UNIVERSITIES ACT 1997

UNIVERSITY COLLEGE CORK –

NATIONAL UNIVERSITY OF IRELAND, CORK

REGULATION

ON

ACADEMIC PROMOTION TO PROFESSOR (FULL)

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adopted by the Governing Authority with effect from 15 April 2025
pursuant to sections 18(2) and 25(1) of the Universities Act 1997
and section B.5.b of the Principal Statute

Academic Promotion to Professor (Full)

1. The Professor (Full) 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 ("UCC") 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 Scheme is evidence-based, as assessed by the criteria set out in the Scheme, 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 Promotion to the Level of Professor (Full) and Professor (Scale 2)

The positions of Professor and Professor (Scale 2) bring significant academic leadership responsibility in progressing and promoting, in a sustained manner at national and international levels, the post holders discipline, academic colleagues and UCC's institutional strategy. The impact of this level of academic activity is expected to be demonstrated through tangible outputs, impacts, accolades, and future potential trajectories linked to UCC's institutional strategy. This is achieved through an ability to positively influence, stimulate and inspire others through academic leadership.

It is expected that those at **Professor (Scale 2**) have *extensive* academic experience, which is demonstrated through significant contributions in research, learning and teaching, as well as in contribution to their discipline and the University. It is also expected that those at Professor (Scale 2) level engage in the advancement of knowledge, having a well-established and impactful reputation in their discipline at an national and international level leading to peer-reviewable outputs.

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.

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

UCC is committed to being a fully inclusive global university which actively recruits, supports and retains colleagues from all sectors of society. Equality, Diversity and Inclusion (EDI) are core values under UCC's Strategic Plan *'Securing Our Future' – 2023-2028*. UCC holds a Bronze Athena SWAN award in recognition of our commitment to advancing equality in higher education. We value diversity as well as celebrate, support and thrive on the contributions of all our employees and the communities they represent. We are proud to be an equal opportunities employer and encourage applications from everybody, regardless of age, care-giving status, disability, ethnicity, gender and/or gender identity or expression status, nationality, marital status/civil partnership, pregnancy and maternity, race, religion/creed, and/or sexual orientation. We value the enrichment that comes from a diverse community and seek to promote equality, prevent discrimination and protect the human rights of each individual in line with equality legislation.

UCC shall make every effort to ensure the Professor (Full) Promotion Board described in this regulation receive Equality, Diversity and Inclusion training. Exceptional circumstances may deem the substitution of a Board member at short notice who is not current in their EDI training e.g. illness, urgent university business etc. In such exceptional circumstances, where possible, the substitute will come from the cohort of those EDI trained. The Chair of the Professor (Full) Board, as EDI Champion, will in cases of Board member substitution, call particular attention to the EDI guidelines as part of the Boards agenda. In addition, the Chairs of the Professor (Full) Promotions Board under this Policy shall undertake "EDI Champion Training" provided by the University's Equality, Diversity and Inclusion Unit.

The University recognises that some groups are underrepresented at Professor (Full) and Professor (Scale 2) grade and therefore aims to encourage underrepresented cohorts to apply for promotion.

1.4   Eligibility to Apply

The following are eligible to apply under the Scheme:

- All Professor (Scale 2) holding an appointment at UCC and who have completed at least five years continuous service at the level of Professor Scale 2 (or service seconded to Full Professor level) at UCC, immediately prior to the date of application.

- All Professor (Scale 2) holding an appointment at UCC who have a combined total of five years continuous service at the level of Professor Scale 2 (or service seconded to Full Professor level) when their service at UCC is added to service at an appropriate academic rank (deemed equivalent to Professor Scale 2) at another third-level institution at the closing date for applications, provided that they have completed at least three of the five years' service at UCC at the closing date for applications (immediately prior to the date of application).

Eligibility to partake in the Scheme is confirmed by the Office of People & Culture 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.

1.5   The Scheme

The Professor (Full) Promotion Scheme is a threshold based scheme such that in order to be recommended for promotion, candidates will be required to achieve the minimum scores set out in section 5. below, in each of the categories of:

▪ Leadership in Learning and Teaching.
▪ Leadership in Research and Innovation.
▪ Leadership in Contribution to Academic Citizenship and Engagement.

2.0   Professor (Full) Promotions Board ('The Board')

2.1 Terms of reference under this Scheme

- to consider and assess applications for promotion to Professor (Full) 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 Authority; and
- to report at the end of each round on the operation of the Scheme or at least once every four years.

2.1.2   Membership

The membership of the Professor (Full) Promotions Board shall have equal males and females where possible, with a minimum of 40% female members on the Professor (Full) Promotions Board and a minimum of 40% male members on the Professor (Full) Promotions Board. The Secretary to the Professor (Full) Board is the Chief People and Culture Officer (or his/her nominee). The Professor (Full) Promotions Board membership shall be as set out in Appendix A.

