

UNIVERSITIES ACT 1997

**UNIVERSITY COLLEGE CORK
NATIONAL UNIVERSITY OF IRELAND, CORK**

REGULATION

on

ACADEMIC PROMOTIONS TO PROFESSOR (SCALE 2)

adopted by the Governing Body with effect from 20th December 2018

by virtue of the Universities Act, 1997, ss 18(2) and 25(1)

and Principal Statute B.5.b and F.1.a

Academic Promotions to Professor [Scale 2]

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1. The Professor (Scale 2) Promotion Scheme ('The Scheme')

1.1 Purpose & Objectives

University College Cork's Academic Progression and Promotions schemes are designed to recognise and reward excellence in the performance of academic staff, which supports delivery of the University's vision across all areas of academic endeavour, as well as the specific ambitions of the University's strategic plan. University College Cork is committed to supporting outstanding staff, conducting leading-edge education and research. The Academic progression and promotions schemes seek to promote encourage and reward staff who demonstrate excellent leadership and innovation in their area of expertise, support and enhance the educational experience of students, while building partnerships locally nationally and internationally.

The processes shall be evidence-based in the context of national and international standards.

As a research-led institution providing an outstanding educational experience to students, the University recognises and values both research and teaching carried out at the highest level. In addition to ensuring opportunities are provided to acquire experience appropriate to supporting applications for promotion, the University is committed to recognising the engagement of staff with external partners, and acknowledges the changing roles of those practice-based or oriented members of staff who particularly support that endeavour.

The overall objectives of the progression and promotion schemes are:

- to progress and promote on the basis of performance, achievement, impact and merit;
- to operate procedures that are fair and thorough and are perceived to be such;
- to ensure equity as far as possible whilst recognising the different opportunities and norms pertaining to different disciplines, and;
- to operate procedures expeditiously.

1.2 University College Cork's Commitment to Equality, Diversity and Inclusion

The University is committed to the promotion of equality of opportunity and to creating and sustaining an environment that values and celebrates the diversity of its staff.

The University recognises that females are underrepresented at Professor (Scale 2) grade, and therefore aims to encourage female academics to apply for promotion.

As part of the University's academic staff development process all schemes are administered in the context of the associated policies on Equal Opportunities and Diversity. The regulations described herein are intended to be open, fair and equitable and in line with the strategic aims of the University.

The Scheme applies to full-time and part-time staff.

1.3 Eligibility to apply

The following are eligible to apply under the Scheme:

- All Senior Lecturers holding an appointment at UCC, and with a Doctorate from a recognised institution (or equivalent evidence of high-level research achievement), and who have completed at least four years continuous service at UCC.

- All Senior Lecturers holding an appointment at UCC, and with a Doctorate from a recognised institution (or equivalent evidence of high-level research achievement), who have a combined total of four years continuous service when their service at UCC is added to service as a Senior Lecturer (or equivalent) at another third-level institution at the closing date for applications, provided that they have completed at least two of the four years' service at UCC at the closing date for applications.

Eligibility to partake in the Scheme is confirmed by Human Resources following the closing date for receipt of applications.

For eligibility purposes, a sabbatical period (paid or unpaid) will count as recognised service. Where an employee is or has been seconded to another role, inclusion of the secondment period for the purposes of calculating continuous service will be assessed on a case by case basis, having due regard to the relevance of the secondment role to the underlying academic appointment and the delivery of the University's vision and strategy across all areas of academic endeavour.

1.4 The Scheme

The Professor (Scale 2) Promotion Scheme is a competitive scheme and successful candidates will be required to satisfy the criteria and achieve a total score such that it places the candidate within the number of posts available in order to be recommended for promotion.

2. The Professor (Scale 2) Promotions Board ('The Board')

2.1 Terms of reference

- to consider and assess applications for promotion to Professor [Scale 2] and to make recommendations thereon to the President;
- to carry out these tasks in accordance with the terms of the relevant Schemes, as adopted by the Academic Council and the Governing Body; and
- to report at the end of each round on the operation of the Scheme or at least once every four years.

2.2 Membership

The membership of the Board shall have equal representation of males and females where possible, with a minimum of 40% representation of females on the Board and a minimum of 40% representation of males on the Board. Casual vacancies shall be filled as above from within the relevant constituencies. The Secretary to the Board is the Director of Human Resources (or his/her representative). The Board shall receive mandatory gender, equality and unconscious bias training. Please see **Appendix A** for structure and membership of the Board.

2.3 Independent External Academic

An independent, senior academic from outside the University shall attend at both shortlisting and full assessment stages, in order to observe the integrity of the promotion evaluation process. Although not a Board member, his/her role shall be to bring to the attention of the Board any issues associated with the operation of the Board during its deliberations concerning the evaluation of applications, and decision making for promotion.

2.4 Conduct of Business

At least 70% of the members of the Board must be present at shortlisting and assessment, when decisions are taken regarding candidates for shortlisting and promotion. One representative per College must be in attendance at any given meeting. Conduct and potential conflicts of interest of Board members are governed by the established Code of Conduct (available at www.ucc.ie/en/hr/policies/promotions/prof-scale2-conduct/).

Members of the Board may record notes during the assessment process so as to assist in recall and discussion for the purposes of decision making in the process. Such notes and scores will not form part of the final record of the Board's decision and will be destroyed once the final consensus decision of the Board is recorded.

3. Calls

Applications for promotion to Professor (Scale 2) shall be invited every two years unless otherwise directed by Governing Body. The number of promotional posts available shall be announced at the time of the invitation, and is determined by the Governing Body, on the recommendation of the Finance Committee, following advice from the University Management Team.

Up to 50%* of total promotional posts in a given promotion call shall be allocated equally across each of the four Colleges (being the College of Arts, Celtic Studies and Social Sciences, the College of Business and Law, the College of Medicine and Health and the College of Science, Engineering and Food Science). The balance of promotional posts in that promotion call shall be assessed as part of this competitive process on a University-wide basis without distinction between Colleges.

