-leading PD contributions. Work influences national/international research development practice.	• Leads significant PD workshops, symposia or conferences with measurable impact. Recognised for high-value training contributions.	• Contributes to delivery of research professional development sessions or events. Supports skills development of colleagues or students.	• Participates in relevant workshops or conferences. Early involvement in professional development events.
R25 – Developing oneself as a research leader through appropriate development	• Recognised for exemplary research leadership development. Leadership practices influence institutional or external research leadership standards.	• Demonstrates significant progress in research leadership capabilities. Leads initiatives informed by leadership development activities.	• Participates in seminars, workshops or development programmes to grow as a research leader. Applies learning to practice.	• Engages in early or limited leadership development activities. Shows interest in research leadership growth.
Innovation & Entrepreneurship, Commercialisation & Consultancy (R41–R44)	**Exemplary**	**Good**	**Developing**	**Premature Application**
R41 – Advancement of ideas, concepts, practices, processes, technologies or creative artefacts	• Internationally recognised innovator. Develops field-changing technologies, methodologies, or creative works. Innovations create new domains, redefine practice, or provide significant societal/sectoral benefit.	• Sustained and substantial record of innovation with clear influence on disciplinary, industrial or creative practice. Contributions recognised internally or externally for originality and practical application.	• Evidenced track record of incremental, radical or disruptive advancement of ideas, concepts, practices or novel technologies arising from original research. Demonstrates clear disciplinary relevance and impact.	• Early examples of innovative thinking or development of new ideas. Limited but emerging contributions to advancement of practice, process, or technology. Shows potential for future innovation.
R42 – Commercialisation of research and intellectual property	• Recognised leader in research commercialisation nationally/internationally. Generates high-impact commercial outcomes (e.g., major spin-outs, high revenue streams, industry-changing IP). Contributions significantly enhance institutional or sector reputation.	• Leads major commercialisation activities with substantial outcomes (e.g., active patents, licensed technologies, successful spin-out involvement). Strong evidence of translation of research into commercial or public benefit.	• Demonstrates successful or credible potential for commercialisation of research/IP (patents, licenses, spin-outs, copyright, trademarks, know-how, databases, etc.). Evidence of revenue generation or future commercial potential appropriate to the discipline.	• Early-stage engagement with commercialisation processes (e.g., invention disclosures, initial IP discussions). Shows understanding of potential applications of research.
R43 – Consultancy activity	• Highly sought-after consultant with national/international	• Sustained consultancy profile with significant external	• Evidence of successful and continuing consultancy appropriate	• Early consultancy engagement or limited advisory roles. Developing

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	influence. Consultancy contributes major strategic, economic or societal value.• Work enhances UCC's external profile and reputation.	demand. Consultancy outputs lead to impactful outcomes (policy, practice, industry innovation).	to the discipline. Provides expert advice to external organisations with measurable value.	experience in applying disciplinary knowledge externally.
R44 – Generating new knowledge and practices through multi/interdisciplinary research	• Internationally recognised for transformative interdisciplinary research. Creates new cross-disciplinary fields, methods or practices. Work significantly advances multiple domains simultaneously.	• Leads significant interdisciplinary research initiatives producing notable outputs or innovations. Recognised for bridging disciplines and generating impactful intellectual or practical advances.	• Generates new knowledge or practices through multi/interdisciplinary research, often involving collaborative or team-based approaches. Demonstrates clear value-added contribution.	• Participates in interdisciplinary activities with emerging contributions. Developing ability to integrate knowledge across fields.
Collaborations (R45–R47)	**Exemplary**	**Good**	**Developing**	**Premature Application**
R45 – Contribution to research groups, networks or multi-researcher collaborations	• Internationally recognised for leadership of large-scale collaborations or research networks. Contributions transform research capacity and reputation for the institution or discipline. Leads extensive, high-impact interdisciplinary or global research consortia.	• Leads or co-leads major collaborative research initiatives. Builds effective multi-institutional or multi-national networks. Outputs show significant collective impact.	• Makes substantial contribution to research groups, networks or multi-researcher collaborations. Demonstrates clear value-added involvement. Produces collaborative outputs of recognised quality.	• Participates in research group or collaborative activities. Developing skills in teamwork and joint research planning. Early contributions to collaborative outputs.
R46 – Stakeholder engagement (academic, industrial, cultural, societal, government, policy, practice, etc.)	• Provides sector-leading stakeholder engagement with national and international impact. Partnerships generate significant societal, economic, cultural or policy outcomes. Engagement substantially enhances UCC's national/international standing.	• Leads major stakeholder-engaged research initiatives. Engagement results in meaningful influence on practice, policy, culture, industry or society. Recognised for stakeholder partnership excellence.	• Demonstrates effective stakeholder engagement appropriate to the discipline. Works with national/international groups, organisations or communities. Engagement contributes to research relevance or application.	• Initial or limited stakeholder engagement. Developing understanding of stakeholder needs and collaborative approaches.
R47 – Involving public or private sector organisations in research to increase societal relevance	• Recognised leader in co-created or co-produced research with public/private sectors. Work produces substantial societal change or	• Leads large-scale partnerships with public/private organisations. Research co-production generates significant societal or sectoral benefits.	• Successfully involves public and/or private sector organisations in research projects. Enhances societal relevance or applicability of	• Early engagement with public/private organisations. Limited integration into research activities. Developing capacity for partnership-building.

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	Exemplary	Good	Developing	Premature Application
	innovation. Partnerships serve as national/international models for engaged research.		research. Demonstrates effective partnership management.	

Leadership in Learning & Teaching 900 Marks	Exemplary 765-900	Good 630-764	Developing 450- 629	Premature Application 0 - 449
Performance Evidenced **Component**	Demonstrates transformative, internationally distinguished contributions across all relevant criteria with consistent, sustained, and field-shaping impact. Evidence shows outstanding leadership that has advanced the discipline, the University, and wider society. Contributions are recognised globally and influence policy, practice, or academic direction at scale. Sets sector-level standards and is regarded as a leading authority in multiple domains.	Demonstrates sustained and high-quality contributions with significant international influence. Evidences substantial leadership across research, teaching, and academic citizenship. Impact extends beyond UCC through high-profile projects, collaborations, or recognition. Strong and consistent achievements exceeding expectations for the role.	Demonstrates solid and consistent achievements across all essential Full Professor criteria. Clear evidence of international reputation and academic leadership. Contributes meaningfully to institutional goals and disciplinary advancement. Profile is fully aligned with the expectations of Full Professor, though impact may be developing toward wider sector influence.	Demonstrates partial or inconsistent evidence of achievements appropriate for Full Professor. Meets some essential criteria but lacks sustained leadership, international visibility, or high-level impact. Contributions show potential but do not yet evidence the breadth, depth, or distinction required for this senior academic rank.
Compulsory Response Areas:(Marks = 585) Evidence against all three areas: -Profile/ Record (currency) -Programme planning, delivery & assessment. -Quality & Impact	**Exemplary 497 - 585**	**Good 410- 496**	**Developing 292 - 409**	**Premature Application 0 - 291**
Profile/ Record (currency) (L1–L9)	**Exemplary**	**Good**	**Developing**	**Premature Application**
L1 – Evidence-based timetabled teaching load (≥150 hrs p.a.) *	• Sustained and outstanding teaching contribution. Leads major teaching activities or programme-level teaching strategy. Recognised for	• Exceeds teaching norms across levels/programmes. Demonstrates leadership in coordinating teaching or examinations. Teaching	• Meets departmental norms for teaching and examining. Provides clear evidence of ≥150 hrs of teaching p.a. Balanced engagement across relevant	• Teaching load does not meet expectations for Full Professor role with increasing leadership responsibility. Developing oversight of teaching teams or complex

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	exceptional teaching contribution institutionally or externally. Incorporates requirements of Stage 1 Essential Criterion E6L.	contribution adds significant value beyond expectations. Incorporates requirements of Stage 1 Essential Criterion E6L.	teaching formats. Incorporates requirements of Stage 1 Essential Criterion E6L.	teaching environments. Evidence of multi-level teaching engagement. Incorporates requirements of Stage 1 Essential Criterion E6L.
L2 – Holding substantial leadership positions (e.g., Programme Director, HoD, Director of Institute) *	• Provides transformative leadership across major units. Leadership influences institutional direction or national sector practice. Widely recognised for outstanding academic governance.	• Leads major units, programmes or institutes with strong outcomes. Demonstrates strategic leadership with measurable impact. Recognised across School/College for leadership excellence.	• Holds substantial leadership roles such as Programme Director, HoD or equivalent. Demonstrates effective management and oversight. Contributes significantly to programme/School operations.	• Provides initial evidence of teaching activity. Teaching load developing toward departmental norms. Some engagement with examining duties emerging.
L3 – External examining roles	• Holds prestigious external examining appointments nationally/internationally. Recognition for high-level contributions to academic standards across institutions. External examining profile demonstrates international distinction.	• External examining at multiple institutions or levels. Roles include postgraduate clinical/professional examinations. Contributions influence external programme quality.	• Regular external examiner at undergraduate/postgraduate level. Provides disciplinary expertise externally. Demonstrates external recognition of academic standing.	• Early evidence of contributing to leadership duties. Supporting roles in programme administration or governance. Developing leadership potential.
L4 – Membership or elevation to prestigious selective societies/leadership based on L&T scholarship	• Holds prestigious fellowships or top-tier leadership positions in major international societies. Recognised globally for excellence in pedagogy. Leads sector-wide L&T innovation or policy.	• Elevated to leadership or fellowship positions in major societies. Significant recognition of teaching scholarship. Influences disciplinary or sector L&T priorities.	• Member of selective societies or committees recognising excellence in L&T. Demonstrates strong L&T scholarship profile. Evidence of leadership contributions emerging.	• Early or limited engagement in external examining. Some emerging recognition outside UCC. Beginning participation in external academic quality processes.
L5 – Contributions to pedagogy (workshops, peer review, educational initiatives)	• Nationally/internationally recognised pedagogical leader. Delivers high-impact workshops or specialist training. Contributions measurably	• Leads major L&T workshops or specialist courses internally/externally. Significant contributions to pedagogical development. Recognised for shaping practice in the discipline.	• Contributes regularly to L&T workshops, peer review, or educational initiatives. Shares effective practice locally or externally. Demonstrates	• Early engagement with disciplinary societies. Some participation in academic communities. Developing recognition for teaching scholarship.

