



UNIVERSITIES ACT 1997

UNIVERSITY COLLEGE CORK – NATIONAL UNIVERSITY OF IRELAND, CORK

REGULATION

ON

ACADEMIC PROMOTIONS TO SENIOR LECTURESHIPS

*adopted by the Governing Body with effect from 9th January 2023
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 Senior Lectureships

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1. The Senior Lecturer 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 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 *UCC 2022 – Delivering a Connected University*. 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.

The Senior Lecturer Promotions Board and the College Level Boards described in this Policy shall receive mandatory Equality, Diversity and Inclusion training. In addition, the Chairs of the Senior Lecturer Promotions Board and the College Level Boards 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 Senior Lecturer grade and therefore aims to encourage underrepresented cohorts to apply for promotion.

The Scheme applies to full-time and part-time academic staff in the post of Lecturer either below or above the ‘Merit Bar’.

1.3 Eligibility to Apply

1.3.1 Subject to section 1.3.2 below, the following are eligible to apply under the Scheme:

- All Lecturers holding an appointment at UCC, and with a Doctorate from a recognised institution (or equivalent evidence of high-level research achievement), providing they have completed at least three years continuous service as a Lecturer at UCC, as at the closing date for applications in a given Cycle (as defined in Section 3 below).
- All 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 three years continuous service when their service as a Lecturer at UCC is added to service as a Lecturer (or equivalent) at another third-level institution, provided that they have completed at least two of the three years’ service at UCC at the closing date for applications in a given Cycle (as defined in Section 3 below).

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 by the Senior Lecturer Promotions Boards referred to in section 2. below, 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.

1.3.2 Where a candidate has applied for promotion to Senior Lecturer but was deemed not to have established a prima facie case for promotion by the College Level Board based on the shortlisting criteria in Appendix B to this Regulation, the candidate shall have a waiting period of twelve months before re-submitting another application for promotion to Senior Lecturer.

1.4 The Scheme

The Senior Lecturer 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:

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

2. Senior Lecturer Promotions Boards

2.1 Senior Lecturer Promotions Board (the “SL Board”)

2.1.1 Terms of Reference

The terms of reference for the Senior Lecturer Promotions Board shall be:

- to consider and assess applications from Lecturers for promotion to Senior Lectureship grade at full application stage (as further outlined herein), and making recommendations thereon to the President;
- to receive reports from the College Level Boards on the operation of the Scheme at College level;
- to carry out these tasks in accordance with the terms of the Scheme, as adopted by the Academic Council and the Governing Body; and
- to report annually on the operation of the Scheme.

2.1.2 Membership

The membership of the SL Board shall have equal males and females where possible, with a minimum of 40% female members on the SL Board and a minimum of 40% male members on the SL Board. Casual vacancies shall be filled as above from within the relevant College. The Secretary to the SL Board is the Director of Human Resources (or his/her nominee). The SL Board membership shall be as set out in Appendix A.

2.1.3 Independent External Academic

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

2.2 College Senior Lecturer Promotions Boards (“College Level Boards”)

Each of the Colleges of the University shall establish a College Senior Lecturer Promotions Board to perform the functions of the College Level Board outlined in this Regulation. A College may

determine that the College Progression Across the Merit Bar Board or the College Professor (Scale 2) Promotions Board shall also operate as the College Senior Lecturer Promotions Board to perform the functions of the College Level Board herein provided such Board satisfies the membership requirements of section 2.2.2 below

2.2.1 Terms of Reference

The terms of reference for each College Level Board shall be:

- To consider and assess applications from Lecturers within that College (and any Additional Applicant(s) for which the College Level Board is designated as provided for in section 2.2.2 of this Regulation) for promotion to Senior Lecturer and determine a shortlist of candidates from the College (and where applicable, Additional Applicant(s)) for the SL Board, to be invited to full application stage;
- To provide a Candidate Review Report for each shortlisted candidate (as described further in section 4.7 below) for the SL Board's consideration at full application stage, in respect of each candidate from the College (and where applicable, Additional Applicant(s)), which the College Level Board has shortlisted for full application stage;
- To nominate external reviewers for each shortlisted candidate (as described in section 4.8 below)
- To carry out these tasks in accordance with the terms of the Scheme set out in this Regulation;
- To ensure consistency of approach and application of this Regulation and the Scheme under the guidance of the SL Board; and
- Report annually to the SL Board on the operation of the Scheme at College level.