*Where, in a given promotional call, there are insufficient successful candidates from a particular College to fill that College's allocation in that promotional call, the number of unfilled posts from that College's allocation will be added to the allocated posts made available for that College in the next promotional call for the same position.

4. Promotion in Exceptional Circumstances

It is accepted that in exceptional circumstances, it may be necessary to review an application for promotion outside the normal timetable. In such circumstances, following a consultation process which will include at least the Head of School, Head of College and the Deputy President, the application will be referred to the Professor (Scale 2) Promotions Board. The normal criteria and eligibility requirements used for promotion will be applied. Such promotions shall not have an effect on the number of places made available at the next call and relevant approval procedures will apply.

5. Making an Application

5.1 Procedure

There are **two stages** to the application process:

(i) Submission of an Expression of Interest/ Shortlisting;

(ii) Submission of a Full Application.

Applicants should note that expressions of interest and/or full applications will not be accepted after the specified time on the closing date.

5.2 Expression of Interest/ Shortlisting

An Expression of Interest comprises a concise five page CV which includes a summary of significant achievements under each heading: Teaching and Learning, Research and Innovation, and Contribution to Academic Citizenship and Engagement. It shall be accompanied by a **list** of top five publications or other research outputs.

Following consideration of the expressions of interest, the Board shall shortlist those deemed to have established a *prima facie* case for promotion. To establish a *prima facie* case for promotion, candidates must satisfy all of the essential criteria under each subheading as set out in **Appendix B (highlighted in bold)**. Shortlisted candidates will then be invited to make a full application. Non-shortlisted candidates will be notified at this stage and will receive written feedback from the Board.

5.3 Full Application

Candidates who have been deemed to have established a *prima facie* case for promotion and so shortlisted shall be requested to submit a detailed application form with all supporting documentation/ artefacts.

A completed application should include the following;

- **Form P1 (P), available from the Department of Human Resources.**
- A **Teaching and Learning Portfolio** of no more than 20 pages (inclusive of all documentation/ artefacts to support claims made in relation to the criteria for promotion). This should reflect teaching activity and be organised in sections corresponding to the Teaching and Learning criteria detailed in Appendix C;
- A **Research and Innovation Portfolio** of no more than 20 pages (inclusive of all supporting documentation/ artefacts, but excluding the publication list). This should reflect the research approach and profile of the candidate, and be organised in sections corresponding to the Research and Innovation criteria detailed in Appendix C;
- A **Contribution to Academic Citizenship and Engagement Portfolio** consisting of no more than 10 pages (inclusive of all documentation/ artefacts to support claims made in relation to the criteria for promotion). This should be reflective of the level of contribution made by the candidate to academic citizenship as well as professional contribution to the community and industry, and should be organised in sections corresponding to the Contribution to Academic Citizenship and Engagement criteria detailed in Appendix C.

The presentation of false or misleading information in support of an application will render the application null and void.

Some or all of the listed documents in **Appendix C** may be submitted in the portfolios to support claims made by a candidate for promotion. Each criterion is assessed and applicants should note that in assessing applications, both qualitative and quantitative measures will be applied. A set of indicative activities and achievements is given under each subheading. These are indicative rather than prescriptive and any further disciplinary-specific activities relevant to these criteria may be considered by the Board, using their academic judgement.

It should be noted that there is an expectation that all applicants will be able to demonstrate collegiality, collaborative working and academic progress since appointment in their application for promotion.

5.4 Inclusion of Statutory Leave

In this Scheme, “Statutory Leave” refers to maternity leave, paternity leave, parental or adoption leave, carer’s leave and/or any other protected leave which may be provided for in statute from time to time.

The University acknowledges that periods during which an individual may have been on Statutory Leave may have impacted on an individual’s performance as judged against the promotion criteria.

The Promotion Scheme Leave Form issued by HR, must be used by all candidates who wish to have Statutory Leave taken into account at the time of expression of interest and if shortlisted, at full application stage. In assessing applications, documented evidence which is submitted as part of the Promotion Scheme Leave Form will be reviewed.

Details submitted as part of the Promotion Scheme Leave Form will be shared with Board members, the Human Resources Department and where applicable, members of the Academic Promotions Appeals Board.

Statutory Leave details submitted pursuant to a Promotion Scheme Leave Form are a consideration which the Board shall take into account, in assessing a candidate’s merit in the specific criteria listed below relative to their opportunity to accrue that merit. The decision as to how Statutory Leave shall be taken into account shall be made by the Board based on the principles outlined herein.

In assessing a candidate’s merit relative to their opportunity to accrue that merit at shortlisting stage, consideration shall be given to the impact of Statutory Leave when assessing the following essential criteria:

Teaching & Learning

- *Teaching & Learning* - Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours over the previous three out of five years.

Research & Innovation

- *Research & Innovation* - A notable and sustained output of publications in leading, internationally recognised peer-reviewed journals/ industry journals or periodicals, and in peer- reviewed book chapters, books and/or monographs from leading publishers.

OR

- *Research & Innovation* - A notable and sustained output of creative, clinical or other practice at a professional level, in nationally and internationally recognised contexts, or with communities.

OR

- *Research & Innovation* - Innovative approaches to practices, new devices/technologies based on original research and published in high impact internationally recognised peer reviewed journals.

At full application stage, the impact of Statutory Leave will be considered when determining an appropriate score under *Teaching and Examining: Engagement with Student Learning and Assessment (maximum 250 marks)* and *Research and Innovation: Publications/Outputs and Profile (maximum 250 marks)*.

For example, in respect of assessing output of publications, a lecturer who has been in post for 11 years and has taken three periods of maternity leave will have a weighting applied. This weighting will be used to notionally understand what the candidate would have produced in 11 years but for the periods of Statutory Leave taken. Accordingly, if the candidate produced 16 publications over 11 years with three years of Statutory Leave, s/he is judged with a weighting of $11 \div 8 = 1.375$. Notional publication total is thus $16 \times 1.375 = 22$ publications. The candidate will be assessed based on the total publication score relative to the Scheme requirements and discipline norms.