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	Exemplary	Good	Developing	Premature Application
	improve L&T standards across sectors.		engagement with pedagogical community.	
L6 – Outstanding and sustained dissemination of excellence in L&T	• Major national/international dissemination profile. Work shapes sector-wide standards. Influential contributions adopted by external institutions.	• Leads dissemination at institutional level. Outputs improve standards across programmes or units. Recognised within UCC for L&T enhancement.	• Sustained record of disseminating best practice. Enhances teaching and learning standards at School or College level. Evidence of positive impact.	• Participates in workshops or peer review activities. Emerging contributions to pedagogical initiatives. Engaging in early dissemination.
L7 – Shaping disciplinary teaching practice within School/College	• Field-leading influence shaping disciplinary teaching nationally/internationally. Model practices adopted externally. Recognised as a disciplinary pedagogical innovator.	• Sustained leadership shaping multiple disciplinary programmes. Contributions embedded in School/College practice. Pedagogical influence recognised institutionally.	• Substantial contributions shaping how the discipline is taught within School/College. Leads pedagogical development or redesign activities. Recognised for subject-level leadership.	• Early dissemination efforts underway. Limited but developing engagement with sharing best practice. Some emerging impact.
L8 – Prestigious accolades and awards for L&T contribution	• Holds highly prestigious national/international awards for L&T. Recognition demonstrates international distinction. Awards reflect sector-wide impact.	• Receives major external or national teaching awards. Strong record of competitive recognition for L&T excellence.	• Receives substantial or prestigious L&T awards at School/College/University level. Recognised for excellence in L&T practice.	• Early involvement in discipline-level teaching discussions. Contributions beginning to influence local practice. Evidence of potential future impact.
L9 – Leadership of policy development relating to Learning and Development	• Provides national/international leadership in L&D policy. Contributions shape sector-wide policy directions. Recognised as an authority in academic policy development.	• Leads major L&D policy initiatives with cross-institutional impact. Contributions improve institutional practice. Recognised for L&D policy expertise.	• Leads elements of policy development at School/College/University level. Demonstrates influence on L&D policy or implementation. Provides evidence of effective policy leadership.	• Early or local recognition for teaching contribution. Some evidence of nomination or shortlisting emerging. Demonstrates potential for future awards.
Programme Planning, Delivery & Assessment, (L10–L21)	**Exemplary**	**Good**	**Developing**	**Premature Application**
L10 – Developing UCC's educational offering	• Shapes institutional direction in educational innovation. Work	• Leads enhancements to educational offerings with demonstrable positive impact.	• Contributes consistently to improving educational offerings	• Early evidence of contributing to programme or module enhancements. Developing

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	influences sector practice and is recognised externally. Provides thought leadership in evidence-based inclusive curriculum development.	Integrates innovative, sector-informed and inclusive practices across programmes. Recognised within School/College for strategic contributions.	using evidence-based, inclusive and innovative approaches. Demonstrates awareness of effective pedagogical practices. Actively supports enhancement of student learning experience.	understanding of evidence-based and inclusive teaching approaches. Initial engagement with innovative or sector-informed curriculum ideas.
L11 – Oversight in development, delivery & review of teaching provision	• Provides strategic leadership shaping institutional L&T provision. Recognised externally for excellence in oversight roles. Oversight results in transformative improvements to educational quality.	• Leads oversight of multiple programmes or major teaching areas. Enhances curriculum coherence, quality and delivery across School/College. Recognised for leadership in teaching provision.	• Provides effective oversight of development and delivery of L&T for students at all levels. Demonstrates responsibility for curriculum review. Ensures quality and alignment across modules/programmes.	• Early or limited involvement in programme/module review processes. Developing familiarity with oversight responsibilities. Some contributions to teaching provision planning.
L12 – Leadership/participation in Examination Boards	• Influences institutional or national assessment standards. Leads high-impact assessment governance initiatives. Recognised as sector leader in assessment quality.	• Leads Examination Boards across School/College. Advises on assessment policy and procedures. Recognised for assessment leadership.	• Regular and effective participation or leadership in Examination Boards. Demonstrates thorough understanding of assessment processes. Contributes to quality and fairness in assessment.	• Initial participation in Examination Boards. Developing awareness of assessment governance. Emerging confidence in Board processes.
L13 – Maintaining curriculum currency	• Recognised nationally/internationally for contributions to curriculum currency. Work influences discipline-wide curriculum development.	• Leads curriculum renewal across modules/programmes based on sector developments. Demonstrates substantial influence on curricular direction.	• Maintains curriculum currency using sector/industry developments. Updates content appropriately. Ensures programme relevance.	• Early engagement with updating teaching materials. Developing awareness of sector/industry developments. Some evidence of applying these to teaching.
L14 – Contribution to L&T development plans	• Shapes institutional L&T development strategy. Recognised externally for contributions to educational development.	• Leads significant L&T development initiatives with clear outcomes. Provides guidance and support across units.	• Contributes substantially to L&T development activities that benefit School/College. Demonstrates commitment to enhancing staff and student experience.	• Early contributions to L&T initiatives. Developing engagement with School/College priorities. Some evidence of supporting colleagues.

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L15 – Ongoing curriculum review and adaptation	• Recognised for transformative curriculum development nationally/internationally. Contributions adopted externally.	• Leads curriculum adaptation across multiple programmes. Shares innovations across University.	• Substantially contributes to ongoing curriculum review and adaptation. Demonstrates ability to update programmes with new focus areas.	• Early involvement in curriculum review. Developing ability to adapt modules/programmes. Initial engagement in sharing practice.
L16 – Reviewing and updating course/programme materials	• Sets institutional standards for curriculum review. Recognised externally for exemplary course design.	• Leads major programme-level revision initiatives. Enhances coherence and pedagogical quality.	• Reviews course content regularly. Ensures updates align with programme goals. Demonstrates sound pedagogical judgement.	• Initial review of course materials. Developing understanding of programme-level alignment. Updates limited components.
L17 – Leading curriculum development institutionally	• National/international leader in curriculum design. Work influences sector standards.	• Leads cross-College curriculum initiatives with measurable influence. Recognised for pedagogical leadership.	• Leads curriculum development across programmes or Schools. Demonstrates strong institutional impact.	• Early steps in contributing to curriculum design beyond own modules. Developing leadership capacity.
L18 – Embracing advances in learning technologies	• Recognised for transformative digital pedagogical leadership. Influences sector adoption of technology-enhanced learning.	• Leads adoption of digital tools across programmes. Demonstrates sector-informed innovation.	• Uses learning technologies effectively in teaching. Demonstrates up-to-date digital practice. Supports students' digital learning.	• Initial experimentation with learning technologies. Developing digital skills. Some integration into teaching.
L19 – Leading teaching development initiatives informed by external developments	• Shapes sector-level pedagogy through leadership and dissemination. Internationally recognised for contributions.	• Influences teaching development across School/College. Recognised for informed, research-led improvements.	• Leads initiatives informed by external/international pedagogical developments. Applies global best practice.	• Early awareness of external pedagogical developments. Applying some ideas to practice. Emerging dissemination.
L20 – Leading development of market-leading programmes	• National/international leader in programme design. Work sets sector standards.	• Leads high-impact market-leading programmes with measurable external demand. Recognised for innovation in programme development.	• Leads development of new programmes or significant updates. Demonstrates awareness of market and learner needs.	• Early involvement in new programme discussions. Developing design capability. Small contributions to CPD or lifelong learning initiatives.
L21 – Contributing to new or restructured programme	• Provides transformative leadership in programme (re)design at institutional or sector level.	• Leads major components of programme restructuring. Recognised for strategic contributions.	• Contributes effectively to new or restructured programme development. Demonstrates sound pedagogical input.	• Early involvement in programme restructuring. Developing understanding of programme-level planning.