2.2.2 Membership of College Level Board

College Senior Lecturer Promotions Boards shall have membership that is independent from that of the SL Board.

The College Level Board shall be made up of the Head of College (as Chair), all Heads of School in the College, a Learning and Teaching member from the College and a Research and Innovation member from the College. Where a Learning and Teaching/ Research & Innovation member nomination is not possible within the College or where such roles do not exist in the College, the Vice President for Research and Innovation or Vice President for Learning & Teaching (as the case may be) will make a recommendation on the membership requirement for the membership for their respective area, as required, which may draw membership from outside the College where necessary.

To support consistency of approach and act as a point of guidance to the College Level Board, the SL Board will nominate an individual from its membership to attend at each of the four College Level Boards. The SL Board nominee shall be in attendance at meetings of the College Level Board but is not a member of the College Level Board.

The membership of the College Level Board shall have equal males and females where possible, with the aim of a minimum of 40% female members on the Board and a minimum of 40% male members on the Board. It is acknowledged however, that by

virtue of the Board being comprised of certain individuals holding positions ex-officio, the foregoing membership of females and males may not be possible in all circumstances. In such circumstances, the Head of College may nominate up to two additional College Level Board members drawn from Professors or Senior Lecturers within the College, in order to achieve the minimum 40% thresholds aforesaid.

Where an eligible candidate is not aligned to a specific School within the University (e.g. by virtue of holding a position in the University outside the College and School structure) (referred to in this section as an “**Additional Applicant**”), the Deputy President and Registrar, as Chair of the SL Board, shall nominate one of the College Level Boards to act as the designated College Level Board for the purposes of performing that Board’s functions under this Regulation in respect of that Additional Applicant and “candidate from a College” or like terms in this Regulation shall be construed accordingly in respect of an Additional Applicant. To ensure parity of treatment with other applicants being considered by the nominated College Level Board, the University Leadership Team member to which the Additional Applicant’s unit is aligned (the “**Additional Applicant’s ULT Member**”) (or such University Leadership Team member’s nominee, where the Additional Applicant’s ULT Member is unable to attend) and the head of the Additional Applicant’s unit (being the equivalent of a Head of School for that Additional Applicant) shall be co-opted to the designated College Level Board as members for the sole purpose of the consideration of the Additional Applicant’s application by the College Level Board and preparation of the Candidate Review Report (as described in section 4.7 below) by the College Level Board in respect of such Additional Applicant. The Additional Applicant’s ULT Member and head of unit aforesaid may be in attendance for consideration of applicants other than the Additional Applicant by the College Level Board but shall not be members of the Board for the consideration of such other applications or preparation of associated Candidate Review Reports, beyond the Additional Applicant(s) for which they have been co-opted. During the consideration of the Additional Applicant’s application by the College Level Board, the Additional Applicant’s ULT Member may temporarily assume the Chair of that College Level Board for the duration of such discussion.

Where the head of the Additional Applicant’s unit is either the actual Additional Applicant ULT Member or the Additional Applicant themselves, the Additional Applicant’s ULT Member may nominate another head/leader from within the Additional Applicant ULT Member’s functional area for co-option to the College Level Board as set out above as the deemed head of unit for the Additional Applicant.

2.3 Conduct of Business

2.3.1 Quorum

At least 70% of the members of the SL 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 SL Board. 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/lpeb-conduct/) with references to the “Board” therein being deemed references to the SL Board for such purpose.

In respect of College Level Boards, at least 70% of the members of the College Level Board must be present when decisions are taken by such Boards pursuant to this Regulation. The Head of College and at least 50% of the Heads of School within the College must be in attendance at any given meeting of the College Level Board. Conduct and potential conflicts of interest of College Level Board members are also to be governed by the established Code of Conduct referenced above, with such Code applied with references to the “Board” therein being deemed references to the College Level Board for such purpose.