As an example in respect of assessing timetabled undergraduate and/or postgraduate class contact teaching hours, a lecturer who has been in post for 5 years and has taken three periods of maternity leave will have a deemed total of timetabled undergraduate and/or postgraduate class contact teaching hours attributed to any years for which the candidate has requested that Statutory Leave be taken into account. This formula will be used to notionally understand what timetabled undergraduate and/or postgraduate class contact teaching hours the candidate would have had in the five years immediately prior to the call for promotion but for the periods of Statutory Leave taken. Accordingly, if the candidate had an annual average of 50 timetabled undergraduate and/or postgraduate class contact teaching hours in years for which consideration of Statutory Leave is not sought by the applicant, a notional total of 50 timetabled undergraduate and/or postgraduate class contact teaching hours will be attributed to any years in the five years immediately prior to the call for promotion for which the candidate has requested that Statutory Leave be taken into account.

The onus is on the candidate to ensure that HR is made aware at the time of submission of the candidate's expression of interest, of any Statutory Leave and the impact this has had on their output.

5.5 Electronic Submission

All expressions of interest and full applications, including completed promotion portfolios, should be submitted electronically via the designated portal at the time of the call.

At *Full Application* stage, candidates will be invited to electronically submit their top five peer-reviewed publications or other research outputs. In exceptional circumstances, hardcopies may be considered.

The Board reserves the right to verify any information submitted by the candidate.

5.6 References

At the time of making a full application, candidates must nominate one internal academic (i.e. UCC), and one external referee. Internal referees may include the current Head of School and/or Emeritus Professors of UCC. Where they agree to act as an internal referee, the Head of School must adhere to the *University Code of Conflict of Interest in Relation to Recruitment and Promotions* <https://www.ucc.ie/en/hr/policies/recruitment/code-of-conflict/>.

Any current Head of School nominated by a candidate as an internal referee shall, where also a member of the Board, absent themselves from and take no part whatsoever in the deliberations of the Board on the candidature of that candidate concerned.

The referees should be asked to comment in particular on the **quality** and **impact** of the candidate's contributions across all groups of criteria relative to disciplinary norms.

Candidates should arrange for these references to be submitted directly to the Secretary of the Board. The onus will be on the candidate to ensure that references are received by the closing date for full applications and references will not be accepted thereafter.

References shall be considered by the Board as a distinct part of its deliberations.

5.7 Input by Head of School

While it is the responsibility of the applicant seeking promotion to make an application using the procedures outlined in this document, applicants are strongly recommended to discuss any proposed application with their Head of School for advice and guidance.

A copy of the completed application Form P1 (P) shall be forwarded to the relevant Head of School, who shall be asked to complete a Form P3 (P).

Under certain extraordinary circumstances, (including where an applicant is in a grade equal to or higher than that of the Head/Acting Head of School, or is in competition for promotion with the Head), the Head of College shall be asked to complete the Form P3 (P). Where this situation arises, applicants are expected to notify the Secretary to the Board. The Chair of the Board's decision as to the existence or otherwise of extraordinary circumstances shall be final.

In completing Form P3 (P), the Head of School is required to verify the accuracy of the information detailed in the application form only, such as particulars relating to class size, hours etc. and will not be required to make a recommendation in respect of the application.

Candidates are required to sign that they have read the completed Form P3 (P) prior to its signing and submission to the Secretary of the Board by the Head of School.

A Head of School may be nominated as an internal referee. Where this occurs, the Head of School will also be required to complete the Form P3 (P).

P3 forms shall be considered by the Board as a distinct part of its deliberations.

5.8 External Experts/Reviewers: Selection and Reports

In the event that a candidate is shortlisted, they shall be asked to nominate a panel of six national or international External Experts in their general discipline. This panel may not include the nominated external referee (see 5.6). To ensure impartiality, the Secretary to the Board will randomly select one of the six Experts to act as an External Reviewer, and to provide a detailed report to the Board on the candidate's application. This report should detail observations of the Reviewer on all aspects of the candidate's submission.

A second member of the panel of six External Experts will be asked by the Secretary to the Board to nominate a second External Reviewer to make a detailed report to the Board on the candidate's activities and achievements in relation to all aspects of his or her application.

The External Reviewers shall be asked to assess in particular the candidate's research portfolio, publication record and profile, and shall receive an electronic file containing same. The Reviewers should also be asked to comment on the impact of the candidate's achievements as detailed in their portfolios. The five top peer-

reviewed publications or research outputs selected and submitted by the candidate shall also be sent electronically.

Any connections of the nominated External Experts/ Reviewers to UCC, or to the candidate, must be specified on the applicant's P1 (P) form, in accordance with the *Code of Conflict of Interest in relation to Recruitment and Promotions* (available at www.ucc.ie/en/hr/policies/recruitment/code-of-conflict/).

External Reviewer Reports shall be considered by the Board as a distinct part of its deliberations.

6. The Assessment Process

All applicants for promotion to the grade of Professor (Scale 2) shall be assessed and scored, using all of the available documentation, against criteria grouped under three broad areas:

- Teaching and Learning
- Research and Innovation
- Contribution to Academic Citizenship and Engagement

Detailed criteria are set out in **Appendix C**. Each criterion is assessed within a mark range, and in assessing applications, both qualitative and quantitative measures shall be applied.

All candidates must satisfy the essential criteria and/or requirements, as set out under each subheading in **Appendix C**.

Minimum Scores and Weightings

Each broad area shall have an allocation of 1000 marks within the overall assessment process.

Once a candidate has established a *prima facie* case for promotion and has been invited to make a full application, candidates must support their claims with documentary evidence in order to strengthen their case for promotion.

Scores achieved under each set of criteria will be combined, and the aggregate score achieved shall indicate the level of excellence achieved by qualifying candidates, and thereby determine the list of candidates to be recommended for promotion by the Board to the President.