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Note: Criterion Collaborations (L22–L23) and Student Engagement (L24–L32) are Choice Sub Areas – detailed within this Rubric under the Choice Areas relating to Learning & Teaching.				
Quality & Impact (L33–L41)	**Exemplary**	**Good**	**Developing**	**Premature Application**
L33 – Evidence of teaching excellence and impact on student learning (evaluations, evidence of learning)	• Demonstrates institution-wide or national-level teaching excellence. Evidence shows transformative impact on student learning. Work contributes to sector understanding of effective teaching.	• Demonstrates substantial and sustained excellence with strong, multi-year evidence. Uses learning evidence to shape modules/programmes. Recognised within School/College for teaching impact.	• Provides consistent, regular evidence of teaching excellence through evaluations and student learning data. Demonstrates clear positive impact on student learning outcomes.	• Early evidence of positive student learning outcomes. Engages in course evaluations but limited consistency. Beginning to use evidence to inform teaching.
L34 – Evidence from student and peer feedback applied to enhance teaching quality	• Sector-leading educator known for exemplary responsive practice. Feedback-driven improvements influence institutional/sector standards. Recognised nationally/internationally for high-quality teaching.	• Uses feedback systematically to drive continuous improvement across modules/programmes. Recognised for reflective, evidence-based enhancement.	• Demonstrates substantial evidence of high-quality teaching from both students and peers. Clearly applies feedback to enhance teaching and learning.	• Engages with feedback from students or peers. Takes initial steps to incorporate feedback.
L35 – Peer recognition of teaching quality, including awards or recognition for	• Receives major national/international teaching awards.	• Receives significant or multiple awards within UCC. Recognised across	• Receives formal peer recognition or School/College awards. Recognised for	• Early/limited recognition from peers. Some informal acknowledgement of teaching quality.

professional/clinical training	Recognition reflects sustained, sector-leading impact in professional/clinical training.	College/University for teaching excellence.	contributions to professional or clinical training.	
L36 – Regular review of teaching quality to encourage critical and creative thinking and lifelong learning	• Influences sector practice in critical/creative pedagogy. Approaches adopted beyond UCC and recognised nationally/internationally.	• Leads initiatives promoting critical thinking, creativity and lifelong learning across programmes. Recognised within School/College.	• Regularly reviews teaching quality. Demonstrates clear approaches that promote critical and creative thinking.	• Begins reviewing teaching methods. Limited but developing evidence of fostering critical/creative thinking.
L37 – Developing/reviewing approaches to teaching/assessment that advance disciplinary standards; contributing to policy/pedagogy	• National/international authority in disciplinary pedagogy. Work shapes sector standards, policies or guidance. Recognised for major contributions to disciplinary teaching and assessment.	• Leads disciplinary pedagogical or assessment innovation. Influences standards across School/College. Contributions inform University policy or frameworks.	• Develops and reviews approaches improving teaching/assessment at School/College level. Contributes to pedagogical discussions or policy within UCC.	• Early experimentation with teaching or assessment methods. Developing ability to contribute to pedagogical advancement.
L38 – Driving moderation, benchmarking and quality control of teaching/assessment	• Influences institutional or national QA frameworks. Recognised expert in academic quality control and standards.	• Leads major quality control processes across programmes or Schools. Demonstrates measurable improvements in assessment/teaching quality.	• Drives effective moderation/benchmarking within modules or programmes. Ensures quality and fairness of assessment processes.	• Participates in moderation or benchmarking processes. Developing understanding of quality assurance.
L39 – Leadership in College/School initiatives improving teaching quality	• Institution-wide or sector-leading impact on teaching quality. Initiatives adopted externally. Recognised nationally/internationally for L&T leadership.	• Leads major multi-programme initiatives transforming teaching quality across the College. Recognised within UCC for leadership.	• Leads initiatives that improve teaching quality at School/College level. Demonstrates measurable improvement in teaching practices.	• Contributes to initiatives improving teaching quality. Developing leadership skills in L&T enhancement.

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L40 – Involvement in internal/external academic quality assurance panels	• Leads major QA panels nationally/internationally. Contributions shape sector quality standards.	• Plays significant roles in QA panels, accreditation reviews, or external validation processes. Recognised for QA expertise.	• Participates effectively in internal or external QA reviews. Provides disciplinary and pedagogical expertise.	• Early participation in QA processes or panels. Limited but developing contribution.
L41 – Contribution to national/international networks supporting teaching and learning quality	• Major national/international influence through networks. Enhances reputation of UCC and the discipline globally. Sector-recognised leader in L&T quality enhancement.	• Plays leadership roles in networks, influencing improvements in teaching quality. Recognised for external contributions.	• Contributes to national/international networks dedicated to improving teaching and learning. Demonstrates positive impact on UCC's profile.	• Early engagement with teaching and learning networks. Developing professional profile.
SUB AREAS – Choice Evidence against at least **three** sub-areas. (marks= 315) - Collaborations - Student Engagement - Innovation - CPD	**Exemplary** 268- 315	**Good** 220 - 267	**Developing** 156 - 219	**Premature Application** 0 - 155
Collaborations (L22–L23)	**Exemplary**	**Good**	**Developing**	**Premature Application**
L22 – Collaboration in teaching across boundaries	• Influences sector practice in interdisciplinary education. Work recognised nationally/internationally.	• Leads major interdisciplinary teaching initiatives. Recognised for cross-disciplinary leadership.	• Develops effective cross-disciplinary teaching collaborations. Demonstrates value-added outcomes.	• Early engagement in cross-disciplinary teaching. Developing collaborative skills.
L23 – Facilitating external co-delivery of curricula	• Sets sector benchmarks for external co-delivery models. Influences national/international practice.	• Leads major co-delivery initiatives with significant external organisations. Recognised for partnership expertise.	• Facilitates effective co-delivery with external partners. Demonstrates successful partnership management.	• Early steps in involving external partners. Limited collaborative activities.

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Student Engagement (L24–L32)	Exemplary	Good	Developing	Premature Application
L24 – Investigative & research-oriented student learning	• Recognised nationally/internationally for leadership in research-oriented education.	• Leads research-oriented learning across programmes. Recognised within School/College.	• Facilitates research-oriented learning in modules. Demonstrates commitment to inquiry-based education.	• Encourages early inquiry-based activity. Developing understanding of research-informed teaching.
L25 – Opportunities for multidisciplinary thinking	• Influences national/international practice in multidisciplinary education.	• Leads multidisciplinary curriculum initiatives. Recognised for innovation across disciplines.	• Provides meaningful multidisciplinary learning opportunities. Embeds cross-disciplinary thinking.	• Introduces basic multidisciplinary elements. Developing cross-disciplinary awareness.
L26 – Fostering strong student-focused culture	•Nationally/internationally recognised for leadership in student experience.	• Leads major student-experience enhancement initiatives. Recognised within institution.	• Leads initiatives fostering student-focused learning. Demonstrates commitment to student success.	• Shows commitment to student-centred practice. Developing engagement with student experience.
L27 – Facilitating external engagement for students	• Sector leader in external engagement initiatives. Work adopted externally.	• Leads large-scale external engagement initiatives. Recognised for impact on student learning.	• Leads opportunities for external engagement (projects, public engagement). Demonstrates strong partnership development.	• Early engagement in external learning opportunities. Limited scope of partnerships.
L28 – Leading initiatives to promote access, recruitment and retention of mature or underrepresented students	• Sector- or institution-level leader in widening participation. Initiatives have major documented impact at scale. Work shapes UCC or national policy and is adopted externally.	• Leads major initiatives with measurable positive impact on access/retention. Influence extends across programmes or Schools. Recognised within UCC for leadership in equity initiatives.	• Leads or co-leads access, recruitment or retention initiatives at School/College level. Supports improved outcomes for targeted student cohorts. Demonstrates sustained commitment to widening participation.	• Participates in access, recruitment or retention initiatives in a supporting role. Developing understanding of barriers for underrepresented groups. Early evidence of contributing to inclusive outreach/support.
L29 – Sustained development and	• Influences institutional or sector practice in inclusive teaching. Produces	• Leads programme-level adoption of inclusive approaches. Drives	• Consistently applies inclusive pedagogies. Evaluates and adapts approaches to enhance	• Begins to apply inclusive teaching practices. Demonstrates growing

application of inclusive learning approaches	frameworks, tools or research adopted externally. Recognised expert in inclusive curriculum design.	enhancements benefiting diverse student cohorts. Recognised within School/College for inclusive pedagogy leadership.	accessibility and belonging. Demonstrates positive impact on learning experience.	awareness of diverse learner needs. Early adaptations to support inclusion.
L30 – Championing student engagement across the institution	• Institution-wide or national leader in student engagement innovation. Initiatives adopted externally. Demonstrably transforms institutional student experience.	• Leads College- or multi-programme initiatives significantly enhancing engagement. Demonstrable improvements in engagement metrics. Recognised internally for engagement leadership.	• Leads initiatives improving student engagement at module/programme level. Demonstrates sustained positive effects on student participation. Contributes to a School-level culture of engagement.	• Encourages student engagement in own modules. Experiments with engagement strategies. Beginning to build active learning environments.
L31 – Contributing to students' personal, academic and professional development	• Leads institutional or sector-level student development initiatives. Work adopted beyond UCC. Recognised nationally/internationally for transformative contributions to student success.	• Leads major School/College initiatives focused on student development. Shows measurable improvements in student success or progression. Recognised for excellence in mentoring/advising.	• Provides consistent, effective academic/professional guidance. Demonstrates positive impact on student growth. Supports structured development opportunities.	• Provides support for student development beyond formal teaching. Developing mentoring/advising skills. Early involvement in co-curricular or skills initiatives.
L32 – Embedding the development of skills to be successful in the workplace (employability) into the curriculum.	• Provides institution-wide or sector-leading leadership in employability-focused curriculum design. Develops frameworks, models or partnerships adopted beyond UCC. Recognised nationally or internationally for advancing employability through curriculum innovation.	• Leads programme- or School-level initiatives embedding employability systematically across curricula. Works with industry, professional bodies or external partners to inform curriculum design. Demonstrates measurable improvements in graduate outcomes or employer engagement.	• Consistently embeds employability skills (e.g. critical thinking, communication, digital literacy, teamwork, professionalism) within curriculum design. Aligns learning outcomes and assessment with graduate employability frameworks. Demonstrates positive impact	• Begins to integrate employability-related skills into modules or assessments. Demonstrates growing awareness of graduate attributes and workforce needs. Early engagement with skills mapping or employer-informed curriculum elements.