2.3.2 Notes

Members of the SL Board and College Level Boards 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. Rolling Calls

Eligible applicants may submit an application for promotion to Senior Lecturer to their College Level Board at any time. If such applicant is shortlisted by the College Level Board, the candidate’s full application shall be considered by the SL Board within the appropriate Cycle (as defined below).

The SL Board shall convene twice per annum in November and June of each year to consider the collated full applications of candidates who have been shortlisted by College Level Boards. The November meeting of the SL Board shall consider full applications submitted by shortlisted candidates in the period 1st April to the 31st July (inclusive) in that year (the “**November Cycle**”). The June meeting of the SL Board shall consider full applications submitted by shortlisted candidates in the period 1st August in the previous year to the 31st March (inclusive) in that year (the “**June Cycle**” and together the November Cycle and the June Cycle shall be referred to as the “**Cycles**”).

College Level Boards shall endeavour to complete Stage One shortlisting for a given application in a timely manner however, applications submitted with insufficient time before the end of a Cycle, may be deferred for consideration by the College Level Board to a subsequent Cycle.

A Criteria Assessment Guide and Rubric shall be published by Human Resources for the College Levels Boards and the SL 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 School in advance, for advice and guidance.

4.1 Two Stage Process

The Scheme consists of a two stage process as follows:

- (i) Submission of an Expression of Interest by candidates and shortlisting of candidates at College level by the College Level Board; and
- (ii) Submission of a Full Application by shortlisted candidates to the SL Board.

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 Stage One: Expression of Interest/Shortlisting Stage

An Expression of Interest comprises a concise five page CV which includes a summary of significant achievements under each heading: Learning and Teaching, Research and Innovation, and 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).

Following consideration of the expressions of interest, each College Level Board shall shortlist those candidates in their respective College (and where applicable, Additional Applicant(s) as described in section 2.2.2) 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 College Level Board with the option of requesting an in-person feedback session with the Head of College (as Chair of the College Level Board) and 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 Stage Two: Full Application Stage

Candidates who have been deemed to have established a *prima facie* case for promotion and so shortlisted by the College Level Board, shall be invited by the SL Board to submit a detailed application form.

A completed application shall consist of the following;

- Form P1 (SL), comprising of ten pages submitted by the shortlisted candidate; and
- The College Level Board's Review Report (as described further in section 4.7 below) submitted by the College Level Board to the SL Board.

The Form P1 (SL) comprises of ten pages divided between the three criteria areas of Learning and Teaching, Research and Innovation and Contribution to Academic Citizenship & Engagement. Candidates shall use the template Form P1(SL) 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:

- A **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 organised in sections corresponding to the Research and Innovation criteria detailed in Appendix C to this Regulation;
- A **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 organised in sections corresponding to the Learning and Teaching criteria detailed in Appendix C to this Regulation; and
- A **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 organised in sections corresponding to the Contribution to Academic Citizenship and Engagement criteria detailed in Appendix C to this Regulation.

The College Level Board’s Review Report (as described further in section 4.7 below) comprises a structured review report (not more than two pages) setting out a review of the candidate against the criteria as set out in the Scheme with reference to disciplinary norms and inclusive of one page from the candidate’s Head covering learning and teaching, student feedback, research outputs and contributions.

The presentation of false or misleading information (as determined by the SL 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 Human Resources. In compiling these portfolios candidates may wish to make reference to the indicative evidence as set out in Appendix C. Whilst not submitted with the application, the Board may, where needed in consideration of an application, request the submission of such 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 College Level Board and the SL 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 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 College Level Board and SL Board members, the independent external academic referred to in section 2.1.3 above, external reviewers as referenced in section 4.8 below, 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 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 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 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 Human Resources 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 College Level Board Chair or SL Board Chair or the Chair's Nominee.

In this Scheme, "personal circumstances" refers to a career disruption 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 College Level Boards and the SL 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 Director of Human Resources (e.g. single copy monograph).

The College Level Board and the SL Board reserve the right to verify any information submitted by the candidate.