Candidates must score a minimum of **700 out of 1000 marks** in Teaching and Learning, **700 out of 1000 marks** in Research and Innovation, and **600 out of 1000 marks** in Contribution to Academic Citizenship and Engagement.

Meeting the minimum score requirement does not mean that a candidate has satisfied all promotional criteria or that he/she will be recommended for promotion, as this is a competitive process. In order to be recommended for promotion a candidate must achieve a total score such that it places the candidate, when considered against the score achieved by other candidates, within the cohort of available posts. Candidates that score outside of this cohort are determined for the purposes of this promotional call to not have been successful under the provisions of the Scheme.

At the time of full application, candidates must choose to weight their aggregate score as follows:

Research & Innovation X 0.5

Teaching and Learning X 0.3

Contribution to Academic Citizenship & Engagement X 0.2

OR

Research & Innovation X 0.4

Teaching and Learning X 0.4

Contribution to Academic Citizenship & Engagement X 0.2

7. Closing Date and Notification

7.1 Closing Date

The closing date for receipt of expressions of interest will be no sooner than 1 month after the call for Promotion to Professor (Scale 2). The closing date for receipt of full applications shall be no sooner than two months after the notification of shortlisting to candidates.

All documentation and supporting evidence must be submitted electronically to the Secretary of the Board by the specified time. No supplementary materials will be accepted after the closing date, unless specifically requested by the Board.

7.2 Notification

The Secretary of the Board (or his/her representative) shall inform each candidate of the Board's recommendation in his/ her case.

- Successful candidates shall receive formal notification regarding his/her promotion after its approval by the President. A promotion takes effect from the first day of the next month, following the approval of the President.
- Unsuccessful candidates at full application stage shall be provided with written feedback including a breakdown of their marks under each heading assessed as well as the details of their overall scores.

Once approved by the President, the outcome of the promotion round shall be reported to the necessary University Bodies.

8. The Academic Promotions Appeals Board ("APAB")

The APAB shall hear appeals in relation to the decisions taken by the Professor (Scale 2) Promotions Board at full application stage only.

The decision of the Promotions Board is final and there is no right of appeal against the decision unless a defect in procedure can be demonstrated. In such circumstances, where an applicant can demonstrate that due process was not followed, and that this failure may have affected the outcome, the applicant should submit an appeal, in writing, to the Secretary to APAB, stating the perceived breach and the applicant's view of how this may have influenced the outcome. Appeals must be submitted within 60 business days of the notification of the results being issued.

Appeals should be conducted in accordance with the Terms of Reference of the Academic Promotion Appeals Board as approved by Governing Body from time to time and available on the University intranet at <http://www.ucc.ie/en/ocla/govbod/committees/academic/>

9. Date in force, Repeals etc.

9.1 Date in Force

This regulation shall come into force immediately on its adoption by Governing Body.

9.2 Repeal of Former Regulations

Where this Regulation applies, it is in substitution for and supersedes prior Regulation (or part thereof as the case may be) dealing with the same subject matter including in particular but not limited to the Regulation on Academic Promotions to Professor [Scale 2] adopted by Governing Body at its meeting on 28th September 2010 (and as subsequently amended up to and including amendments adopted by Governing Body at its meeting on 3rd February 2015). To the extent any such prior Regulation (or part thereof as the case may be) is superseded by the Regulation herein, that prior Regulation (or the superseded part as the case may be) stands repealed.

Version	
Approved by:	Date
University Management Team Operations	
Governing Body	

APPENDIX A: Structure and Functions of the Professor (Scale 2) Promotions Board

The Professor (Scale 2) Promotions Board will be chaired by the Deputy President and Registrar.

The Professor (Scale 2) Board
<ul style="list-style-type: none">• Deputy President and Registrar (Chair)• An academic nominee of the President (who may be internal or external to the University)• Eight academic members (Professors and Professor (Scale 2)), made up of two representatives from each of the four Colleges, the composition of which is to be determined by the Academic Council. These members shall be appointed by the Academic Council following consultation with the Colleges. Appointments shall be staggered, with four members being appointed every two years, to serve a four year term.

Recommendations of the Board shall be forwarded to the President for approval.

While the University will endeavour to ensure that each Board is made up as indicated, circumstances on the day may result in changes to the board. This will not be grounds for appeal.

APPENDIX B: Shortlisting Criteria for Professor (Scale 2)

To establish a **prima facie** case for promotion, a candidate **must** demonstrate that she/he satisfies the essential criteria for promotion to Professor (Scale 2)

Teaching and Learning

(Essential)

- Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours over the previous three out of five years. * (Recognition shall be made of the differential preparatory work associated with the different formal contact modes.)
- Sustained **leadership in the planning and delivery of course and degree assessment** indicating an exceptional commitment to **research-based teaching**, learning and assessment
- Evidence and examples of **consistently high quality teaching** across a range of levels and in a variety of different situations
- Holding **positions of responsibility** such as Programme Director or Head of Department or Director of a Research Institute or Executive Education Programme (and equivalents), or directing programmes for which clinical responsibilities are held, and developing a collegial and supportive work environment by mentoring or training junior staff, fostering teamwork
- Leading substantive and successful **innovations in curriculum design and delivery** (face-to-face, online or blended), across a range of levels, (undergraduate, postgraduate and adult and continuing education) recognised as making a major contribution to the subject or discipline.
- A record of **leadership and engagement with personal and professional development** in relation to teaching and learning, such as attainment of accredited award(s) in higher education teaching, successful and sustained involvement in other professional activities, in discipline-specific education and/or specialist educational approaches, which has impacted on teaching (for example, participation in or contribution to, courses and seminars (peer reviewed presentations), organised by professional development units

***Promotion Scheme Leave Form may apply**

Research & Innovation

(Essential)

- A notable and sustained **output of publications*** in leading, internationally recognised peer-reviewed journals/ industry journals or periodicals, and in peer-reviewed book chapters, books and/or monographs from leading publishers. **Consideration of the quality of journals and impact factors is based on disciplinary norms – publication in top tier journals in the discipline is expected.**