			on student preparedness for employment or further study.	
Innovation (L42–L47)	**Exemplary**	**Good**	**Developing**	**Premature Application**
L42 – Sustained innovation leading to changes in teaching practice	• Recognised nationally/internationally for pedagogical innovation. Contributions transform disciplinary or sector practices. Work results in widespread adoption of new teaching models beyond UCC.	• Leads major pedagogical innovations that influence teaching practice across the School/College. Recognised internally for shaping educational approaches. Innovations have sustained impact.	• Sustained record of meaningful innovation improving teaching practice within modules/programmes. Demonstrates consistent contribution to pedagogical development within School/College. Innovations lead to identifiable positive outcomes.	• Early engagement in innovative teaching practices. Demonstrates developing awareness of pedagogical developments. Initial evidence of contributing to improved teaching practice.
L43 – Development/adoption of innovative teaching and assessment approaches	• Sector-leading expert in innovative teaching and assessment. Innovations disseminated nationally/internationally via publications, keynotes or adoption by other universities.	• Leads dissemination and adoption of innovative approaches across programmes. Recognised internally for creative and research-informed methods. Evidence of broader curricular influence.	• Develops or consistently applies innovative teaching approaches (e.g., technology-enhanced learning, creative assessments). Demonstrates clear positive impact on student learning.	• Experiments with new technologies, assessment types or teaching formats. Maintains basic theoretical currency.
L44 – Leading national/international debate on new approaches to teaching/learning/assessment	• Acknowledged international expert shaping policy and debate. Influences national/international bodies, frameworks or sector standards. Work significantly advances pedagogical theory and practice.	• Plays leading role in national/international debate on teaching, learning and assessment practices. Contributions demonstrate clear expertise and influence.	• Contributes to conferences, publications or working groups exploring new L&T approaches. Recognised for informed, current pedagogical thinking.	• Begins engaging in professional discussions about pedagogical innovation. Limited external contributions.

	Exemplary	Good	Developing	Premature Application
L45 – Contribution to development and active use of VLE and learning technologies	• National/international recognition for leadership in digital and technology-enhanced learning. Develops or leads major institutional digital initiatives. Work influences sector-level digital pedagogy.	• Leads sustained adoption of digital tools across modules/programmes. Recognised for enhancing student engagement and digital learning quality. Mentors colleagues in digital pedagogy.	• Makes substantial use of VLE and technologies to enhance learning. Actively contributes to developing discipline-appropriate digital resources.	• Begins integrating VLE tools or learning technologies. Developing digital literacy and confidence.
L46 – Engaging in scholarship of teaching and learning (SoTL) to support innovation	• National/international leader in SoTL. Publishes influential educational research shaping disciplinary pedagogy. Work adopted and cited externally.	• Produces SoTL outputs (presentations, publications, evaluations). Leads evidence-based innovation across programmes. Recognised for contributions to pedagogical research.	• Engages actively in SoTL (e.g., evaluation, dissemination, reflective practice). Uses evidence-led approaches to improve teaching.	• Early engagement with educational scholarship (reading, small-scale inquiry). Begins applying theory to practice.
L47 – Initiating innovative technologies or use of physical space to support inclusive and effective learning.	• National/international leader in learning space/technology innovation. Designs models used beyond UCC. Initiatives deliver transformative impact on inclusive learning.	• Leads major initiatives redesigning learning technologies or physical spaces. Demonstrates measurable improvements in accessibility, engagement or effectiveness. Recognised within School/College.	• Uses innovative technologies or redesigned spaces to enhance student learning. Demonstrates improved engagement/outcomes.	• Experiments with new technologies or learning spaces. Developing understanding of inclusive learning design.
CPD **(L48–L53)**	**Exemplary**	**Good**	**Developing**	**Premature Application**
L48 – Sustained commitment to CPD in learning & teaching, including accredited awards and leadership in educational development	• National/international recognition for leadership in educational development. CPD outputs influence institutional or sector practice. Demonstrated transformative impact on	• Leads or contributes to CPD initiatives for colleagues. Sustained, high-level engagement with advanced CPD activities. CPD translates into recognised enhancements in programme or School practice.	• Sustained engagement in CPD with clear relevance to L&T. Achieves accredited awards or specialist training. Demonstrates positive impact of CPD on teaching quality.	• Engages intermittently in CPD activities. Developing awareness of the value of professional development. Early evidence of applying learning to practice.

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	learning and teaching quality.			
L49 – Sustained self-critical reflection on teaching practice using peer and other inputs	• Sector-leading contribution to reflective pedagogy. Produces frameworks/resources influencing reflective practice beyond UCC. Recognised nationally /internationally for excellence in reflective teaching.	• Leads reflective practice initiatives across School/College. Uses advanced evidence-led reflection to drive innovation or improvement. Recognised as a reflective practitioner and mentor.	• Regularly seeks and uses peer review, feedback, or observation to enhance teaching. Demonstrates thoughtful, critical reflection on practice. Makes clear improvements informed by reflection.	• Begins using peer or student feedback for reflection. Early engagement with reflective practice. Limited application of feedback.
L50 – Participation in L&T enhancement courses/seminars (CIRTL, CDE, badges, Forum courses)	• Recognised leader in L&T enhancement at institutional or national level. Develops or delivers key training frameworks adopted beyond UCC.• Evidence of significant, wide-reaching impact.	• Leads or facilitates enhancement activities for others. Encourages uptake across teams or programmes. Demonstrable positive impact on teaching quality or student learning.	• Regular participation in recognised enhancement activities (e.g., CIRTL, CDE, digital badges). Applies learning consistently to improve practice.	• Completes initial L&T enhancement courses. Engages in entry-level training opportunities. Developing confidence in applying learning.
L51 – Development of learning and teaching skills of other staff within the University	• Influences staff development policy or frameworks at UCC/sector level. Work adopted externally or cited as best practice. National/international reputation for leadership in educator development.	• Leads major staff development initiatives across programmes or Schools. Recognised internally for leadership in educator development.	• Provides structured mentoring, workshops, or guidance that supports staff development. Demonstrates clear impact on colleagues' teaching skills.	• Beginning to support colleagues' L&T development. Informal sharing of good practice.

	Exemplary	Good	Developing	Premature Application
L52 – Leadership roles as mentor, peer reviewer or EDI ally	• Sets institutional or sector standards for mentoring/EDI leadership. Contributions adopted beyond UCC. Recognised nationally/internationally for inclusive academic leadership.	• Leads structured mentoring, peer review schemes, or EDI initiatives. Recognised for developing colleagues and enhancing culture.	• Provides effective mentorship or peer review. Acts as EDI ally and demonstrates inclusive leadership. Evidence of positive impact on colleagues.	• Undertakes early mentorship or peer review roles. Developing understanding of EDI principles in teaching.
L53 – Maintaining theoretical currency and developing novel materials with impact beyond UCC	• Teaching materials or resources adopted nationally/internationally. Recognised expert in curriculum innovation. Work demonstrably shapes disciplinary teaching beyond UCC.	• Materials adopted across multiple modules/programmes within UCC. Recognised for innovation in curriculum resources. Evidence of broader influence.	• Develops novel, evidence-informed materials that improve programme effectiveness. Demonstrates positive impact on student learning.	• Keeps up-to-date with teaching theory and practice in discipline. Produces early-stage or small-scale teaching materials.
	Exemplary	**Good**	**Developing**	**Premature Application**

Leadership in Contribution to Academic Citizenship and Engagement **900 Marks**	Exemplary **765-900**	Good **630-764**	Developing **450- 629**	Premature Application **0 - 449**
Performance Evidenced **Component**	Demonstrates transformative, internationally distinguished contributions across all relevant criteria with consistent, sustained, and field-shaping impact. Evidence shows outstanding leadership that has advanced the discipline, the University, and wider society. Contributions are recognised globally and influence policy, practice, or academic direction at scale. Sets sector-level standards and is regarded as a leading authority in multiple domains.	Demonstrates sustained and high-quality contributions with significant international influence. Evidences substantial leadership across research, teaching, and academic citizenship. Impact extends beyond UCC through high-profile projects, collaborations, or recognition. Strong and consistent achievements exceeding expectations for the role.	Demonstrates solid and consistent achievements across all essential Full Professor criteria. Clear evidence of international reputation and academic leadership. Contributes meaningfully to institutional goals and disciplinary advancement. Profile is fully aligned with the expectations of Full Professor, though impact may be developing toward wider sector influence.	Demonstrates partial or inconsistent evidence of achievements appropriate for Full Professor. Meets some essential criteria but lacks sustained leadership, international visibility, or high-level impact. Contributions show potential but do not yet evidence the breadth, depth, or distinction required for this senior academic rank.
Compulsory Response Areas:(Marks = 540) **Evidence against all three areas:** -Profile/ Record – Output (currency). Translation and Application of Knowledge for Impact. -Leadership at School/ College Level -Income Generation Profile	Exemplary **459 - 540**	Good **378 - 458**	Developing **270 - 377**	Premature Application **0 - 269**
Profile/ Record	**Exemplary**	**Good**	**Developing**	**Premature Application**

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(*currency*) Translation and application of knowledge. (C1–C6)				
C1 – Providing expert advice to government, public bodies, civil society, industry and other organisations	• Internationally recognised authority whose advice shapes major policy, industry or professional developments. Contributions have transformative, high-profile impact. Reputation enhances visibility of UCC internationally.	• Provides sustained expert leadership in advisory roles nationally or internationally. Contributions demonstrably shape policy, clinical/industry standards, or public discourse. Regular presence in national/international media or public fora.	• Provides substantial expert advice to government, public bodies, civil society, industry or advisory boards. Contributions inform policy, practice, industry or public understanding. Recognised at local/national level for disciplinary expertise.	• Early engagement in providing expert input (e.g., initial consultations, emerging advisory roles). Some contributions to public or professional discussion. Developing recognition beyond UCC.
C2 – Engaging with external stakeholders to tackle societal challenges; applying expertise for social/community benefit	• Internationally recognised for contributions to major societal challenges. Work produces transformative community, national or global impact. Engagement raises UCC's international profile in societal contribution.	• Leads major stakeholder-engaged initiatives addressing significant societal issues. Demonstrates measurable positive impact at community, regional or national levels. Recognised for applying expertise to social good.	• Engages effectively with relevant external stakeholders to address key societal challenges. Applies academic expertise to generate community or societal benefit. Evidences influence on local or global issues.	• Early engagement with external stakeholders (e.g., community groups, NGOs, industry partners). Developing ability to apply expertise in real-world contexts.
C3 – Translating and applying knowledge to effect change for community benefit	• Work results in major, recognisable change to societal practice, wellbeing or policy. Contributions adopted internationally or recognised as sector-leading exemplars.	• Leads substantial, sustained, and impactful translation of research into community benefit. Outputs adopted widely at local or national level.	• Demonstrates effective translation and application of knowledge into actions benefiting communities. Evidence includes implemented practices, tools, guidelines or interventions.	• Early examples of translating research into practice (e.g., small-scale community projects). Developing applied research capability.