4.7 Input from College Level Boards

The College Level Board will provide a Candidate Review Report for each applicant shortlisted in their College. In completing the Review Report (using a template format provided by Human Resources), the College Level Board is required to endorse the accuracy of the information detailed in the application form relating to class size, contact hours and similar factual data and

provide a review of the candidate against the Stage One: Expression of Interest/Shortlisting Stage criteria as set out in Appendix B to this Regulation, the disciplinary context and the names of four external reviewers (as described in section 4.8 below). Candidate Review Reports for shortlisted candidates are submitted by the College Level Board to the SL Board. The Candidate Review Report shall be available to candidates on request following notification to the candidate of the conclusion of full application stage in the process.

4.8 External Reviewers: Role, Selection and Reports

In the event that a candidate is shortlisted, the College Level Board, in their Candidate Review Report, shall nominate a panel of four national or international External Reviewers in that candidate's general discipline.

The Secretary to the SL Board shall nominate two of the External Reviewers to each provide a detailed report to the SL 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 Reviewer shall also be provided with a copy of the Candidate Review Report (redacted as necessary in respect of the names of other External Reviewers nominated). 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 SL Board as a distinct part of its deliberations.

5. The Assessment Process

All applicants for promotion to the grade of Senior Lecturer 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:

- Learning and Teaching
- Research and Innovation
- 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:

- | | |
|---------------------------|------------|
| • Learning and Teaching | 900 marks |
| • Research and Innovation | 1500 marks |

- Contribution to Academic Citizenship and Engagement 600 marks

Research & Innovation	1500 Marks	Learning & Teaching	900 Marks	Contribution	600 Marks
Profile/ Record – Research Output (<i>currency</i>)	750	Profile/ Record – planning, delivery and assessment (<i>currency</i>)	200	Profile/ Record – Output (<i>currency</i>)	150
All other sub-areas as listed below:	750*	All other sub-areas as listed below:	700**	All other sub-areas as listed below:	450***
Collaborations		Quality & Impact		Public Output	
Quality		Innovation		Quality & Impact	
Impact		CPD		University/ Discipline Service/External Engagement/ Reputation	
Innovation & Entrepreneurship		Leadership – Roles and Responsibilities		Leadership – Roles and Responsibilities	
Leadership – Roles and Responsibilities					

*In respect of the sub-areas within the Research and Innovation area apart from *profile/record-research output*, marks from within the 750 marks available for these other sub-areas must be accumulated across at least three sub-areas from the sub-areas of collaborations, quality, impact, innovation & entrepreneurship and leadership-roles and responsibilities.

**In respect of the sub-areas within the Learning and Teaching area apart from *profile/record-planning, delivery and assessment*, marks from within the 700 marks available for these other sub-areas must be accumulated across at least three sub-areas from the sub-areas of quality & impact, innovation, CPD and leadership-roles and responsibilities and must include the sub-area quality & impact.

***In respect of the sub-areas within the Contribution area apart from *profile/record-output*, marks from within the 450 marks available for these other sub-areas must be accumulated across at least three sub-areas from the sub-areas of public output, quality and impact, University/Discipline service/external engagement/reputation and leadership-roles and responsibilities and must include the sub-area quality & impact.

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 SL Board to the President.

In order to be recommended for promotion, candidates must score a minimum of **900 out of 1500** marks in Research and Innovation, **540 out of 900** marks in Learning and Teaching and **360 out of 600** marks in Contribution to Academic Citizenship and Engagement.

6. Closing Dates and Notification

6.1 Closing Dates

A shortlisted candidate must submit their full application prior to 5 p.m. on the last day of the Cycle deadline (as described in section 3. above) in which they have been shortlisted save where the candidate is notified of their shortlisting less than two months prior to the end of a Cycle, in which case the candidate may submit their full application within the Cycle immediately following. In exceptional circumstances (as determined by the Director of Human Resources), a shortlisted candidate may be permitted to defer submission of their full application to a subsequent Cycle.

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. No supplementary materials will be accepted after the closing date, unless specifically requested by the relevant Board.

6.2 Notification

The Secretary of the SL Board (or his/her nominee) shall inform each candidate at full application stage of the SL 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), their College Level Board's Candidate Review Report as well as an overview of anonymised statistics from the promotion round in a format determined by the Director of Human Resources.

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

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 SL Board), their Head of College and their Head of School. Requests for in person feedback shall be submitted to the Secretary of the SL Board within twenty business days of results of the outcome of the candidate's full application being notified to the candidate.

