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**Personal Circumstance/ COVID -19 Impact Statement Template STAGE 1 – EXPRESSION OF INTEREST – PS2**

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

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

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| PERSONAL CIRCUMSTANCES / COVID-19 IMPACT STATEMENT | |
| *Reference to the Guidelines on Personal Circumstance/ COVID-19 Impact Statement may assist in the completion of this Statement. Please note, you may be invited by the Board to submit supporting documentation in evidence of your personal circumstance. If invited to submit, instruction on the submission of such supporting documentation will be given at the time.* | |
| **Name** |  |
| **College** |  |
| **School** |  |

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| **Personal Circumstance/ COVID -19 Impact Statement Consent**  This information will be processed and stored in line with the Academic Promotion Data Protection Notice .  For further information see Guidelines for Personal Circumstance / COVID 19 Impact Statement **√ tick** as appropriate | |
| Please tick this box to indicate your consent for the information outlined in this Statement to be shared with your Head of College, your Head of School, Promotion to Professor Scale 2 Board members (including external academics appointed to the Board), the People & Culture Department, External Reviewers (if shortlisted) and where applicable, members of the Academic Promotions Appeals Board. |  |
| Where you are sharing information relevant to a third party, you are asked to tick this box to indicate you have received permission to share this information as part of your Personal Circumstance/ COVID-19 Statement. |  |

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

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| **Category Areas** | **Impacted area(s) √ tick as appropriate** |
| Leadership in Learning & Teaching |  |
| Leadership in Research & Innovation |  |
| Leadership in Contribution to Academic Citizenship & Engagement |  |
| **Specific Criteria impacted**  E= Essential/ G = General/ L = Learning & Teaching/ R = Research & Innovation/ C = Contribution to Academic Citizenship & Engagement. | **Please refer to the list of codes provided accompanying this document which are relevant to the stage of your application.** |

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| **CODE** | | **√ tick** | **Time period affected** | **How Impacted – Brief Statement** |
| E1 G | |  |  |  |
| E2 G | |  |  |  |
| E3 G | |  |  |  |
| E4 G | |  |  |  |
| E5 L | |  |  |  |
| E6 L | |  |  |  |
| E7 L | |  |  |  |
| E8 L | |  |  |  |
| E9 L | |  |  |  |
| E10 L | |  |  |  |
| E11 R | |  |  |  |
| E12 R | |  |  |  |
| E13 R | |  |  |  |
| E14 R | |  |  |  |
| E15 R | |  |  |  |
| E16 R | |  |  |  |
| E17 C | |  |  |  |
| E18 C | |  |  |  |
| E19 C | |  |  |  |
| E20 C | |  |  |  |
| E21 C | |  |  |  |
| E22 C | |  |  |  |
| E23 C | |  |  |  |
| Provide any relevant factual information here without the inclusion of information of a sensitive nature, as there is provision within the Regulation for such information to be disclosed to the Chair of the Professor Scale 2 Board. | | | | |
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| CANDIDATE SIGNATURE - I confirm that I have agreed the above statement with the Head of School/ Head of College (as appropriate where applicant is a Head of School). | | | | |
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| Date |  | | | |
| HEAD OF SCHOOL/ HEAD OF COLLEGE (as appropriate where applicant is a Head of School)  SIGNATURE - I confirm that I have agreed the above statement with the candidate named. | | | | |
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| Date |  | | | |

**CODE REFERENCE – PROFESSOR SCALE 2**

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| CRITERIA STAGE 1: EXPRESSION OF INTEREST STAGE (APPENDIX B OF REGULATION) |
| *To assist in completion of your Personal Circumstance/ COVID-19 Impact Statement you are provided with a list of codes against the Regulation criteria. This listing is specifically set out for the purposes of facilitating the identification of impact on specific criterion. It is not a replacement for the Regulation which is your primary reference point in compiling your application.* |

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| ***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. |
| **E3G** | Demonstrated academic influence with clear stimulation and inspiration of others. |
| **E4G** | 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** | Significant 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** | Extensive experience in leading the design of programmes and discipline related projects and initiatives. |
| **Research & Innovation** | |
| **E11R** | 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** | Significant 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 music and creative writing, evidence of activity and recognition as appropriate to the level of application.   Synthesising research, e.g. authorship of review articles, textbooks, meta-analyses, academic journal editing, etc. |
| **E15R** | Providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University. |
| **E16R** | A commendable track record of supervision of post-doctoral researchers and research assistants that is of a scale and/or quality commensurate with disciplinary norms and context e.g. resources, student cohort availability etc. |
| **Contribution to Academic Citizenship & Engagement** | |
| **E17C** | Holding positions of responsibility such as Programme Director or Head of Department, Director of a Research Institute or Executive Education Programme (and equivalents), or directing programmes for which clinical responsibilities are held, and developing a collegial and supportive work environment by mentoring or training junior staff, fostering teamwork. |
| **E18C** | Demonstrated academic leadership and acceptance of that academic leadership responsibility at School, College and University levels. |
| **E19C** | Significant and currency of contribution to the strategic goals of the University. |
| **E20C** | Significant contribution to society and community understanding of academic research and/or scholarship through the transfer and application of disciplinary knowledge. |
| **E21C** | 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 (Scale 2) |
| **E23C** | An established and sustained track record of seeking and securing income for the benefit of the School/ College/University. |