OR

- A notable and sustained **output of creative, clinical or other practice** at a professional level, in nationally and internationally recognised contexts, or with communities.* **This record will be appropriate to disciplinary norms, and will include sole, major or senior authorship of high-impact publications.**

OR

- **Innovative approaches to practices, new devices/technologies based on original research** and published in high impact internationally recognised peer reviewed journals*

*Promotion Scheme Leave Form may apply

Contribution to Academic Citizenship and Engagement

(Essential)

- Evidence of leadership participation in successful initiatives or innovations in **administrative/academic management processes**, or taking on significant departmental responsibilities which are carried out successfully.
- Leadership responsibility for a significant project or initiative at College or University level which realise the strategic priorities of the University, such as **Equality, Diversity, Inclusion, and Internationalisation**
- Leadership responsibility for a significant project or national/international initiative or fulfilment of **Community Engagement** objectives

APPENDIX C: Criteria for Promotion to Professor (Scale 2) - (Full application)

Applicants must fulfil a minimum of **all** of the essential criteria under each subheading (highlighted in bold). Applicants should supply supporting indicative evidence (as outlined in section 5.5 of the regulation) demonstrating their level of achievement across the range of other areas, identifying their more major and minor contributions.

In doing so, some or all of the listed documents in this Appendix may be submitted in the portfolios to support claims made by a candidate for promotion. Each criterion is assessed and applicants should note that in assessing applications, both qualitative and quantitative measures will be applied. A set of indicative (rather than prescribed) activities and achievements is given under each subheading, and any further disciplinary-specific activities relevant to these criteria may be considered by the Board using their academic judgement.

Teaching and Learning (1000 marks)

A. Teaching and Examining: Engagement with Student Learning and Assessment (250 marks)

Essential:

- **Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours over the previous three out of five years. * (This excludes individual supervision of research postgraduates but includes contact in terms of lectures, formally supervised laboratory practice/practicals/field trips/field courses, seminars, tutorials and clinical work. Pro-rata loads shall apply to staff with part-time appointments. Recognition shall be made of the differential preparatory work associated with the different formal contact modes.)**
- **Sustained leadership in the planning and delivery of course and degree assessment indicating an exceptional commitment to research-based teaching, learning and assessment**

***Promotion Scheme Leave Form may apply**

And at least TWO of the following:

- A sustained 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
- Effective preparation and management of tutors and teaching teams
- Leadership contribution to the teaching of a subject or discipline at national or international level which could include the introduction of an entirely new area of teaching to the subject
- Leadership in engagement with the student body such as devising and implementing structured mentoring programmes for students **and/or** leading internship or work placement programmes
- Leadership or major role in initiating and completing major course reviews
- Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member/leader)
- Sustained Leadership in supporting colleagues in their teaching through peer support and review and mentoring their professional development
- Leadership and ongoing contribution to lifelong learning and Continuing Professional Development through ongoing participation at College and University level in implementing initiatives committed to promotion of lifelong learning **and/or** sustained contribution to executive or clinical education programmes, through for example the Irish Management Institute or the Centre for Adult & Continuing Education.

- Leadership and involvement in devising and implementing strategies which promote the College and University in international contexts and the successful recruitment of international students
- Regular participation on examination boards at School/ Department or University level

Suggested Indicative Evidence to show Engagement with Student Learning and Assessment

- Report from Heads of School in consultation with relevant bodies, to verify particulars such as sizes of groups and levels taught and number of hours taught
- Feedback from student evaluation questionnaires (*In order to systematically monitor quality of student learning when using student surveys*, average or above average scores for relevant items must be reached for three out of five years in all units taught)
- External independent evaluation feedback from referees, details of leadership roles and specific contribution, mentoring and support of colleagues
- Evidence of assessment strategies to promote student learning, including artefacts or a case study of good practice.
- Details of grants and awards and outcomes, details of mentoring roles and outcomes, letters of reference from peers
- Number of taught postgraduate dissertation students supervised to completion
- Number of students in research/academic posts after graduation and/or prizes or awards won by students
- Undergraduate or taught Master's student participation in conferences, presentation of papers and/or publishing

B. Teaching and Examining: Quality of Teaching (250 marks)

Essential:

- Evidence and examples of consistently high quality teaching across a range of levels and in a variety of different situations
- Holding positions of responsibility such as Programme Director or Head of Department, Director of a Research Institute or Executive Education Programme (and equivalents), or directing programmes for which clinical responsibilities are held, and developing a collegial and supportive work environment by mentoring or training junior staff, fostering teamwork

And at least TWO of the following:

- Leadership in the development of research-led teaching and the integration of teaching and research in support of student learning
- Maintaining theoretical currency- development of novel materials to teach the programme more effectively which have impacted positively on student learning and which may have impacted on teaching and learning in other institutions, nationally **and/or** internationally
- Peer recognition of quality teaching, including awards for Teaching and Learning or for contribution to professional or clinical training
- An outstanding and sustained record of dissemination of excellence and best practice in teaching, leading to enhancement of teaching and learning standards at School or College level
- Leadership and initiative at College and University level aimed at promoting access and recruitment of mature students and students from underrepresented cohorts **and/or** initiatives which are committed to the retention of same students

Suggested Indicative Evidence to show Quality of Teaching

- Feedback from student evaluation questionnaires (*In order to systematically monitor quality of student learning when using student surveys*, average or above average scores for relevant items must be reached for three out of five years in all units taught)
- Excerpts from module/programme materials demonstrating incorporation of current Teaching & Learning research into teaching activities and evidence of learning outcomes
- Awards and nominations for quality Teaching and Learning, (which could include repeated University internal award, or nomination for a prestigious award), fellowships received
- Evidence to show local/regional/international recognition for contribution to professional or clinical training
- Evidence of assessment strategies to promote student learning, including artefacts or a case study of good practice.
- Excerpts from novel materials developed to teach the programme more effectively with evidence of impact on students and/or on the teaching of others
- Evidence of assessment strategies to promote student learning, including artefacts or a case study of good practice.
- Evidence of record of dissemination of excellence could include, but is not limited to; participation in and contribution to University Teaching and Learning events; **and/or** preparation of textbooks **and/or** sustainable/ reusable learning resource which are used effectively within the University; **and/or** Publication in peer reviewed journals, conferences and books that achieve demonstrable impact and should mark the individual out as a leader in pedagogy and practice