2.1.3   Independent External Senior Academic

An independent, senior academic from outside the University shall oversee the process at full application stage. The Independent External Senior Academic will attend the assessment meetings of the Professor (Full) Promotions Board at full application stage in order to observe the integrity of the promotion evaluation process. Although not a Professor (Full) Promotions Board member, this role shall bring to the attention of the Board any issues associated with the operation of the Professor (Full) Promotions Board during its deliberations relating to the evaluation and decision making of applications for promotion at full application stage.

2.1.4   Independent International External Academic

Two independent international academics from outside the University and Ireland shall attend the assessment meetings of the Professor (Full) Promotions Board at full application stage, in order to provide an international context during deliberations. Although not a Professor (Full) Promotions Board member, the Independent International External Academic shall bring an international academic perspective to guiding, as necessary, the Professor (Full) Board. Independent International External Academics will be nominated by the President

with one nominee representing the disciplines of CACSSS/ Business & Law and the other SEFS/ Medicine & Health. Where possible, nominees will be drawn from alternating disciplines from each of the forementioned pairings over time; for example purposes CACSSS & M&H (year 1), Business & Law & SEFS (Year 2), etc. Independent International External Academics will not have been a staff member, current or past, of UCC.

2.3 Conduct of Business

2.3.1 Quorum

At least 70% of the members of the Professor (Full) Promotions Board must be present at assessment when decisions are taken regarding candidates for promotion. One representative per College must be in attendance at any given meeting of the Board. Conduct and potential conflicts of interest of Board members are governed by the established Code of Conduct (available on the People & Culture Webpage relating to academic promotions) with references to the "Board" therein being deemed references to the Professor (Full) Promotions Board for such purpose.

2.3.2 Notes

Members of the Professor (Full) Promotions 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 relevant Board's decision and will be destroyed once the final consensus decision of the respective Board is recorded.

3. Calls

Eligible applicants may submit an application for promotion to Professor by the deadline set at the announcement of the call, The Professor (Full) Promotions Board will convene every two years (e.g. 2025 2027, 2029 etc.) to consider Full Applications which have been shortlisted and invited to Stage 2 (Full Application). From time to time, Governing Authority, on the recommendation of the Finance Committee and following advice from the University Leadership Team, may direct in respect of any anticipated call an adjustment to this projected call schedule.

The Professor (Full) Promotions Board shall endeavour to complete Stage One shortlisting for a given application in a timely manner, allowing at least two months before the deadline for submission of a Stage 2 (Full Application) i.e. at least two months from candidate notification of shortlisting.

A Criteria Assessment Guide and Rubric and guidance on established disciplinary norms shall be published by the Office of People & Culture for the College Levels Boards and the Professor (Full) Promotions Board to assist them in applying the criteria. The Criteria Assessment Guide and Rubric shall also be made available to applicants.

4. Making an Application

While it is the responsibility and prerogative of an eligible candidate seeking promotion to submit an application in a given round using the procedures outlined in this Regulation, applicants are strongly recommended to discuss any proposed application with their Head of College/ School, as appropriate, in advance, for advice and guidance.

4.1 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 for such submissions as described in section 6.1 below.

4.2 Expression of Interest/ Shortlisting

An Expression of Interest comprises a concise five page CV which includes a summary of significant achievements under each of the following heading:
- Leadership in Learning and Teaching,
- Leadership in Research and Innovation, and
- Leadership in Contribution to Academic Citizenship and Engagement.

It shall be accompanied by a link to the candidate's profile (via IRIS or equivalent); a list of top five publications or other research outputs; a Statutory Leave Form where applicable (as outlined in section 4.4 below); and where applicable, a Personal Circumstances/COVID-19 Impact Statement (as outlined in section 4.5 below).

In addition, all candidates will present a summary statement, limited to a one page template provided by the Office of People & Culture, in which is outlined key aspects of their career journey to date. The purpose of this Statement is solely to provide context to the evidence being presented as part of the applicants candidature at Stage 1.

Following consideration of the expressions of interest, Professor (Full) Promotions Board shall shortlist those candidates deemed to have established a prima facie case for promotion based on the shortlisting criteria in Appendix B to this Regulation. 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 to this Regulation. Shortlisted candidates will then be invited to make a full application.

Candidates not shortlisted will be notified at this stage and will receive written feedback from the Professor (Full) Promotions Board with the option of requesting an in-person feedback session with the Chair of the Professor (Full) Board , their Head of College and, where applicable, their Head of School. Candidates are not allocated marks at Expression of Interest/Shortlisting stage.

There is no appeal at the Expression of Interest/Shortlisting stage.