7. Appeals

The Academic Promotion Appeals Board (“**APAB**”) shall hear appeals in relation to the decisions taken by the SL Board at full application stage only. The decision of the SL 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 Body from time to time and available on the University website at <http://www.ucc.ie/en/ocla/govbod/committees/academic/>

8. Date in force, repeals etc.

8.1 Date in Force

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

8.2 Repeal of Former Regulations

This Regulation is in substitution of and supersedes any prior Regulations and schemes for promotion to Senior Lecturer (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 Senior Lectureships adopted by Governing Body with effect from 20th December 2018. To the extent any such prior scheme or Regulation (or part thereof as the case may be) is superseded by the Regulation herein, that prior scheme or Regulation (or the superseded part as the case may be) stands repealed.

APPENDIX A:
Membership of the Senior Lecturer Promotions Board

The Senior Lecturer Promotions 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, Professor (Scale 2) and Senior Lecturers) 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.

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 (Essential Criteria) – Expression of Interest/Shortlisting Stage

To establish a prima facie case for promotion, a candidate must demonstrate that she/he satisfies the following essential criteria for promotion to Senior Lecturer, 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 up to the point of their application under a given call for promotion to Senior Lecturer.

Learning and Teaching

- 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.*
- 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.
- Development or adoption of innovative approaches to teaching and learning, maintains theoretical currency and demonstrates innovation and creativity in teaching methods e.g. use of technology, innovative assessments.
- Participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses.

Research & Innovation

Research outputs are the discovery, generation or intellectual development of novel artefacts, including data or concepts that advance knowledge, understanding, philosophies, devices, technologies, practices, processes or creative endeavour. Outputs are recognised

in terms of not only the quantitative metrics of volume, distribution, prestige of source, etc. but, more significantly, the impact of the intellectual content in advancement of the field.

- Record of independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally recognised in terms of their originality, significance and contribution to the advancement of knowledge in the relevant discipline(s). These include but are not limited to: peer-reviewed publications, proceedings, monograph(s), pedagogical research, other publications of national or international standing, or their equivalent, including recognised professional practice, creative output or other such recognised works of scholarship as relevant to the discipline.*
- Record of research funding application and, as appropriate to the discipline, securing of research funds independently or in collaboration with others. *
- 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.
- Excellence of national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc.
- 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.
- 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.

Contribution to Academic Citizenship and Engagement

- Record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.*
- Evidence of contribution resulting in tangible outputs for the School/College, University and/or Community.
- Representation of School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).

Appendix C Criteria at Stage Two – Full Application Stage & Indicative Activity

**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 up to the point of their application under a given call for Promotion to Senior Lecturer.

Learning and Teaching (900 Marks)

Profile/ Record – planning, delivery and assessment (currency) – 200 marks

- 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.*
- Evidence of teaching across a variety of different levels and in a variety of situations, as demonstrated through the results of consistent and regular course evaluation and feedback.*
- A record of effective setting and marking of assessment at undergraduate or taught postgraduate level including, but not limited to, the provision of feedback to students.*
- Evidence of commitment to research-based teaching, learning and assessment, including supervision of postgraduate minor thesis and/or supervision of undergraduate literature and research projects/coaching students in national/international case study competitions.*

*In respect of the sub-areas within the Learning and Teaching area apart from *profile/record-planning, delivery and assessment*, marks from within the remaining 700 marks available for these other sub-areas must be accumulated across at least three sub-areas from the sub-areas of *quality & impact, innovation, CPD and leadership-roles and responsibilities* and must include the sub-area *quality & impact*.*

Quality & Impact

- Evidence of teaching excellence and impact on student learning, as demonstrated through the results of consistent and regular course evaluation and gathering evidence of student learning.

Innovation

- Development or adoption of innovative approaches to learning and teaching, maintains theoretical currency and demonstrates innovation and creativity in teaching methods e.g. use of technology, innovative assessments.
- Training in the design and development of novel approaches to teaching and assessment, including the application of technology enhanced learning (TEL).

CPD

- Participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTTL, CDE, relevant digital badges, National Forum courses.