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	Exemplary	Good	Developing	Premature Application
C4 – Societal and policy impact through expert witness, advisor or advocate roles	• National/international authority serving as key expert witness or advisor at the highest levels. Contributions materially influence major policy or legal frameworks.	• Sustained and influential advisory or expert witness roles with clear policy or societal outcomes. Demonstrably shapes disciplinary or public agendas.	• Provides expert testimony or advice to organisations, government, legal bodies or public institutions. Influences policy or public decision-making. Recognised as credible advocate for the discipline.	• Initial experience providing expert testimony or advice. Early advocacy for discipline or societal issue.
C5 – Contributions to national/international standards, public policy or societal prosperity	•Recognised as global leader influencing national and international standards. Contributions reshape major aspects of public policy, societal outcomes or global best practice.	• Leads major policy or standards-setting initiatives nationally or internationally. Contributions result in significant changes to public policy or professional practice.	• Contributes to development or enhancement of national/international standards, policies, guidelines or frameworks. Evident positive societal, economic, clinical or cultural contributions.	• Early involvement in discussions on standards or policy development. Developing contributions to public/policy debates.
C6 – Enhancing public or professional services through applied expertise	• Internationally recognised for transformative improvements in public or professional services. Work has demonstrable and sustained national or global impact.	• Leads significant innovations or reforms that improve public/professional service delivery. Recognised at institutional, regional or national levels.	• Applies disciplinary expertise to enhance public or professional services (e.g., health, education, cultural services). Evidence of positive change or improved service outcomes.	• Early contributions to improving public or professional services. Developing understanding of applied service improvement.
Leadership at School/College Levels (C7–C12)	**Exemplary**	**Good**	**Developing**	**Premature Application**
C7 – Responsibility for informing strategy; developing and promoting academic vision of the unit	• Provides transformative strategic leadership recognised across institution or sector. Vision-setting significantly	• Leads development of academic vision and strategic planning for the unit. Strategic contributions result in measurable enhancements to	• Contributes substantially to discipline strategy and academic vision of the unit. Demonstrates leadership in shaping strategic direction	• Participates in discussions on discipline or unit strategy. Developing understanding of strategic planning processes.

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	elevates profile and performance of the discipline nationally/internationally.	disciplinary standing or programme quality.	consistent with School/College goals.	Early contributions to academic vision.
C8 – Leading and managing a team of senior colleagues	• Outstanding leadership of senior academic teams. Creates high-performing, collaborative, strategically aligned units. Leadership recognised as exemplary within and beyond UCC.	• Provides strong, proactive leadership to senior colleagues, resulting in improved performance, cohesion or innovation. Recognised for effective leadership at School/College level.	• Leads and manages a team of senior colleagues with delegated responsibilities. Demonstrates effective coordination, communication and problem-solving.	• Early experience supporting or coordinating team activities. Developing management capability.
C9 – Leading key governance processes and strategic initiatives	• Provides sector-leading or institution-shaping governance leadership. Governance contributions materially influence institutional direction or performance.	• Leads major or cross-unit governance initiatives with significant positive impact. Recognised for strong governance leadership and reliability.	• Leads key governance processes or strategic initiatives within the School or College. Demonstrates effective stewardship and decision-making.	• Participates in School/College governance processes. Developing understanding of governance and strategic implementation.
C10 – Influencing School management decisions and policies	• Recognised institutional or national expert in academic governance. Influence shapes major policy directions within School, College or sector.	• Plays leading role in shaping major School/College policies. Influence has measurable positive outcomes for academic activity or culture.	• Effectively influences School management decisions and policy development. Makes substantive contributions to decision-making processes.	• Early involvement in School management activities. Contributes perspectives to policy discussions.
C11 – Participation in organising national/international summer schools, symposia, conferences, workshops	• Internationally recognised organiser of high-profile academic events. Contributions elevate School/College and UCC's global academic standing.	• Leads major academic events with national/international reach. Events significantly enhance visibility and reputation of discipline and institution.	• Participates in, and contributes to, organisation of national or international academic events promoting the discipline Enhances academic reputation of School/College.	• Participates in organisation of local events or early involvement in disciplinary meetings. Developing event leadership skills.

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C12 – Developing and leading outreach activities that enhance best practice nationally or internationally	• Sector-leading outreach with transformative national/international impact. Work sets recognised benchmarks for best practice and elevates UCC's profile globally.	• Leads major outreach initiatives recognised for excellence nationally or internationally. Activities significantly enhance reputation of the School/College.	• Develops and leads outreach activities that enhance best practice at local or national level. Demonstrates positive disciplinary or societal influence.	• Engages in early outreach activities. Developing connections with external groups.
Note: Criterion Leadership at University Level (C13–C22), Enhancing the University's Profile Externally (C23–C28), Contribution to University management and administration (C29–C37) and Influencing Collegiality (C38–C42) are Choice Sub Areas – detailed within this Rubric under the Choice Areas relating to Contribution to Academic Citizenship & Engagement.				
Income Generation Profile (C43–C48)	**Exemplary**	**Good**	**Developing**	**Premature Application**
C43 – Established and sustained track record of seeking and securing income for the School/College/University	• Major leader in financial development for the University. Secures transformational income with long-term strategic impact. Widely	• Regularly secures significant income from multiple streams (grants, contracts, CPD, fundraising). Recognised for contributing meaningfully to School/College financial sustainability.	• Demonstrates a consistent track record of securing income through grants, partnerships, or programme activity. Income generation	• Shows early engagement in income-related activities. Assists in small-scale bids or fundraising initiatives. Developing understanding of income generation processes.

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	acknowledged for exceptional income generation achievements.		clearly benefits School/College/University.	
C44 – Leading programme development that creates opportunities for income generation	• Designs sector-leading programmes that generate major recurring revenue. Work significantly enhances UCC's competitive position and financial resilience.	• Leads multiple successful income-generating programmes. Programmes show strong demand and measurable financial contribution.	• Leads development of programmes that generate income (CPD, postgraduate, micro-credentials, online offerings). Demonstrates awareness of market opportunities.	• Participates in programme development discussions with potential for income benefits. Demonstrates emerging understanding of financial drivers.
C45 – Enhancing income generation opportunities through teaching, research, and fundraising	• Plays a central institutional role in creating high-impact income streams. Work results in major external investment, philanthropic funding, or industry-supported initiatives.	• Leads substantial income-enhancing initiatives across multiple domains. Contributions generate recognised financial or strategic benefit.	• Actively enhances income opportunities through teaching innovation, research partnerships, or fundraising initiatives. Demonstrates clear impact on resource generation.	• Early involvement in activities with income-generating potential. Shows awareness of opportunities across teaching/research/fundraising.
C46 – Securing significant income for/from knowledge exchange, external grants, or commercialisation	• Internationally recognised for high-impact commercialisation or knowledge exchange. Generates major revenue streams that materially enhance UCC's profile and resources.	• Regularly leads successful knowledge exchange/commercialisation initiatives. Generates substantial and sustained income.	• Secures income from knowledge exchange, consultancy, commercialisation or external grants. Demonstrates value to external partners.	• Beginning to engage in knowledge exchange activities. Supports grant applications or early commercialisation steps.
C47 – Leadership and management of significant activities or major projects with income-generating impact	• Leads large-scale, transformative projects with major sustained income impact. Work positions UCC as a leader in	• Leads major projects with substantial financial outcomes. Recognised for strategic leadership in	• Leads University-related activities or projects that generate measurable income. Demonstrates effective management and delivery.	• Contributes to project teams with income potential. Developing leadership capability in project or financial management.