4.3 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 requested supporting documentation/ artefacts.

A completed application shall consist of the following;

- Form P1 (Prof), comprising of ten pages submitted by the shortlisted candidate;

The Form P1 (Prof) comprises of ten pages divided between the three criteria areas of Leadership in Learning and Teaching, Leadership in Research and Innovation and Leadership in Contribution to Academic Citizenship & Engagement. Candidates shall use the template Form P1(Prof) provided. Specifically in each of these three areas, a portfolio of evidence against the criteria set out in the Scheme shall be provided as follows:

- **Leadership in Research and Innovation Portfolio** of no more than five pages (inclusive of any reference to documentation/artefacts, but excluding the publication list). This should reflect the research approach and profile of the candidate, and be <u>organised in sections corresponding to the Leadership in Research and Innovation criteria detailed in Appendix C to this Regulation;</u>

- **Leadership in Learning and Teaching Portfolio** of no more than three pages (inclusive of any reference to documentation/artefacts to support claims made in relation to the criteria for promotion). This should reflect teaching activity and be <u>organised in sections corresponding to the Leadership in Learning and Teaching criteria detailed in Appendix C to this Regulation;</u> and

- **Leadership in Contribution to Academic Citizenship and Engagement Portfolio** consisting of no more than two pages (inclusive of any reference to 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 <u>organised in sections corresponding to the Leadership in Contribution to Academic Citizenship and Engagement criteria detailed in Appendix C to this Regulation</u>.

In addition, all shortlisted candidates will present a Summary Statement, limited to a one page template provided by the Office of People & Culture, in which is outlined key aspects of their career journey to date. The purpose of this Statement is solely to provide context to the evidence being presented as part of the applicants candidature and does not carry a score or weighting at Stage 2.

The presentation of false or misleading information (as determined by the Board) in support of an application will render the application null and void. Evidence of meeting the criteria should be presented within the portfolio templates provided by the Office of People & Culture. Whilst not submitted with the application, the Board may, where needed in consideration of an application, request the submission of evidence to aid in its deliberations. 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 Professor (Full) Promotions Board, using their academic judgment.

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

4.4 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 legislation enacted by the State 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 the Office of People & Culture, 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 the Professor (Full) Promotions Board members, the independent external academic referred to in section 2.1.3 above, external reviewers as referenced in section 4.8 below, the Head of School (where feedback is requested pursuant to section 6.2 below), the Office of People & Culture 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 Boards 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 to Statutory Leave shall be taken into account shall be made by the relevant 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 those essential criteria listed in Appendix B which are denoted with an asterisk *.

At full application stage, the impact of Statutory Leave will be considered when determining an appropriate score under those criteria listed in Appendix C which are denoted with an asterisk *.

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 disciplinary 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 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 the Office of People & Culture 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.

4.5   Personal Circumstances/Covid-19 Impact Statement

Candidates may elect to submit a Personal Circumstances/Covid-19 Impact Statement (of up to one page). The candidate's Personal Circumstances/Covid-19 Impact Statement must specify which of the three criteria category areas has been impacted.

Candidates are not required to describe specific details about sensitive issues (e.g. medical information) in such a statement. Where it is important to share sensitive details of the relevant circumstances in order for such circumstances to be fully understood, staff may share this information in private discussion with the Professor (Full) Promotions Board Chair or the Chair's Nominee.

In this Scheme, "personal circumstances" refers to a career impact caused by personal circumstances that involves a prolonged interruption or poses a significant impact to a staff member's capacity to work. This includes, but is not limited to: disruptions caused by major illness/injury, carer responsibilities, disability, and personal impactful life event/trauma.

The University acknowledges the contributions of staff made during the Covid-19 pandemic. Candidates may elect to submit details of the effects of the Covid-19 pandemic on the individual's opportunities during that time. For example, this may include but is not limited to: access to laboratories and other resources, access to primary data or opportunities to travel abroad to disseminate research or personal circumstances.

The Personal Circumstances/Covid-19 Impact Statement shall be taken into account in the overall assessment of applications by the Professor (Full) Promotions Board however, the statement shall not be attributed with the Statutory Leave weighting formulae described in section 4.4 above as part of Boards' assessments.

4.6   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. In circumstances where a piece of evidence does not exist in electronic format, consideration will be given to enable submission in another format subject to prior notice and approval, at the discretion of the Chief People and Culture Officer (e.g. single copy monograph).

The Professor (Full) Promotions Board reserves the right to verify any information submitted by the candidate.