Leadership – Roles and Responsibilities

- Contribution to the planning, design and development of courses.
- Holds roles and responsibilities of leadership or of leadership support relating to Learning & Teaching.
- Demonstrated success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.

Other indicative activities which the candidate presents for consideration under the learning and teaching category.

Research & Innovation (1500 Marks)

Research outputs are the discovery, generation or intellectual development of novel artefacts, including data or concepts that advance knowledge, understanding, philosophies, devices, technologies, practices, processes or creative endeavour. Outputs are recognised in terms of not only the quantitative metrics of volume, distribution, prestige of source, etc. but, more significantly, the impact of the intellectual content in advancement of the field.

Profile/Record - Research Output (currency) – 750 marks

- Record of independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally recognised in terms of their originality, significance and contribution to the advancement of knowledge in the relevant discipline(s). These include but are not limited to: peer-reviewed publications, proceedings, monograph(s), pedagogical research, other publications of national or international standing, or their equivalent, including recognised professional practice, creative output or other such recognised works of scholarship as relevant to the discipline.*
- Record of research funding application and, as appropriate to the discipline, securing of research funds independently or in collaboration with others. *

In respect of the sub-areas within the Research and Innovation area apart from profile/record-research output above, 750 marks are available across these sub-areas. Marks from the available 750 marks for these other sub-areas must be accumulated across at least three sub-areas from the sub-areas of collaborations, quality, impact, innovation & entrepreneurship and leadership-roles and responsibilities.

Collaborations

- 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.
- Demonstrated intellectual contribution to collaborative research projects.
- Collaborative research engagement with national and international networks, which may include novel collaborations with academic, industrial, cultural, or other expertise of relevance.
- Involvement with scholarly networks outside of the University, including in research and innovation related roles.
- Demonstrable successful cross/multi/transdisciplinary collaborative research activity.

Quality

- Excellence of national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc.
- Track record, as appropriate to the discipline, of applying for/securing independent competitive research funding.
- Evidence of fostering a culture of research rigour and integrity.

Impact

- 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.
- 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.
- Demonstrable commitment to Open Research.

Innovation & Entrepreneurship

- 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.
- 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.
- Evidence of successful and continuing consultancy, as appropriate to the discipline.

Leadership – Roles and Responsibilities

- Research leadership profile evident, either established or emerging with potential, as demonstrated by inclusion in research committees, editorial boards, advisory boards/councils, professional, guidelines, standards or regulatory organisations, etc. at national or international levels, as appropriate to discipline.
- Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.
- Successful track record of mentorship of research students.
- Demonstrable focus on equality, diversity and inclusivity in research activities that deliver excellence through the performance of those under their supervision/in their team.
- Significant evidence of meaningfully integrating research into teaching.

Contribution to Academic Citizenship and Engagement (600 Marks)

Profile/ Record – Output (currency) – 150 marks

- Record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.*
- Record of a developed or emerging profile within the University community or society (e.g. in local or national media), public scholarship (e.g. seminars, local or national media and other innovative communications channels).

- Evidence of active citizenship and partnership that contribute to the third mission of the University and which promotes stewardship on matters of University, community and societal importance.

In respect of the sub-areas within the Contribution area apart from *profile/record-output*, marks from within the remaining 450 marks available for these other sub-areas must be accumulated across at least three sub-areas from the sub-areas of *public output, quality and impact, University/Discipline service/external engagement/reputation and leadership-roles and responsibilities* and must include the sub-area *quality & impact*.

Public Output

- Evidence of contribution resulting in tangible outputs for the School/College, University and/or Community.
- Record of public contribution or influence, including but not limited to education and public engagement, cultural engagement, learning exchanges and volunteering.
- Record of applying for or securing awards and/or funding relating to community contribution either internally or externally to the University.
- Co-creation of knowledge, engaged learning and engaged research and dissemination externally and to our University community (virtually and physically) for the benefit of the wider community.

Quality & Impact

- Contribution to or involvement in a major project or initiative at any level which fulfils the strategic priorities of the University, such as Equality, Diversity and Inclusion, Internationalisation and/or Civic and Community Engagement.
- Evidence of societal (policy and practice) impact through providing expertise and consultancy (e.g. witness, advisor, board member, volunteer, advocate, or engaged researcher).
- Implementation of Responsible Research and Innovation (RRI), engaged research (e.g. PPI, Citizen Science, PAR, Design Methods, Open Innovation etc.) and research to policy and practice impact, for local to global impact.