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	major externally funded or revenue-generating initiatives.	resource-generating initiatives.		
C48 – Identifying income-generating opportunities implemented at School/College/University level	• Visionary identifier of transformative income opportunities. Work results in institution-wide adoption and major long-term financial benefit.	• Proactively identifies and leads implementation of high-value income opportunities. Demonstrates sustained success in converting opportunities into financial gains.	• Identifies viable income-generating opportunities and contributes to implementation. Demonstrates strategic awareness of institutional priorities.	• Demonstrates emerging ability to identify potential income opportunities. Offers early-stage ideas with developing understanding of feasibility.
SUB AREAS – Choice Evidence against at least **three** sub-areas. (marks= 360) **-** Leadership at University Level -Enhancing the University's Profile Externally - Contribution to University management and administration - Influencing Collegiality	**Exemplary** **306- 360**	**Good** **252 - 305**	**Developing** **180 - 251**	**Premature Application** **0 - 179**
Leadership at University Level (C13–C22)	**Exemplary**	**Good**	**Developing**	**Premature Application**
C13 – Sustained leadership and contribution through University/School/College committees, working groups, major projects, or quality review	• Provides transformative, institution-shaping leadership. Leads major initiatives with lasting impact on University structures, processes or	• Leads major institutional committees, governance processes or strategic projects. Contributions result in measurable institutional improvements. Recognised	• Sustained and active leadership contribution on committees, Boards or working groups. Leads or significantly contributes to University initiatives,	• Participates in committees or working groups with developing contribution. Early involvement in academic management or project work. Demonstrates emerging leadership potential.

	culture. Leadership widely recognised across sector or nationally.	within University for leadership effectiveness.	innovations or major projects. Demonstrates responsibility in academic management or quality review.	
C14 – Leading people to support the effective running of the University (with or without formal authority)	• Recognised as a University-wide leadership figure. Leadership enhances organisational culture or performance. Influence extends across institution and sector.	• Leads significant cross-unit or cross-University initiatives requiring high-level people leadership. Demonstrates strong influence without reliance on formal authority.	• Takes an active role in leading colleagues or teams, formally or informally, to support University operations. Demonstrates effective people leadership.	• Supports colleagues and contributes to team functioning. Developing capability to lead informally.
C15 – Sustained leadership contribution to University Governance	• Major institutional or national leader in governance. Work significantly influences higher education policy or institutional strategy. Recognised as sector authority in governance.	• Leads major governance bodies or committees. Contributions shape institutional policy or strategy at high level. Recognised for governance expertise.	• Sustained leadership through participation in, or chairing of, University committees (e.g., Governing Authority, Academic Council). Contributes effectively to policy development.	• Early involvement in governance structures. Developing understanding of policy and governance processes.
C16 – Leading role in wider academic and/or professional community	• Provides major international leadership in discipline or profession. Influence shapes sectoral standards, policy or practice globally.	• Leads major initiatives, organisations or committees within academic/professional community. Recognised nationally or internationally.	• Plays an active and recognised role in wider academic/professional community. Contributions support discipline, profession or sector development.	• Participates in disciplinary or professional activities. Early contributions to external academic community.
C17 – Leadership in academic management and administration	• Transforms academic administration at institutional or sectoral level. Contributions adopted as models of best practice.	• Leads major administrative reforms or innovations with institution-wide impact. Recognised for administrative excellence and effectiveness.	• Actively leads academic administrative processes or innovations. Responsible for developing or improving systems or workflows.	• Supports administrative processes or small-scale initiatives. Developing administrative leadership capacity.

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C18 – Developing new institutional multi-disciplinary partnerships	• Creates major institutional or national multi-disciplinary alliances. Partnerships achieve high-profile recognition or impact.	• Leads significant multi-disciplinary partnerships with measurable outcomes (e.g., programmes, Centres, initiatives).	• Develops multi-disciplinary partnerships within the University.• Demonstrates ability to connect colleagues across fields.	• Participates in multi-disciplinary interactions at early stage. Developing networking skills.
C19 – Leadership in initiatives enhancing staff well-being	• Sector-leading leadership in staff well-being. Initiatives transformative at institutional level and adopted externally as best practice.	• Leads major or sustained well-being initiatives across School/College/University. Recognised for improving academic work environment.	• Takes responsibility for, or leads, initiatives enhancing academic staff well-being. Demonstrates positive impact on environment or culture.	• Participates in or supports well-being/workplace culture initiatives. Developing awareness of staff support needs.
C20 – Contributing to and influencing the work of formal committees	• Provides substantial, institution-wide or national influence through committee leadership. Contributions shape long-term institutional policy.	• Leads or shapes committee agendas, decisions, or policy directions. Influence has significant effect on institutional outcomes.	• Contributes actively and consistently to the work of formal committees. Demonstrates influence on key decisions and policy implementation.	• Attends and contributes to committee discussions. Early influence on decision-making.
C21 – Organising alumni activities and building philanthropic/external partnerships	• Major leader in external relations or philanthropy. Efforts generate transformative benefit to UCC's visibility, resources or partnerships.	• Leads strategic alumni or external engagement initiatives with significant outcomes. Contributions yield notable philanthropic, reputational or partnership benefits.	• Organises alumni activities or events. Builds productive relationships with external partners that support the University, including philanthropic benefit where applicable.	• Early involvement in alumni or external engagement. Developing relationship-building skills.
C22 – Driving initiatives that bring colleagues together to deliver the UCC Strategy	• Drives institution-wide transformation aligned with UCC Strategy. Leadership has lasting impact on culture,	• Leads major cross-University initiatives with strong, measurable outcomes supporting strategic delivery. Recognised for integrative leadership.	• Leads initiatives that bring colleagues together to deliver elements of UCC Strategy. Demonstrates clear impact and alignment with strategic priorities.	• Participates in collaborative activities aligned with UCC Strategy. Early contribution to cross-unit initiatives.

Enhancing the University's Profile Externally (C23–C28)	Exemplary	Good	Developing	Premature Application
	performance or strategic success.			
C23 – Initiating or maintaining links between UCC and external groups/community	• Creates transformative or long-term partnerships with major community, sectoral or civic entities. Work significantly enhances UCC's reputation or societal impact nationally/internationally.	• Leads major external engagement initiatives with measurable impact on partnerships or community engagement. Recognised for strengthening UCC's external presence.	• Sustained initiation or maintenance of meaningful links between UCC and external groups or communities. Demonstrates consistent engagement and positive relationship-building.	• Early involvement in external engagement activities. Developing relationships with community or external groups. Initial steps toward representing UCC externally.
C24 – Contribution to UCC's national/international capacity (knowledge transfer, marketing, culture, publicity)	• Widely recognised as a key ambassador for UCC. Leadership substantially elevates UCC's profile nationally and internationally. Contributions have sector-wide impact.	• Leads major national/international initiatives enhancing UCC's visibility or reputation. Contributions significantly expand UCC's reach, influence or cultural presence.	• Provides substantial and sustained contributions to UCC's national or international visibility through knowledge transfer, marketing/publicity, or cultural enrichment activities. Regularly represents UCC externally.	• Participates in occasional outreach, knowledge transfer or marketing/publicity events. Developing ability to represent UCC externally.
C25 – Engagement with external organisations/agencies to develop mutually beneficial relationships	• Creates high-impact national/international partnerships with strategic significance. Partnerships deliver transformative benefit to UCC's mission and visibility.	• Leads major collaborations or partnerships with external organisations that yield strong outcomes for UCC. Recognised for external engagement leadership.	• Engages effectively with external organisations, agencies, professions or HEIs to build mutually beneficial relationships.	• Early interactions with external agencies or organisations. Developing networking skills and collaborative awareness.
C26 – External communication using diverse media to build	• Recognised as a leading external communicator for	• Leads major communication initiatives using diverse media channels. Demonstrates	• Communicates externally using varied media (e.g.,	• Initial attempts to communicate externally using limited channels. Early

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	Exemplary	Good	Developing	Premature Application
dialogue and collaboration	UCC. Communication activities influence public discourse, partnership formation or sector practice internationally.	significant impact in shaping external dialogue or collaborative activity.	online platforms, print, broadcast) to create opportunities for dialogue and collaboration.	development of communication and engagement skills.
C27 – Developing/delivering strategy for sustained dialogue with wider community	• Provides national/international leadership in community dialogue strategies. Work significantly enhances UCC's societal role and visibility.	• Leads major strategic initiatives shaping long-term community engagement at School/College/University level. Demonstrates measurable outcomes.	• Contributes to development and delivery of a strategy for sustained dialogue with the wider community on relevant disciplinary or societal issues.	• Participates in community engagement initiatives. Developing understanding of community dialogue needs.
C28 – Representing and promoting UCC externally	• Acts as a major international ambassador for UCC. Representation leads to transformative partnerships, visibility or sectoral influence. External stakeholders recognise outstanding leadership and impact.	• Leads major external representation initiatives with significant impact on partnerships, reputation or strategic influence. Recognised for ambassadorial leadership.	• Represents and promotes UCC nationally or internationally. Manages relationships with external partners or stakeholders effectively.	• Represents UCC externally in limited or emerging contexts. Developing ambassadorial skills.
Contribution to University management and administration (C29–C37)	**Exemplary**	**Good**	**Developing**	**Premature Application**
C29 – Contribution to academic management and/or policy formation	• Provides transformative leadership in academic management or policy formation. Contributions influence institutional	• Leads significant academic management or policy initiatives. Contributions shape decision-making, governance, or policy with measurable outcomes.	• Provides substantial and sustained high-quality contributions to academic management or policy formation at School, College or	• Early involvement in academic management or policy-related activities. Developing understanding of governance processes.