4.8   External Reviewers: Role, Selection and Reports

The Secretary to the Professor (Full) Promotions Board shall nominate two of the External Reviewers to each provide a detailed report to the Professor (Full) Promotions Board on the candidate's application. These reports should detail observations of the External Reviewer on all aspects of the candidate's submission. 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 External Reviewers shall 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 to the External Reviewers electronically. Any connections of the nominated External Reviewers to UCC, or to the candidate, must be declared by candidates and/or the External Reviewer. Both External Reviewer Reports shall be considered by the Professor (Full) Promotions Board as a distinct part of its deliberations.

5   The Assessment Process

All applicants for promotion to the grade of Professor shall be assessed against the criteria outlined in the Scheme herein as set out in Appendix B (in respect of Stage One) and Appendix C (in respect of Stage Two), using all the available documentation, against criteria grouped under three broad areas:

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

Detailed criteria are set out in *Appendix C.* Each criterion is assessed at full application stage 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*.

Each broad area shall have the following allocation of marks within the overall assessment process at full application stage:

- Leadership in Research and Innovation   1500 marks
- Leadership in Learning and Teaching   900 marks
- Leadership in Contribution to Academic Citizenship and Engagement   900 marks

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 (Full) 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, research funding, 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.

***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.

Once a candidate has been shortlisted for promotion and has been invited to make a full application, candidates must support their claims with reference to evidence in order to strengthen their case for promotion at full application stage.

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 Professor (Full) Promotions Board to the President.

In order to be recommended for promotion, candidates must score a minimum of **1275 out of 1500** marks in Leadership in Research and Innovation, **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.

6   Closing Dates and Notification

6.1 Closing Dates

The closing date for receipt of expressions of interest will be no sooner than 1 month after the call for Promotion to Professor (Full). 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 and time, unless specifically requested by the Board.

All documentation must be submitted electronically to the Secretary of the Board (or as permitted pursuant to section 4.6) by the specified time and date for the submission at a given stage of the process.

6.2   Notification

The Secretary of the Professor (Full) Promotions Board (or his/her nominee) shall inform each candidate at full application stage of the Professor (Full) Promotions 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 their overall rating across the three broad criteria areas assessed, a breakdown of their marks (under the sub-area profile/record within each of the three broad criteria areas assessed and the combined score of the remaining sub-areas within each of the respective three broad criteria areas assessed), as well as an overview of anonymised statistics from the promotion round in a format determined by the Chief People and Culture Officer.

Once approved by the President, the outcome of the promotion round shall be reported to relevant University bodies including the University Leadership Team, Academic Council and Governing Authority. In addition, Heads of College, and Heads of School where applicable, shall receive confirmation of the outcome of the promotion round for applicants in their respective College/School.

Following issuing of written feedback, unsuccessful candidates at full application stage have the option to avail of an in person feedback session with the Deputy President and Registrar, Chair of the Professor (Full) Promotions Board, their Head of College and their Head of School where applicable. Requests for in person feedback shall be submitted to the Secretary of the Board within twenty business days of results of the outcome of the candidate's full application being notified to the candidate. For the purposes of conducting such feedback sessions, the candidate's Expression of Interest, full application and Promotion Scheme Leave Form shall be shared with the Chair of the Professor (Full) Promotions Board, the candidate's Head of College and the candidate's Head of School.

7. Appeals

The Academic Promotion Appeals Board ("**APAB**") shall hear appeals in relation to the decisions taken by the Professor (Full) Promotions Board at full application stage only. The decision of the Professor (Full) 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 of the APAB, stating the perceived breach and the applicant's view of how this may have influenced the outcome. Applicants who wish to submit an appeal must first request (within the timeframe for requesting such feedback) and undertake the in-person feedback described in section 6.2 above. Appeals must be submitted within thirty business days of the date of the candidate's in-person feedback session. Appeals shall be conducted in accordance with the Terms of Reference of the Academic Promotion Appeals Board as approved by Governing Authority from time to time and available on the University website at [Academic Promotion Appeals Board | University College Cork](#)

8. Date in force, repeals etc.

8.1 Date in Force & Transitional Arrangements

This regulation shall come into force immediately on its adoption by Governing Authority on 15 April 2025.

8.2 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. 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.

APPENDIX A:

Membership of the Professor (Full) Promotions Board

Professor (Full) Promotions Board
- Deputy President and Registrar (Chair)   - An academic nominee of the President/ Vice President for Research & Innovation   - Eight academic members Professors* 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 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.   - Two independent international external academics, as nominated by the President, one from each constituency pairing CACSS/ B&L and SEFS/M&H.

*Where College representation cannot be gained from the Professor cohort then the Deputy President & Registrar will make recommendation to the President for approval for nomination of an appropriate Professor Scale 2 of standing, who has held/or holds a Headship within the relevant College.

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 - Criteria at Stage One

Expression of Interest/Shortlisting Stage

ESSENTIAL CRITERIA

To establish a prima facie case for promotion, a candidate must demonstrate that she/he satisfies the following essential criteria for promotion to Professor (Full), namely all criteria listed in this Appendix B.

