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**Personal Circumstance / COVID-19 Impact Statement Template STAGE 2 – FULL APPLICATION**

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

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

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

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

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

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| **CODE** | **√ tick** | **Time period affected** | **How Impacted – Brief Statement** |
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| L10 |  |  |  |
| L11 |  |  |  |
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| Provide any relevant factual information here without the inclusion of information of a sensitive nature, as there is provision within the Regulation for such information to be disclosed to the Chair of the relevant Board (College Level Board or SL Promotions Board). | |
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| CANDIDATE SIGNATURE - I confirm that I have agreed the above statement with the Head of School. | |
| Shape  Description automatically generated with low confidence | |
| Date |  |
| HEAD OF SCHOOL SIGNATURE - I confirm that I have agreed the above statement with the candidate named. | |
| Shape  Description automatically generated with low confidence | |
| Date |  |

**CODE REFERENCE**

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| CRITERIA STAGE 2: FULL APPLICATION STAGE (APPENDIX C OF REGULATION) | |
| *To assist in completion of your Personal Circumstance/ COVID-19 Impact Statement you are provided with a list of codes against the Regulation criteria. This listing is specifically set out for the purposes of facilitating the identification of impact on specific criterion. it is not a replacement for the Regulation which is your primary reference point in compiling your application.* | |
| ***Learning and Teaching*** | |
| *Profile/ Record – planning, delivery and assessment (currency)* | |
| **LT 1** | Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities, which in total across all of the foregoing normally includes a minimum of 150 hours per annum.\* |
| **LT 2** | Evidence of teaching across a variety of different levels and in a variety of situations, as demonstrated through the results of consistent and regular course evaluation and feedback.\* |
| **LT 3** | A record of effective setting and marking of assessment at undergraduate or taught postgraduate level including, but not limited to, the provision of feedback to students.\* |
| **LT 4** | Evidence of commitment to research-based teaching, learning and assessment, including supervision of postgraduate minor thesis and/or supervision of undergraduate literature and research projects/coaching students in national/international case study competitions.\* |
| *Quality & Impact* | |
| **LT 5** | Evidence of teaching excellence and impact on student learning, as demonstrated through the results of consistent and regular course evaluation and gathering evidence of student learning. |
| *Innovation* | |
| **LT 6** | Development or adoption of innovative approaches to learning and teaching, maintains theoretical currency and demonstrates innovation and creativity in teaching methods e.g. use of technology, innovative assessments. |
| **LT 7** | Training in the design and development of novel approaches to teaching and assessment, including the application of technology enhanced learning (TEL). |
| *CPD* | |
| **LT 8** | Participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses. |
| *Leadership – Roles and Responsibilities* | |
| **LT 9** | Contribution to the planning, design and development of courses. |
| **LT 10** | Holds roles and responsibilities of leadership or of leadership support relating to Learning & Teaching. |
| **LT 11** | Demonstrated success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees. |
| ***Research & Innovation*** | |
| *Profile/Record – Research Output (currency)* | |
| **RI 1** | Record of independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally recognised in terms of their originality, significance and contribution to the advancement of knowledge in the relevant discipline(s). These include but are not limited to: peer-reviewed publications, proceedings, monograph(s), pedagogical research, other publications of national or international standing, or their equivalent, including recognised professional practice, creative output or other such recognised works of scholarship as relevant to the discipline.\* |
| **RI 2** | Record of research funding application and, as appropriate to the discipline, securing of research funds independently or in collaboration with others. \* |
| **RI 3** | Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers. |
| *Collaborations* | |
| **RI 4** | Evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g. academic, industrial, cultural, societal, government, policy, practice or other communities. |
| **RI 5** | Demonstrated intellectual contribution to collaborative research projects. |
| **RI 6** | Collaborative research engagement with national and international networks, which may include novel collaborations with academic, industrial, cultural, or other expertise of relevance. |
| **RI 7** | Involvement with scholarly networks outside of the University, including in research and innovation related roles. |
| **RI 8** | Demonstrable successful cross/multi/transdisciplinary collaborative research activity. |
| *Quality* | |
| **RI 9** | Excellence of national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc. |
| **RI 10** | Track record, as appropriate to the discipline, of applying for/securing independent competitive research funding. |
| **RI 11** | Evidence of fostering a culture of research rigour and integrity. |
| *Impact* | |
| **RI 12** | Demonstrable impact on the research field, as defined by disciplinary norms, such as: new or significant change to the advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices. |