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			University level. Demonstrates reliability and effectiveness.	
C30 – Contribution to planning, governance, and management (e.g., Quality Reviews)	• Recognised as an institutional or national leader in governance or quality assurance. Contributions materially enhance institutional performance or reputation.	• Leads major governance or quality assurance activities. Demonstrates significant impact on institutional planning or review outcomes.	• Provides substantial and sustained contributions to planning, governance, or management at School/College/University level. Active involvement in processes such as Quality Reviews or Institutional Reviews.	• Participates in planning or governance activities with developing responsibility. Limited but emerging involvement in quality processes.
C31 – Management of staff/resources through leadership or Headship roles	• Outstanding leadership in staff/resource management. Creates models of best practice recognised institutionally or externally. Leadership has transformative impact.	• Leads substantial management responsibilities with measurable improvements to staff performance, resource utilisation or organisational functioning.	• Effectively manages staff and/or resources of an academic unit. Contributes to resource planning, workload allocation, and staff development.	• Supports staff/resource management in limited or delegated ways. Developing awareness of leadership responsibilities.
C32 – Holding a Headship role	• Widely recognised as an exemplary Head. Leadership contributions set institutional standards. Achievements have lasting strategic impact.	• Holds multiple or extended Headship periods. Demonstrates significant success and strong outcomes.	• Holds a Headship role for an appropriate duration and scope. Demonstrates competent fulfilment of responsibilities.	• Preparing for or supporting Headship responsibilities. Demonstrates emerging leadership capability.
C33 – Impact as Head contributing to School/College/University success	• Provides transformative leadership with sector-leading outcomes. Impact recognised nationally/internationally and materially enhances UCC's standing.	• Delivers significant improvements in performance, culture, or strategic outcomes. Recognised across the institution for leadership impact.	• Demonstrates clear, positive impact in a Headship role on School, College or University functioning. Contributions benefit staff, students and stakeholders.	• Initial contributions to unit functioning. Early evidence of positive leadership influence.

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	Exemplary	Good	Developing	Premature Application
C34 – Contribution to addressing aspects of the Student Experience	• Creates sector-leading initiatives with national/international recognition. Demonstrable, transformative impact on student success or wellbeing.	• Leads major initiatives to enhance the student experience across programmes or units. Recognised for student-centred leadership.	• Provides substantial and sustained contributions to improving the student experience. Activities lead to measurable benefits to student outcomes.	• Participates in initiatives supporting the student experience. Developing awareness of student needs and priorities.
C35 – Contribution to student recruitment and retention	• Creates transformative recruitment/retention initiatives with sustained institutional benefit. Contributions recognised externally.	• Leads major, successful recruitment or retention strategies. Demonstrates measurable impact on enrolment or student continuation.	• Substantial and sustained contributions to student recruitment and retention. Leads recruitment initiatives beyond UCC where relevant.	• Assists with recruitment or retention activities in a limited capacity.
C36 – Leadership of School/College projects (including interdisciplinary projects)	• Leads strategic, high-impact projects of institutional or national significance. Work significantly enhances UCC's leadership and innovation capacity.	• Leads major interdisciplinary or cross-unit initiatives delivering strong, measurable outcomes.	• Provides effective leadership of School/College projects. Demonstrates project outcomes and team coordination.	• Participates in School/College or interdisciplinary projects.
C37 – Contribution to UCC's mission, core values and behaviours	• Embodies and champions UCC's mission and values at an exemplary level. Work significantly enhances institutional culture and reputation.	• Leads initiatives that significantly promote UCC's mission and values. Recognised for modelling institutional behaviours.	• Substantial and sustained contribution to advancing UCC's mission, values and behaviours through actions, leadership and engagement.	• Demonstrates developing alignment with UCC's mission and values. Participates in relevant initiatives.
Influencing Collegiality (C38–C42)	**Exemplary**	**Good**	**Developing**	**Premature Application**
C38 – Building supportive relationships that enable colleagues, teams and the	• Creates a culture of exemplary collegiality across units. Influence	• Leads initiatives that significantly enhance collegiality and team	• Consistently builds supportive, constructive relationships. Actively	• Begins developing positive working relationships. Demonstrates willingness to

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University to perform to potential	shapes institutional norms for teamwork and collaboration. Widely recognised for transformational impact on community culture.	performance. Recognised as a key contributor to a positive and high-functioning work environment.	contributes to team cohesion and shared goals. Demonstrates behaviours that enable colleagues and teams to perform effectively.	support colleagues when asked. Shows emerging understanding of collaborative university culture.
C39 – Supporting the career development of others	• Demonstrates exceptional leadership in advancing colleagues' careers across the institution. Influence results in significant, long-term improvements in talent development.	• Leads formal or informal structures that significantly enhance colleagues' career pathways. Recognised for enabling the success of others.	• Actively supports colleagues' career development. Provides guidance, opportunities, or advocacy that contribute to others' progression.	• Provides occasional informal advice or support to colleagues. Shows developing interest in supporting career progression of others.
C40 – Mentoring others across the University (outside L&T or R&I)	• Outstanding mentor with institution-wide or national recognition. Mentoring contributions materially improve University capacity, culture or leadership strength.	• Recognised as an effective mentor with significant impact on mentees' personal or professional development. Contributes to institutional mentoring culture.	• Provides sustained mentoring across the University. Participates in formal or informal mentoring relationships with demonstrated benefit to mentees.	• Provides emerging or ad hoc mentoring to colleagues. Shows willingness to support others outside formal structures.
C41 – Working with others to create new products or services	• Develops sector-leading or transformative products/services adopted internally or externally. Work significantly enhances UCC's innovation profile.	• Leads successful collaborative development of new products/services with measurable impact on teaching, research, administration or engagement.	• Works effectively with others to develop new academic, administrative, digital, or community-facing products or services. Contributions result in clear added value.	• Participates in collaborative activities that may lead to developing products/services. Demonstrates emerging creativity in teamwork.
C42 – Contributing to activities that improve the working environment	• Creates transformative cultural initiatives with institution-wide influence.	• Leads initiatives with significant positive impact on staff wellbeing or inclusion.	• Plays a meaningful and active role in University activities or initiatives that	• Participates occasionally in initiatives supporting wellbeing or inclusion. Demonstrates

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and create an inclusive culture	Recognised for outstanding leadership in cultivating inclusion and a positive working environment.	Demonstrates sustained commitment to creating an inclusive environment.	enhance working environment, wellbeing or inclusion. Recognised as a positive contributor to institutional culture.	developing understanding of inclusive practices.
	Exemplary	**Good**	**Developing**	**Premature Application**

Criteria Map – Promotion to Professor Full – Scale 1

This map is intended as a guide only – please refer to full list of criteria as set out in the Promotion to Professor Full Regulation.

General Essential Criteria (E1G–E4G)	Learning & Teaching (E5L–E10L)	Research & Innovation (E11R–E16R)	Academic Citizenship and Engagement (E17C–E23C)
E1G – Significant academic experience demonstrated through substantial national and international contributions in research, learning, and advancement of the discipline	E5L – Sustained and substantial contribution to student learning via disciplinary excellence	E11R – Substantial and sustained achievement of high distinction in advancement and application of knowledge resulting in peer-reviewable outputs	E17C – Holding positions of responsibility and fostering a collegial work environment
E2G – Well-established and impactful national and international reputation demonstrated through peer esteem, accolades and awards	E6L – Evidence-based timetabled teaching load (minimum 150 hours per annum)	E12R – Proven record of planning and leading high-quality research programmes	E18C – Demonstrated academic leadership at School, College and University levels
E3G – Demonstrated academic influence with clear stimulation and inspiration of others	E7L – Oversight role in development, delivery and review of L&T provision	E13R – Substantial, sustained, independent scholarly output demonstrating originality, significance and contribution to the discipline	E19C – Contribution to the strategic goals of the University
E4G – Demonstrated capacity to act as a role model in research, teaching, academic leadership and management	E8L – Development or adoption of innovative approaches to teaching and learning	E14R – Original research with ground-breaking observable impact on the discipline nationally and/or internationally	E20C – Contribution to society and community understanding of academic research/scholarship
	E9L – Development of self as educator/academic leader	Authorship Indicators (applies across E13R & E14R)	E21C – Significant skills in leading, motivating and developing colleagues; contributing to institutional performance
	E10L – Leading the design of programmes and discipline-related initiatives	E15R – Outstanding intellectual leadership to build research capacity and collaborations (internal and external)	E22C – Expectation of continuing contribution commensurate with Professor (Full)
		E16R – Substantial track record of PhD completions and supervision of postdocs and research assistants	E23C – Established and sustained track record of securing income for the benefit of School/College/University

Research & Innovation 1500 Marks

Profile/ Record (currency) (R1–R10) - *Complusory Evidence Area*

R1 – Sustained, independent research output of international significance

R2 – Ground-breaking research with observable national/international disciplinary impact

R2 Authorship Indicators – Co-authorship, lead authorship, synthesis outputs

R3 – Establishing and directing an active research programme

R4 – Producing open research outputs (data, code, protocols, materials)

R5 – Leadership in developing research strategy or infrastructure within School/College/University

R6 – Publishing in scholarship of learning and teaching (SoTL)

R7 – Conference presentations on disciplinary or interdisciplinary pedagogy

R8 – Attraction of research students and staff external to UCC

R9 – Sustained research-related contributions (conferences, consultancy, public engagement)

R10 – National/international research standing (esteem, invitations, awards, editorial roles, committees)

Research Leadership & Supervision (R11–R18) - *Complusory Evidence Area*

R11 – Providing intellectual leadership to build research capacity and collaborations (internal & external)

R12 – Recruitment and supervision to completion of postgraduate/postdoctoral researchers

R13 – Supporting students to become autonomous researchers

R14 – Exceptional track record of completed supervisions (PhDs, doctoral degrees, postdocs)

R15 – Leadership of research groups; facilitating and inspiring colleagues' research

R16 – Substantial supervision of postdoctoral researchers and research assistants (scale and/or quality)

R17 – Successful management of research teams or research infrastructure

R18 – Internal/external examining of higher research degree theses

Building Research Capacity (R19–R25) - *Choice Evidence Sub Area*

R19 – Leading contribution to research strategy, research support or infrastructure

R20 – Building personal and colleagues' research capacity and reputation

R21 – Creating a supportive and inclusive research environment

R22 – Mentoring early career researchers and academic staff

R23 – Driving research integration internally and externally

R24 – Contributing to research professional development workshops/conferences

R25 – Developing oneself as a research leader through appropriate development

Research Funding (R26–R33) - *Complusory Evidence Area*

R26 – Sustained level of internal and external funding applications with appropriate success rate

R27 – Leadership in developing/enhancing/supporting grant applications

R28 – Leading major funding bids advancing research support and University reputation

R29 – Exploitation of intellectual property (patents, licences, etc.)