C. Leadership and Innovation: Curriculum Design and Development (250 marks)

Essential:

- **Leading substantive and successful innovations in curriculum design and delivery (face-to-face, online or blended), across a range of levels, (undergraduate, postgraduate and adult and continuing education) recognised as making a major contribution to the subject or discipline**

And at least TWO Of the following:

- Leadership and ongoing contribution to teaching and curriculum committees at School/College/University level
- Leadership responsibility for curriculum review and updating activities, including revision of existing modules and programmes, and the application of quality enhancement processes to do so
- Leading in teaching development initiatives, showing awareness by applying important external developments **and/or** international developments in pedagogy and research in higher education
- Leading in development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials
- Ongoing leadership success in roles such as mentor, peer reviewer, or ally (EDI)
- Demonstrates leadership in effective curriculum development at a programme level, especially when driven by new disciplinary and/or research/ business/ clinical or policy developments

- Creating **and/or** leading substantial multi-institutional, multi-disciplinary or collaborative teaching/training facilities/programmes/ training programmes in the clinical setting
- External examining in undergraduate or postgraduate assessment in another institution or in postgraduate clinical focused diplomas and professional examinations at national or international level

Suggested Indicative Evidence to show Leadership and Innovation in Curriculum Design

- Peer recognition of leadership role and achievements in Curriculum Design and Development, such as awards received or nomination for a prestigious award
- Details of leadership roles in teaching development initiatives, duration and achievements with details and examples of the impact of the change in practice, evidence of changes in students
- Evidence from consistent and regular course evaluations and feedback results from student evaluation questionnaires. When using these surveys, **average or above average scores for relevant items must be reached for three out of five, years in all units taught.** These surveys should be supported by details and examples of the impact of the change in practice, and evidence of changes in students
- Evidence of assessment strategies to promote student learning, including artefacts or a case study of good practice.
- Internal reference, detailing evidence of beneficial effects for example; improved recruitment of international students, improved student satisfaction, improved employability, more effective use of resources- including staff time
- Local, national or international recognition for contributions to multidisciplinary programmes

D. Leadership and Innovation: Personal and Professional Development in Teaching and Learning and Assessment Methodology (250 marks)

Essential:

- **A record of leadership and engagement with personal and professional development in relation to teaching and learning, such as attainment of accredited award(s) in higher education teaching, successful and sustained involvement in other professional activities, in discipline-specific education and/or specialist educational approaches, which has impacted on teaching (for example, participation in or contribution to, courses and seminars (peer reviewed presentations), organised by professional development units)**

And at least TWO of the following:

- Successful leadership in roles such as mentor, peer reviewer, Chair of committees related to Teaching and Learning
- Leadership in the development of innovative approaches to teaching and learning and assessment, including the application of technology enhanced learning (TEL)
- Sustained record of innovation that has led to changes in teaching practice for example, contribution to developments in pedagogy and research in higher education beyond the University
- Successful and sustained involvement in other professional activities, in discipline-specific education **and/or** specialist educational approaches, which has impacted on teaching and learning
- Notably contributing to national **and/or** international networks to support improvements in the quality of teaching and learning which enhances the reputation of the individual and the University

- Successful and sustained leadership involvement in pedagogic research, including publication of innovative textbooks **and/or** other teaching/educational materials that have a national/international impact.

Suggested Indicative Evidence to show Personal and Professional Development in Teaching and Learning and Assessment Methodology

- Examples of leadership in creating and executing innovative assessment tasks and of leading initiatives to enhance standards of student learning
- Peer review and recognition of same initiatives, for example; evidence of participation in or contribution to, courses and seminars (peer reviewed presentations), organised by professional development units
- Evidence of assessment strategies to promote student learning, including artefacts or a case study of good practice.
- Certificates or transcripts of professional development undertaken, duration of the course(s), reflection and changes made as a consequence
- Evidence showing internal reference and evidence of beneficial effects of personal and professional development in this area, such as improved student satisfaction, improved employability and more efficient use of resource, including staff time

Research and Innovation (1000 marks)

The Research and Innovation portfolio should include a clear description of the applicant's research strategy for the next five year period, and how the applicant views the contribution of his/her research to the relevant discipline.

A. Publications/ Outputs and Profile (250 marks)

Essential:

- A notable and sustained output of publications* in leading, internationally recognised peer-reviewed journals/ industry journals or periodicals, and in peer-reviewed book chapters, books and/or monographs from leading publishers. Consideration of the quality of journals and impact factors is based on disciplinary norms – publication in top tier journals in the discipline is expected.

OR

- A notable and sustained output of creative, clinical or other practice at a professional level, in nationally and internationally recognised contexts, or with communities.* This record will be appropriate to disciplinary norms, and will include sole, major or senior authorship of high-impact publications.

OR

- Innovative approaches to practices, new devices/technologies based on original research and published in high impact internationally recognised peer reviewed clinical journals*

*Promotion Scheme Leave Form may apply

And at least ONE of the following:

- Membership of prestigious selective societies or elevation to leadership positions, fellowship or equivalent in leading international societies or committees, based on outstanding performance in research and scholarship

- Authorship of commissioned research reports by local, national and international bodies, which are subject to peer review and are available in the public domain **or** leadership contribution to research projects for industry/policy makers
- A sustained record of publication **and/or** keynote lectures in leading national or international conferences
- Working on research projects that will have had significant impact within the discipline/ Industry/ policy or clinical practice, marking the individual out as a leader in the area of Research

Suggested Indicative Evidence to Show Publications/Outputs and Profile

- Evidence of publication/ output quality and impact may include, but is not limited to, citations, journal impact factors, reviews and prizes, as appropriate to the discipline and will include sole, major or senior authorship of high-impact publications. In the case of multi-authored publications, there must be clear evidence of personal contributions, for e.g. 1st author, last author etc.