- Ongoing implementation of curricular and student experience based external engagement activities (e.g. community based learning, community engaged research, lifelong and life wide learning, student volunteering).
- Contribution to the community, profession, industry and public service at local, regional, national and international level e.g. neighbourhood, community and regional development and regeneration, lifelong learning, access to education, volunteering and supporting civil society organisations.
- Application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level e.g. contribution to collaborative projects and initiatives under the UN Sustainable Development Goals.
- Utilisation of the knowledge, learning, research and practice capabilities of the University's staff, students and networks to promote and bring about change that has impact on the environment, society or matters ranging of local to global societal importance.
- Awards or accolades nominated for or gained through academic citizenship and community engagement either internal or external to UCC.

University/ Discipline Service/External Engagement/Reputation

- Representation of School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).
- Contribution to activities related to student activity e.g. recruitment, such as school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level.
- Commitment to, and involvement in initiatives that promote the University's Community Engagement strategic aims, including promotion of best practice in community engagement.
- Active membership of School/College/University committees.
- Participation in administrative or management activities outside of the School, for example at College/University level, on boards, committees, working groups or a project team.

Leadership – Roles and Responsibilities

- Active membership of School/College committees.
- Participation outside of the academic unit in service to the University or in administration and management at College or University level.
- Demonstrates activities or behaviours which promote or role model diversity and inclusion and the values of the University.
- Involvement in improving and/or streamlining University management, processes or approaches e.g. Green Campus, Sustainable Development Goals, Civic Engagement Rankings, Reviews, improvement related working groups.

Indicative activity in respect of the foregoing criteria could include, but is not limited to, the following examples:

Learning and Teaching

- Report from Head of School, in consultation with relevant bodies, to verify particulars such as sizes of groups and levels taught and number of hours taught - *– this is part of the College Level Boards ‘Candidate Review Report’.*
- 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 (*there are no referees/ references submitted in the SL Promotion process itself but references held by the candidate relating to their achievements may be used in evidence*) e.g. *accreditations, support for award applications etc.*
- 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 which have impacted on student learning
- Excerpts from module/programme materials demonstrating incorporation of current Learning & Teaching research into teaching activities and evidence of learning outcomes
- Evidence of record of dissemination of excellence could include but is not limited to; participation in and contribution to University Learning and Teaching events; 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
- Certificates or transcripts of professional development undertaken, duration of the course(s), reflection and changes made as a consequence
- Examples of innovative assessment tasks, of participation in initiatives to enhance standards of student learning.

Research & Innovation

- Evidence of publication quality and impact may include, but is not limited to, citations, journal impact factors, reviews and prizes, as appropriate to the discipline. In the case of multi-authored publications, there must be clear evidence of personal contributions, for e.g. 1st author, last author etc.
- External reviewers’/ academic practitioners’ evaluations of the quality and impact of an applicant’s publication record in relation to the specific discipline.
- Invitations to conferences, other Universities or Industry/Service organisations or relevant international bodies such as galleries, festivals, technical fora to disseminate findings.
- 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.
- Significant award of research grants with national and/or international partners.
- Evidence of role in research collaborations and their outcomes and impact.
- Evidence of role in securing competitively won funding for a substantial project or programme.

Contribution to Academic Citizenship and Engagement

- Testimonials from reliable internal referees (*there are no referees/ references submitted in the Promotion to SL process itself but references/ testimonials held by the candidate relating to their achievements may be used in evidence*) that can attest to the scale and effectiveness of candidate's positive contribution to a supportive work environment and well- being of staff and/or to student welfare *e.g. nomination for internal institutional award, feedback from stakeholders on contribution.*
- Evidence of significant administrative tasks / workloads undertaken and delivered to conclusion.
- Minutes of meetings or letter from Chair of a committee to confirm presence at committee meetings and attest to level of contribution.
- Documented evidence of commitment to University strategic objectives of promoting equality, diversity and inclusion.
- 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.
- Other forms of written validation confirming the achievements and activities of the candidate.