R30 – Applying for grants in education/learning & teaching pedagogy

R31 – Leading development of external grant funding in discipline, including for colleagues

R32 – Responding to learning from past funding applications

R33 – Co-leading/collaborating on competitive multi-partner grants

Quality & Impact (R34–R40) - *Complusory Evidence Area*

R34 – Planning and leading outstanding research development, implementation, and dissemination

R35 – Leadership of ethical, responsible research culture

R36 – National/international academic impact of research

R37 – Generating broad societal, economic, cultural, policy or other impact

R38 – Demonstrable disciplinary impact (advancement of knowledge, practice, innovation)

R39 – External impact (patents, IP, spin-outs, enterprise activity)

R40 – Establishing national and international peer esteem for self/team

Innovation & Entrepreneurship, Commercialisation & Consultancy (R41–R44) - *Choice Evidence Sub Area*

R41 – Advancement of ideas, concepts, practices, processes, technologies or creative artefacts

R42 – Commercialisation of research and intellectual property

R43 – Consultancy activity

R44 – Generating new knowledge and practices through multi/interdisciplinary research

Collaborations (R45–R47) - *Choice Evidence Sub Area*

R45 – Contribution to research groups, networks or multi-researcher collaborations

R46 – Stakeholder engagement (academic, industrial, cultural, societal, government, policy, practice, etc.)

R47 – Involving public or private sector organisations in research to increase societal relevance

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

Promotion from Professor Scale 2 to Full Professor

Guide relating to the GB approved Scheme (Approved with effect from the 15th April 2025)

Learning & Teaching 900 Marks

Profile/ Record (currency) (L1–L9) - *Compulsory Evidence Area*

L1 – Evidence-based timetabled teaching load (≥150 hrs p.a.)

L2 – Holding substantial leadership positions (e.g., Programme Director, HoD, Director of Institute)

L3 – External examining roles

L4 – Membership or elevation to prestigious selective societies/leadership based on L&T scholarship

L5 – Contributions to pedagogy (workshops, peer review, educational initiatives)

L6 – Outstanding and sustained dissemination of excellence in L&T

L7 – Shaping disciplinary teaching practice within School/College

L8 – Prestigious accolades and awards for L&T contribution

L9 – Leadership of policy development relating to Learning and Development

Programme Planning, Delivery & Assessment (L10–L21) - *Compulsory Evidence Area*

L10 – Developing UCC's educational offering

L11 – Oversight in development, delivery & review of teaching provision

L12 – Leadership/participation in Examination Boards

L13 – Maintaining curriculum currency

L14 – Contribution to L&T development plans

L15 – Ongoing curriculum review and adaptation

L16 – Reviewing and updating course/programme materials

L17 – Leading curriculum development institutionally

L18 – Embracing advances in learning technologies

L19 – Leading teaching development initiatives informed by external developments

L20 – Leading development of market-leading programmes

L21 – Contributing to new or restructured programme

Collaborations (L22–L23) - *Choice Evidence Sub Area*

L22 – Collaboration in teaching across boundaries

L23 – Facilitating external co-delivery of curricula

Student Engagement (L24–L32) - *Choice Evidence Sub Area*

L24 – Investigative & research-oriented student learning

L25 – Opportunities for multidisciplinary thinking

L26 – Fostering strong student-focused culture

L27 – Facilitating external engagement for students

L28 – Leading initiatives to promote access, recruitment and retention of mature or underrepresented students

L29 – Sustained development and application of inclusive learning approaches

L30 – Championing student engagement across the institution

L31 – Contributing to students' personal, academic and professional development

L32 – Embedding the development of skills to be successful in the workplace (employability) into the curriculum.

Quality & Impact (L33–L41) - *Compulsory Evidence Area*

L33 – Evidence of teaching excellence and impact on student learning (evaluations, evidence of learning)

L34 – Evidence from student and peer feedback applied to enhance teaching quality

L35 – Peer recognition of teaching quality, including awards or recognition for professional/clinical training

L36 – Regular review of teaching quality to encourage critical and creative thinking and lifelong learning

L37 – Developing/reviewing approaches to teaching/assessment that advance disciplinary standards; contributing to policy/pedagogy

L38 – Driving moderation, benchmarking and quality control of teaching/assessment

L39 – Leadership in College/School initiatives improving teaching quality

L40 – Involvement in internal/external academic quality assurance panels

L41 – Contribution to national/international networks supporting teaching and learning quality

Innovation (L42–L47) - *Choice Evidence Sub Area*

L42 – Sustained innovation leading to changes in teaching practice

L43 – Development/adoption of innovative teaching and assessment approaches

L44 – Leading national/international debate on new approaches to teaching/learning/assessment

L45 – Contribution to development and active use of VLE and learning technologies

L46 – Engaging in scholarship of teaching and learning (SoTL) to support innovation

L47 – Initiating innovative technologies or use of physical space to support inclusive and effective learning.

CPD (L48–L53) - *Choice Evidence Sub Area*

L48 – Sustained commitment to CPD in learning & teaching, including accredited awards and leadership in educational development

L49 – Sustained self-critical reflection on teaching practice using peer and other inputs

L50 – Participation in L&T enhancement courses/seminars (CIRTL, CDE, badges, Forum courses)

L51 – Development of learning and teaching skills of other staff within the University

L52 – Leadership roles as mentor, peer reviewer or EDI ally

L53 – Maintaining theoretical currency and developing novel materials with impact beyond UCC

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

Promotion from Professor Scale 2 to Full Professor

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Academic Citizenship and Engagement 900 Marks

Profile/ Record (currency) Translation and application of knowledge. (C1–C6) *- Compulsory Evidence Area*

C1 – Providing expert advice to government, public bodies, civil society, industry and other organisations

C2 – Engaging with external stakeholders to tackle societal challenges; applying expertise for social/community benefit

C3 – Translating and applying knowledge to effect change for community benefit

C4 – Societal and policy impact through expert witness, advisor or advocate roles

C5 – Contributions to national/international standards, public policy or societal prosperity

C6 – Enhancing public or professional services through applied expertise

Choice Evidence Areas: (C7–C48)

Leadership at School/College Levels (C7–C12) *- Compulsory Evidence Area*

C7 – Responsibility for informing strategy; developing and promoting academic vision of the unit

C8 – Leading and managing a team of senior colleagues

C9 – Leading key governance processes and strategic initiatives

C10 – Influencing School management decisions and policies

C11 – Participation in organising national/international summer schools, symposia, conferences, workshops

C12 – Developing and leading outreach activities that enhance best practice nationally or internationally

Leadership at University Level (C13–C22) *- Choice Evidence Sub Area*

C13 – Sustained leadership and contribution through University/School/College committees, working groups, major projects, or quality review

C14 – Leading people to support the effective running of the University (with or without formal authority)

C15 – Sustained leadership contribution to University Governance

C16 – Leading role in wider academic and/or professional community

C17 – Leadership in academic management and administration

C18 – Developing new institutional multi-disciplinary partnerships

C19 – Leadership in initiatives enhancing staff well-being

C20 – Contributing to and influencing the work of formal committees

C21 – Organising alumni activities and building philanthropic/external partnerships

C22 – Driving initiatives that bring colleagues together to deliver the UCC Strategy

Enhancing the University's Profile Externally (C23–C28) *- Choice Evidence Sub Area*

C23 – Initiating or maintaining links between UCC and external groups/community

C24 – Contribution to UCC's national/international capacity (knowledge transfer, marketing, culture, publicity)

C25 – Engagement with external organisations/agencies to develop mutually beneficial relationships

C26 – External communication using diverse media to build dialogue and collaboration

C27 – Developing/delivering strategy for sustained dialogue with wider community

C28 – Representing and promoting UCC externally

Contribution to University management and administration (C29–C37) *- Choice Evidence Sub Area*

C29 – Contribution to academic management and/or policy formation

C30 – Contribution to planning, governance, and management (e.g., Quality Reviews)

C31 – Management of staff/resources through leadership or Headship roles

C32 – Holding a Headship role

C33 – Impact as Head contributing to School/College/University success

C34 – Contribution to addressing aspects of the Student Experience

C35 – Contribution to student recruitment and retention

C36 – Leadership of School/College projects (including interdisciplinary projects)

C37 – Contribution to UCC's mission, core values and behaviours

Influencing Collegiality (C38–C42) *- Choice Evidence Sub Area*

C38 – Building supportive relationships that enable colleagues, teams and the University to perform to potential

C39 – Supporting the career development of others

C40 – Mentoring others across the University (outside L&T or R&I)

C41 – Working with others to create new products or services

C42 – Contributing to activities that improve the working environment and create an inclusive culture

Income Generation Profile (C43–C48) *- Compulsory Evidence Area*

C43 – Established and sustained track record of seeking and securing income for the School/College/University

C44 – Leading programme development that creates opportunities for income generation

C45 – Enhancing income generation opportunities through teaching, research, and fundraising

C46 – Securing significant income for/from knowledge exchange, external grants, or commercialisation

C47 – Leadership and management of significant activities or major projects with income-generating impact

C48 – Identifying income-generating opportunities implemented at School/College/University level

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

Promotion from Professor Scale 2 to Full Professor

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