*Denotes that Statutory Leave may be taken into consideration for the denoted criterion as set out in section 4.4 of the Policy.

Applicants shall be required to demonstrate evidence of sustained performance against the criteria within the timeframe of the <u>last 5 years</u> and up to the point of their application under a given call for promotion to Professor (Full). Where Statutory Leave is applicable, the preceding non-leave 5 years applies with application of the Statutory Leave approach outlined in section 4.4.

CRITERIA STAGE 1: EXPRESSION OF INTEREST STAGE	
Professor (Full) represents academic achievement of the highest distinction. In addition to the expectations set out for the level of Professor (Scale 2), section 1.2, it is expected that those at Professor (Full) level carry significant academic leadership responsibilities. Professors (Full) 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. **Timeframe of evidence – last 5 years up to the point of application to Stage 1.**	
Essential Criteria – Profile/ Record	
General	
E1G	Significant academic experience which is demonstrated through significant national and international contributions in research, learning and the advancement of the discipline.
E2G	Evidence of a well -established and impactful reputation, nationally and internationally, leading to a track record of internal and external recognition via peer esteem, accolades and awards for academic standing in the discipline.
E3- G	Demonstrated academic influence with clear stimulation and inspiration of others.
E4 -G	Experience and continued demonstration of capability to act as role model in the areas of research, learning and teaching, academic leadership and management, as appropriate.
Learning & Teaching	
E5L	Sustained and substantial contribution to student learning, reflective of excellence in the practice of the discipline, via a range of activities: ▪ advancement of disciplinary learning and teaching ▪ excellence as an educator at all student levels ▪ review and development of assessment methodologies within the discipline ▪ engagement with current learning technologies and the creation of best practice learning materials influential textbooks within the discipline

E6L	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.*
E7L	Oversight role in the development, delivery and review of learning and teaching provision in the discipline for students at all levels.
E8L	Development or adoption of innovative approaches to teaching and learning, maintaining theoretical currency that demonstrates innovation and creativity in teaching methods e.g. use of technology, innovative assessments.
E9L	Development of self as an educator/ academic leader via participation in relevant development courses and seminars relating to learning and teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses.
E10L	Outstanding experience in leading the design of programmes and discipline related projects and initiatives.
Research & Innovation	
E11R	Substantial and sustained achievement of high distinction, in the advancement and application (professional or creative) of knowledge resulting in evidenced peer reviewable outputs.
E12R	Proven record of planning and leading the delivery of high quality research programmes.
E13R	Substantial record of sustained and continuing 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: 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.*
E14R	Original research output with a substantive ground-breaking observable 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. **Authorship:** 1. Co-authoring international research publications resulting from collaborative work; 2. Lead authorship of research published in internationally significant international peer refereed journals, as book chapters or monographs, or in other appropriate media. In creative practice creative writing, alternative forms of creative output, evidence of activity and recognition as appropriate to the level of application. 3. Synthesising research, e.g. authorship of review articles, textbooks, meta-analyses, academic journal editing, etc.
E15R	Providing outstanding intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.
E16R	A substantial track record of PhD supervision to completion, and where relevant supervision of post-doctoral researchers and research assistants, that is outstanding in scale and/or quality.

Contribution to Academic Citizenship & Engagement	
E17C	Holding positions of responsibility such as Programme Director or Headship, Directorships, 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.
E18C	Demonstrated academic leadership and acceptance of that academic leadership responsibility at School, College and University levels.
E19C	Substantial contribution of currency to the strategic goals of the University.
E20C	Substantial contribution to society and community understanding of academic research and/or scholarship through the transfer and application of disciplinary knowledge.
E21C	Significant proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the School, College/ University.
E22C	Expectation of continuing contribution at a level commensurate with Professor (Full).
E23C	An established and sustained track record of seeking and securing income for the benefit of the School/ College/University.

Appendix C –Criteria at Stage Two

Full Application Stage

CRITERIA & RELATED INDICATIVE ACTIVITY

(TAKEN IN CONJUNCTION WITH THE ESSTENTIAL CRITERIA SET OUT IN APPENDIX B)

To establish a prima facie case for promotion at Stage 2, a candidate must demonstrate that she/he satisfies the essential criteria for promotion to Professor (Full), namely all criteria listed in Appendix B and a portfolio of criteria from Appendix C in evidence of the requirements of the Scheme.

*Denotes that Statutory Leave may be taken into consideration for the denoted criterion as set out in section 4.4 of the Policy.

Applicants shall be required to demonstrate evidence of sustained performance against the criteria within the timeframe of the last 5 years and up to the point of their application under a given call for promotion to Professor (Full). Where Statutory Leave is applicable, the preceding non-leave 5 years applies with application of the Statutory Leave approach outlined in section 4.4.