| **RI 13** | Record of generating impact which may include but is not limited to: enhanced job creation, productivity, policy development, creative practice or performance, public understanding and engagement, quality of life (health, cultural, environmental, etc.), community development, reputation of UCC/Ireland, attraction of researchers of excellence, leveraging of funding, efficiencies, efficacies, professional standards, education (including human capital development) and a reduction in risks across all areas. |
| **RI 14** | Demonstrable commitment to Open Research. |
| *Innovation & Entrepreneurship* | |
| **RI 15** | Evidenced track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research. |
| **RI 16** | Successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licences, copyright, trademarks, know how, design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each. |
| **RI 17** | Evidence of successful and continuing consultancy, as appropriate to the discipline. |
| *Leadership – Roles and Responsibilities* | |
| **RI 18** | Research leadership profile evident, either established or emerging with potential, as demonstrated by inclusion in research committees, editorial boards, advisory boards/councils, professional, guidelines, standards or regulatory organisations, etc. at national or international levels, as appropriate to discipline. |
| **RI 19** | Successful track record of mentorship of research students. |
| **RI 20** | Demonstrable focus on equality, diversity and inclusivity in research activities that deliver excellence through the performance of those under their supervision/in their team. |
| **RI 21** | Significant evidence of meaningfully integrating research into teaching. |
| ***Contribution to Academic Citizenship and Engagement*** | |
| *Profile/ Record – Output (currency)* | |
| **C 1** | Record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.\* |
| **C 2** | Record of a developed or emerging profile within the University community or society (e.g. in local or national media), public scholarship (e.g. seminars, local or national media and other innovative communications channels). |
| **C 3** | Evidence of active citizenship and partnership that contribute to the third mission of the University and which promotes stewardship on matters of University, community and societal importance. |
| *Public Output* | |
| **C 4** | Evidence of contribution resulting in tangible outputs for the School/College, University and/or Community. |
| **C 5** | Record of public contribution or influence, including but not limited to education and public engagement, cultural engagement, learning exchanges and volunteering. |
| **C 6** | Record of applying for or securing awards and/or funding relating to community contribution either internally or externally to the University. |
| **C7** | Co-creation of knowledge, engaged learning and engaged research and dissemination externally and to our University community (virtually and physically) for the benefit of the wider community. |
| *Quality & Impact* | |
| **C8** | Contribution to or involvement in a major project or initiative at any level which fulfils the strategic priorities of the University, such as Equality, Diversity and Inclusion, Internationalisation and/or Civic and Community Engagement. |
| **C9** | Evidence of societal (policy and practice) impact through providing expertise and consultancy (e.g. witness, advisor, board member, volunteer, advocate, or engaged researcher). |
| **C10** | Implementation of Responsible Research and Innovation (RRI), engaged research (e.g. PPI, Citizen Science, PAR, Design Methods, Open Innovation etc.) and research to policy and practice impact, for local to global impact. |
| **C11** | Ongoing implementation of curricular and student experience based external engagement activities (e.g. community based learning, community engaged research, lifelong and life wide learning, student volunteering). |
| **C12** | Contribution to the community, profession, industry and public service at local, regional, national and international level e.g. neighbourhood, community and regional development and regeneration, lifelong learning, access to education, volunteering and supporting civil society organisations. |
| **C13** | Application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level e.g. contribution to collaborative projects and initiatives under the UN Sustainable Development Goals. |
| **C14** | Utilisation of the knowledge, learning, research and practice capabilities of the University’s staff, students and networks to promote and bring about change that has impact on the environment, society or matters ranging of local to global societal importance. |
| **C15** | Awards or accolades nominated for or gained through academic citizenship and community engagement either internal or external to UCC. |
| *University/ Discipline Service/External Engagement/Reputation* | |
| **C16** | Representation of School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations). |
| **C17** | Contribution to activities related to student activity e.g. recruitment, such as school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level. |
| **C18** | Commitment to, and involvement in initiatives that promote the University’s Community Engagement strategic aims, including promotion of best practice in community engagement. |
| **C19** | Active membership of School/College/University committees. |
| **C20** | Participation in administrative or management activities outside of the School, for example at College/University level, on boards, committees, working groups or a project team. |
| *Leadership – Roles and Responsibilities* | |
| **C21** | Active membership of School/College committees. |
| **C22** | Participation outside of the academic unit in service to the University or in administration and management at College or University level. |
| **C23** | Demonstrates activities or behaviours which promote or role model diversity and inclusion and the values of the University. |
| **C24** | Involvement in improving and/or streamlining University management, processes or approaches e.g. Green Campus, Sustainable Development Goals, Civic Engagement Rankings, Reviews, improvement related working groups. |