Outputs to include but not limited to:

- artefacts, devices and products, performance, exhibition curation, museum/exhibition catalogues, composition, software products, choreography, dance, music or theatre performance, music composition, theatre directing or devising, exhibition, film or video, community arts, website content, digital or visual media projects, translations, digital or traditional scholarly editions, creative writing including poetry, novels, short stories or digital forms
- OR**
- practice guidelines/protocols/standards, audit tools, quality improvement frameworks, or clinical/practice/applied research published in peer reviewed clinical journals with high impact factors where relevant. This may include authorship of evidence-based clinical guidelines adopted by the service
 - Evidence of a body of work that has been accepted and is pending publication
 - External reviewers'/academic-practitioners' evaluations of the quality and impact of an applicant's publication record in relation to the specific discipline
 - Invited lectures and visiting appointments at leading international institutions
 - National and/or international awards
 - Funding of the work by public bodies, research institutes, Arts organisations and /or other reputable bodies
 - Dissemination in leading venues/galleries/festivals /media/organisations nationally and internationally
 - Critical and media impact of the work, including awards

B. Supervision and Management of Research Students and Staff (250 marks)

Essential: at least TWO of the following:

- An excellent track record of completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, that is exceptional in scale **and/or** quality
- Evidence of attraction of research students and research staff external to UCC
- Mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers
- Current ongoing supervision workload and contribution to structured graduate education

- A substantial track record of supervision of post-doctoral researchers and research assistants that is exceptional in scale **and/or** quality
- Ongoing and successful involvement in the delivery and successful management of research teams or infrastructure to the benefit of the University and that advances best practice in research leadership

Suggested Indicative Evidence to show Achievements in Supervision of Research

- Invitations to host visiting doctoral and postdoctoral researchers
- Prestigious and highly competitive awards and invitations secured by doctoral and postdoctoral researchers based on research/publications
- Evidence of significant mentoring of early career researchers within a group and within the University that have delivered strong outcomes and impact **and/or** Graduate employment track record of PhD graduates as a measure of excellence
- Publication outputs from PhD / Post-doc supervisees

C. Research Leadership, Funding and Collaboration (250 marks)

Essential: at least TWO of the following:

- Establishing and directing an active Research Institute, Centre or Unit
- Leading a successful team that has delivered measurable outcomes
- Clear evidence of significant national and international academic impact through research and scholarly activities
- Conference organisation at national and international levels
- Where appropriate, taking steps to develop research infrastructure to the benefit of the University
- Within disciplinary norms and in the context of available funding opportunities in the field, peer reviewed competitively won national, or international funding as a principal investigator, (or co-investigator or project co-ordinator in very large national and international collaborations), funding a substantial project or programme

AND/OR;

- Initiative and leadership in seeking and securing research funding from national/international funding sources that are recognised within the discipline to be particularly prestigious and/or competitive
- Substantial and leadership involvement in initiating and sustaining interdisciplinary, inter-institutional and international high quality research collaborations that have delivered defined outcomes and impact

Suggested Indicative Evidence to show Success in Leadership, Funding and Collaboration

- Significant award of major research grants with national and/or international partners
- Evidence of leadership role in research collaborations and their outcomes and impact
- Evidence of role as principal investigator or co-investigator or project co-ordinator in securing competitively won funding for a substantial project or programme
- Evidence of hosting internationally significant research workshops / seminars / conferences

D. Innovation and Impact (250 marks)

Note: Innovation and impact is considered to be engagement with research driven innovation as appropriate to the disciplinary norms **and/or** Delivering intellectual, cultural, societal or economic impact based research and scholarly activity

Essential: at least THREE of the following:

- Leadership in the development and commercialisation of research and intellectual property through patents, licensing agreements, and industry collaboration
- Proven record of leadership in research innovation and adaptability to changing trends in research direction
- A leading role or significant contributions to a spin out company development programme
- Leadership participation in consultancy through the University with positive, documented outcomes
- A leading or expert role in informing the public and contributing to policy/ industry/ clinical development or reform – including but not limited to public output on local, national and international media gaining local, national or international recognition for the individual or University
- Ongoing involvement in professional, cultural or community organisations, including leading knowledge exchange and partnerships with community, business and society and delivering intellectual, cultural, social or economic impact based on research and scholarly activity that earns the individual a reputation for leadership
- Delivering creative works of repute that result in reform of profession/clinical practice/service
- An established reputation for providing expert advice to government, public bodies, civil society, industry and other organisations
- Research output with a substantive ground-breaking impact on the discipline nationally **and/or** internationally, as evidenced by objective evidence, especially for disciplines where there is limited potential for commercial or societal impact

Suggested Indicative Evidence to show Innovation and Impact in Research

- Award of patents, or licensing of intellectual property with notable impact
- Evidence of formation and successful running of a spin out company with notable impact
- Evidence of leadership in consultancy pursued through University channels with notable impact
- Evidence of articulating impact of research in diverse fora
- Evidence of delivering creative works of international or major national repute and the impact of this work and delivery
- Evidence of contribution to and impact on public policy debates and policy development
- Evidence of impact on health or well-being of individuals, or the population, through research or innovative practice (for example, effective screening programmes, new protocols for delivery of care)
- Evidence of contribution to and impact on civil society organisations, industry practice, practice of international organisations and public bodies for example, evidence of impact of research resulting in the altering of a paradigm or an inquiry being sparked

Contribution to Academic Citizenship and Engagement (1000 marks)

A. Academic Citizenship: (at but not limited to these levels) Department/Discipline/School/College/ University (400 marks)

Essential:

- **Holding positions of responsibility within the Department/School or University that involve responsibility for management and administration, for example, devising and developing initiatives or innovations in the administrative processes, or taking on significant departmental responsibilities which are carried out successfully**

And at least FOUR of the following:

- Active and sustained record of leadership and contribution to the University shown by assuming positions of responsibility and active and successful membership on University, School or College Committees or Boards, working groups or a project team, showing responsibility for initiatives or innovations in academic management processes **and/or** management of a major project showing leadership in quality review related activities
- Leadership in devising, development and delivery of new academic programmes through academic development and approval processes
- Taking positions of responsibility and leadership in initiatives which enhance the well-being of academic staff
- Continuous participation in School/ Department/Discipline planning, income generation, fundraising and publicity that directly benefits and boosts the profile or the reputation of the University, such as industry donations, sponsorships, endowments or equipment donations
- Evidence of outstanding professional contribution to academic administration and the contribution made to the Discipline/School/ University's external profile in the candidate's specialist field
- Sustained leadership contribution to University Governance through participation in or chairing of School and University Committees responsible for policy development within the institution (includes service to Governing Body, Academic Council or other relevant professional societies and associations)
- A leadership role (e.g. President/Chairperson/Secretary) and sustained service to the discipline or profession through membership and active participation in relevant professional associations or societies at national or international level, for example, accreditation activities

Suggested Indicative Evidence to show Academic Citizenship

- Testimonials from reliable internal referees that can attest to the scale and effectiveness of candidate's leadership and positive contribution to a supportive work environment and well-being of staff **and/or** to student welfare
- Details of new academic programmes that have been conceived, developed and delivered by the candidate

- Minutes of meetings or letter from Chair of a committee to confirm presence at committee meetings and attest to level of responsibility/contribution
- Evidence of significant tasks/workloads undertaken and delivered to conclusion
- Evidence of proposing and influencing positive reforms in academic practice and administration at Department, School, College or University level

B. Contribution to and Participation in Strategic Priority Initiatives and Development Activities in the School/College/ University (300 marks)

Essential:

- Leadership responsibility for a significant project or initiative at College or University level which realise the strategic priorities of the University, particularly Equality, Diversity, Inclusion, and Internationalisation

And at least THREE of the following:

- Leadership in various activities related to student recruitment, such as school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level
- Participating in and contributing to organisation of international and national summer schools, symposia, conferences and workshops which promote the Discipline and enhance the academic reputation of the Department and University
- Outreach activities that enhance best practice nationally or internationally
- Evidence of capacity to develop professional activities relative to disciplinary specialisation which benefit and promote the University externally
- Organisation of Alumni activities and indicators of building relationships among external partners leading to philanthropic benefits to the University
- Leadership participation in partnerships with business, policy makers or other users of UCC research and teaching expertise, leading to income generation and reputational benefits for the University
- Any additional activities and achievements relevant to contribution and participation in initiatives and development activities in the Discipline/ School/ University

Suggested Indicative Evidence to show Contribution to and Participation in Strategic Priority Initiatives and Development Activities in the School/College/ University

- Documented evidence of leadership initiative and commitment to University strategic objectives of promoting Equality, Diversity and Inclusion
- Evidence of student recruitment at a significant scale through involvement in school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level
- Letters from Internal/ External referees that attest to the effectiveness, scale, impact and importance of the achievements of the candidate and their level of commitment/leadership in above initiatives
- Other forms of written validation confirming the achievements and activities of the candidate

C. Contribution to Community- Professional, Societal, Industry and Public Service Engagement (300 marks)

Essential:

- **Sustained commitment, involvement and leadership in initiatives that promote the University's Community Engagement strategic aims**

And at least FOUR of the following:

- Leadership of institutional level initiatives and policy which promote UCC as a leading University for civic, community, regional, national and international engagement
- Leadership and active and ongoing participation in initiatives that directly benefit and enhance the community, and societal reputation and profile of the University through community-based research
- Sustained activities that substantially enhance the development or application of public or professional policy or advance best practice at institutional, regional, national or international level and achieve recognition for the individual or institution
- Leading and securing productive high-impact partnerships with business, policy makers or other users of UCC research and teaching expertise with evidence of significant income generation and reputational benefits for the University
- Leadership roles in discipline-related activity in the community or in the voluntary sector, supporting socio-economic and cultural development in relevant community contexts, through for example, an advisory role to major national, intergovernmental and international agencies **and/or** major national or international professional bodies that influence the development of policy
- Successful and sustained leadership of significant activities with UCC's international partners/campuses
- Evidence of national and international recognition in the candidates field of expertise and evidence of impact of career achievements to date
- Sustained service to the discipline or profession through membership and active participation in relevant professional associations and societies at national or international level, for example, participation in accreditation activities or development of clinical services
- Evidence of public output e.g. in local, national and international media
- Evidence of societal and policy impact through serving as an expert witness, advisor, advocate
- Evidence of exceptional and sustained contribution to academic community through links with industry, the professions, commerce, the public sector or voluntary and community organisations
- Any additional activities and achievements relevant to contribution to Community-Professional, Societal, Industry and Public Service Engagement

Suggested Indicative Evidence to show Contribution to Community- Professional, Societal, Industry and Public Service Engagement

- Invitations to deliver keynote presentations
- Serving in senior positions in international speciality organisations, public bodies, expert groups or societies
- Awards and prizes recognising quality of contribution to community initiatives
- Letters of special recommendation or commendation relating to service contributions
- Statements from expert peers (community, government or industry partners) that show outcome or quality of involvement
- Statements from international partners that demonstrate impact and importance of liaison
- Evidence of impact of research and contribution through citation, media reports, or invited appointments to strategic bodies

- Letters of special recommendation or commendation relating to strategic leadership and successes or changes brought about as a result
- Statements or testimonials from expert peers that show outcome and quality of involvement in projects, policy and networks
- Details of membership of boards and committees, letter from Chair to verify leadership and ongoing commitment, evidence of contribution to initiatives/ reviews/policy and planning