The criteria set out in Appendix B and C should be read in conjunction with the expectations set out in section 1.2 for the grade of Professor (Full).

CRITERIA STAGE 2: FULL APPLICATION STAGE
*Professor(Full) represents academic achievement of the highest distinction. In addition to the expectations set out for the level of Professor (Scale 2), section 1.2, it is expected that those at Professor (Full) level carry significant academic leadership responsibilities. Professors(Full) 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. **Timeframe of evidence – last 5 years up to the point of application to Stage 1.**__*

Leadership in Learning & Teaching	
Profile/ Record (*currency*) **L 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.*
L2	Holding positions of substantial 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.*
L3	External examining in undergraduate or postgraduate assessment in another institution or in postgraduate clinical focused diplomas and professional examinations at national or international level.
L4	Membership of highly prestigious selective societies or elevation to leadership positions, fellowship or equivalent in leading international societies or committees, based on outstanding performance in Learning & Teaching scholarship.
L5	Contributions to the pedagogy of the discipline through leading or involvement in workshops on education, undertaking peer reviews and contributing to educational initiatives within or outside the University, for example running workshops or specialist courses at other universities.

L6	An outstanding and sustained record of dissemination of excellence and best practice in learning and teaching, leading to enhancement of teaching and learning standards at School or College level.
L7	Substantial and sustained contributions that have shaped the way in which the discipline is taught within the School/College.
L8	Substantial and prestigious accolades and awards for Learning and Teaching contribution and practice.
L9	Leadership of policy development relating to Learning and Development.
Programme Planning, delivery and assessment L10	Developing UCC's educational offering to provide students with an education that is evidence-based, innovative, inclusive and effective.
L11	Notable oversight role in the development, delivery and review of learning and teaching provision in the discipline for students at all levels.
L12	Regular leadership role or participation in Examination Boards at School/ College level.
L13	Delivering and maintaining currency of curriculum which is informed by sector and industry developments in related fields.
L14	Substantial and sustained contribution to learning and teaching development plans or activities that benefit others within the School/College.
L15	Substantial on-going curriculum review and adaption through developing new learning/ programme focuses, sharing with the broader university community, where appropriate.
L16	Reviewing of course content and materials, and where appropriate developed, designed and updated materials at a course/programme level.
L17	Leading contribution to curriculum development and design across the institution.
L18	Embracing advances in learning technologies in learning and teaching practice.
L19	Leading in teaching development initiatives, showing awareness by applying important external developments and/or international developments in pedagogy and research in higher education.
L20	Leading in development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials.
L21	Contributing to the development of a new or restructured programme.
Collaborations L22	Development of collaboration in terms of teaching across subject and disciplinary boundaries.
L23	Facilitating external co-delivery of curricula.
Student Engagement L24	Facilitating students to engage in investigative and research oriented learning.

L25	Providing opportunities for multi-disciplinary thinking and exploration in learning and teaching practice.
L26	Leading developments which foster and embed a strong student-focused culture.
L27	Providing opportunities for students to engage with external organisations by leading developments in the involvement of external organisations in teaching for example through collaborative student experiences/ projects / public engagement activities.
L28	Leading initiatives 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.
L29	Sustained development, evaluation and application of methods/approaches that support an inclusive learning environment.
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	Substantial 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.
L34	Substantial evidence from student feedback and peers of learning and teaching quality couple with a putting into practice the feedback gained to enhance learning teaching quality.
L35	Peer recognition of quality teaching, including awards for Learning and Teaching or for contribution to professional or clinical training.
L36	Regular review of teaching quality to encourage critical, creative thinking and instil a passion for lifelong learning.
L37	Develops and reviews approaches to teaching, learning and assessment which advance techniques and standards for the discipline at School or College levels, contributing to University policy and or influencing disciplinary pedagogy.
L38	Driving moderation, benchmarking and quality control to confirm or improve learning and teaching processes.
L39	Leadership in College/School initiatives that improve teaching quality.
L40	Involvement in academic quality assurance assessments and panels internally and/or externally to the University.
L41	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.

Innovation **L42**	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.
L43	Development or adoption of innovative approaches to teaching and learning, maintaining theoretical currency while demonstrating innovation and creativity in teaching methods e.g. use of technology, innovative assessments.
L44	Making a leading contribution to debate nationally and internationally about new approaches to teaching, learning and assessment policy, methods and practices by publication, contribution to conferences and/or work with relevant national and/or international bodies, reflecting an acknowledged international reputation as an expert in teaching.
L45	Substantial and sustained contributions to active development and use of the VLE and other forms of learning technologies, as appropriate to the discipline.
L46	Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.
L47	Initiating the use of innovative technologies and/or physical space to support effective and inclusive student learning
CPD **L48**	Evidence of a sustained commitment to continuing professional development in learning and teaching via 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).
L49	Adopting a sustained self-critical perspective in learning and teaching practice through seeking and using peer and other inputs, including observing others, to reflect on and sustain/enhance Learning & teaching practice.
L50	Participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses.
L51	Evidence of sustained development of the learning and teaching skills of other staff within the University.
L52	Ongoing leadership success in roles such as mentor, peer reviewer, or ally (EDI)
L53	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.

Leadership in Research & Innovation	
Profile/ Record (*currency*) **R1**	Substantial record of sustained and continuing 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: 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.*
R2	Original research output with a substantive ground-breaking observable 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. **Authorship:** 4. Co-authoring international research publications resulting from collaborative work; 5. Lead authorship of research published in internationally significant international peer refereed journals, as book chapters or monographs, or in other appropriate media. In music and creative writing, evidence of activity and recognition as appropriate to the level of application. 6. Synthesising research, e.g. authorship of review articles, textbooks, meta-analyses, academic journal editing, etc.
R3	Establishing and directing an active Research Programme.
R4	Producing open research outputs as appropriate via the adoption of best practices in data/ formula/code sharing, distribution of materials/digital outputs, publishing preprints and study protocols.
R5	Leadership and contribution to the development of research strategy or research support/infrastructure within the School/ College/ University.
R6	Publishing in the area of scholarship of learning and teaching.
R7	Conference presentations on disciplinary/ interdisciplinary related pedagogy.
R8	Evidence of attraction of research students and research staff external to UCC.
R9	Evidence of sustaining other research-related contributions through conference papers and presentations and/or consultancy projects and advice; and public engagement activities.
R10	Excellence of substantial and sustained 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. Contributing as a member of editorial boards of national or international journals, conference organising committees, grant panels, professional bodies, etc. • Membership of national committees. • Membership of editorial boards, if appropriate to the field. • Status as reviewer and/or referee for national and international journals. • Organisation of or contribution to academic conferences at national and international levels.

Research Leadership/ Supervision R11	Providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.
R12	Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.
R13	Supporting students carrying out research to become autonomous researchers
R14	An exceptional track record of completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees), and where relevant postdoctoral researchers, that is exceptional in scale and/or quality.
R15	Leadership of research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues.
R16	A substantial track record of supervision of post-doctoral researchers and research assistants that is exceptional in scale and/or quality.
R17	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.
R18	Internal and/or external examining of higher research degree theses.
Building Research Capacity R19	Makes a leading contribution to the development and implementation of research strategy, research support or infrastructure at School/College or University level.
R20	Building personal and colleague research capacity and reputation to ensure future research prospects.
R21	Creating a supportive and inclusive research environment where researchers can develop and achieve their full research potential.
R22	Mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers
R23	Driving research integration internally and externally to the University.
R24	Contributing to research professional development workshops and/or conferences.
R25	Developing oneself as a research leader via engagement in appropriate development for example seminars or workshops focused on enhancing research leadership knowledge and skills.
Research Funding R26	Substantial and sustained level of internal and external applications to recognised research funding bodies, independently or in collaboration with others, with a success rate appropriate for the discipline.*
R27	Leadership in initiatives to develop, enhance and support grant applications.
R28	Leading major funding bids which develop and sustain research support for a specialist area and advance the reputation of the University, as appropriate to the discipline.

R29	Exploitation of intellectual property, including patents, where appropriate to the discipline.
R30	Applying for grants to work on projects in education/ learning and teaching pedagogy.
R31	Leading the development of external grant funding in your discipline, including colleagues.
R32	Responding to learning from past funding applications.
R33	Co-leading or collaborating on competitive grants that bring together a range of internal and/or external contributors.
Quality & Impact R34	Planning and leading the development, Implementation and publication/dissemination of research of outstanding quality and international repute.
R35	Demonstrates leadership of a research culture characterised by ethical conduct, integrity, and responsible practices.
R36	Clear evidence of significant national and international academic impact through research and scholarly activities.
R37	Substantial 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.
R38	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.
R39	Demonstrating external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise.
R40	Establishing national and international peer esteem for self and/or your research team.
Innovation & Entrepreneurship, Commercialisation and Consultancy. R41	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.
R42	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.
R43	Evidence of successful and continuing consultancy, as appropriate to the discipline.
R44	Generating new knowledge and practices through multi/interdisciplinary research, e.g. using a team-based approach.
Collaborations R45	Substantial contribution to a research group/network or other multi-researcher research collaborations.

R46	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.
R47	Involving the public, private sector organisations in research process, increasing the relevance of research to society.

Leadership in Contribution to Academic Citizenship and Engagement	
Profile/ Record (*currency*) **Translation and application of knowledge.** **C1**	A substantial reputation for providing expert advice to government, public bodies, civil society, industry and other organisations, advisory boards (national or international) 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 discipline and University.
C2	Engaging with relevant external stakeholders to help tackle the key issues and challenges facing society. Applying academic expertise for social/community benefit society - Influencing on global and local issues.
C3	Translating and applying knowledge to effect change for the benefit of the broader community.
C4	Evidence of societal and policy impact through serving as an expert witness, advisor or advocate for the discipline.
C5	Contributing to national or international standards or government policies; broader economic, social or cultural prosperity, e.g. through changes to public policy.
C6	Effecting changes to enhance public or professional services.
Leadership at School/College Levels **C7**	Responsibility for/ informing of strategy in the discipline; developing and promoting a clear academic vision of the academic unit's strategic direction.
C8	Lead and manage a team of senior colleagues, who have delegated responsibility for specific academic unit activities.
C9	Leading key College/ School governance processes and strategic initiatives.
C10	Influencing the decisions and policies made by school management teams.
C11	Participating in and contributing to organisation of national and international summer schools, symposia, conferences and workshops which promote the discipline and enhance the academic reputation of the School and College.
C12	Development and leading Outreach activities that enhance best practice nationally or internationally.

Leadership at University Level **C13**	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
C14	Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.
C15	Sustained leadership contribution to University Governance through participation in or chairing of University Committees responsible for policy development within the institution (includes service to Governing Authority, Academic Council or other relevant professional societies and associations).
C16	Play a leading role in the relevant wider academic community, and where appropriate professional community.
C17	Active and leading responsibility for management and administration, for example, devising and developing initiatives or innovations in academic administrative processes.
C18	Developing new institutional multi-disciplinary partnerships.
C19	Taking positions of responsibility and leadership in initiatives which enhance the well-being of academic staff.
C20	Contributing to and influencing the work of formal committees.
C21	Organisation of Alumni activities and building relationships with external partners leading to philanthropic benefits to the University.
C22	Driving specific initiatives that bring colleagues together for activity that contributes to the delivery of UCC's Strategy.
Enhancing the University's Profile Externally C23	Sustained initiation or maintenance of links between the University and external groups or the community at large.
C24	Substantial and sustained contribution to University's capacity nationally and internationally, e.g. knowledge transfer activities, contribution to marketing and publicity events, and/or to culture and cultural enrichment.
C25	Engagement with external organisations/ agencies in developing mutually beneficial relationships - relevant organisations, professions or other Higher Education Institutions
C26	Communicating externally using different media to create relevant opportunities for dialogue and collaboration.
C27	Contributing to the development and delivery of a strategy for sustained dialogue with the wider community, creating opportunities for dialogue and exploration of relevant discipline related issues.

C28	Representing and promoting the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders.
Contribution to University management and administration C29	Substantial and sustained high-quality contribution to academic management and/or policy formation at School, College or University level.
C30	Substantial and sustained high-quality contribution to planning, governance or academic management at School, College or University level e.g. Quality Reviews, Institutional Reviews, etc..
C31	Management of staff and other resources of an academic unit, via a role of leadership/ Headship responsibility e.g. resource planning, workload distribution, contribution and growth review of academic colleagues in the discipline.
C32	Holding a Headship role (duration in role and number of times served).
C33	Impact in the role of Head which has contributed to Schools, College(s), University, staff, students and community of stakeholders.
C34	Substantial and sustained contribution to addressing aspects of the Student Experience.
C35	Substantial and sustained contribution to student recruitment and retention including recruitment initiatives beyond the University.
C36	Leadership of School or College projects, which may involve interdisciplinary groups.
C37	Substantial and sustained contribution to the University's mission, core values and behaviours.
Influencing Collegiality C38	Building supportive relationships with colleagues to enable individual colleagues, teams and the University perform to its potential.
C39	Supporting the career development of others.
C40	Mentoring others across the University either as part of a formal scheme or more informally with colleagues (*other than relating to learning & teaching and research & innovation).*
C41	Working with others to create new products or services.
C42	Taking a meaningful and impactful role in University activities and initiatives to improve the University's working environment and create an inclusive culture.
Income Generation Profile C43	An established and sustained track record of seeking and securing income for the benefit of the School/ College/University.
C44	Leading programme development which creates opportunities for income generation.
C45	Enhance opportunities for income generation through activities in teaching, research and fundraising.
C46	Secure significant income for and from knowledge exchange through external grants and/or commercialisation activities.
C47	Leadership and management of significant University related activities, or the development of major projects with demonstrated income generating impact for the University.

C48	Identifies income generating opportunities which are implemented by self or others at a School/ College and/ or University level.