

ASSESSMENT GUIDE & RUBRIC



Promotion to Professor (Scale 2)

Promotions Criteria - Revised Scheme April 2024

ASSESSMENT GUIDE & RUBRIC – Promotion from Senior Lecturer to Professor Scale 2

The following document contains guidance and a detailed rubric relating to applications for promotion from Senior Lecturer to Professor Scale 2 i.e. **Professor Scale 2 promotion under a revised regulation. Please refer to the formal “Regulation on Promotions to Professor Scale 2” as approved by GA (30th April 2024 – final noting 18th June 2024) to which this guide refers i.e. this guide should not be considered as a replacement for the formal regulation.** This guide aims to provide transparency and guidance on the standards applied in assessing applications for progression under the approved regulation. It also provides clarity on expectations and is a source of guidance for those engaged in continuous professional development with a view to future academic career progression. In such development contexts, it is encouraged that this document is used as a guide to inform discussion with your mentor. This guide will also be up-dated from time to time based on feedback and need for clarification.

When making an application for promotion to Professor Scale 2 applicants should provide evidence demonstrating their level of achievement across the range of areas set out in the regulation. It is recognised, however, that not all the activities and responsibilities in each section listed will be fulfilled by every applicant. Applicants should therefore articulate, supported by appropriate evidence, where they consider their major and minor contributions lie in each of the three Criteria Categories set out in the application.

Disciplinary norms, as approved by the Colleges, will be available for reference by the Board. Disciplinary norms can also be understood via the academic makeup of the Board and the candidate’s own setting out of information within the narrative of their application; creating an understanding of any disciplinary nuances of relevance.

Stage 1: University Level Shortlisting/ Professor Scale 2 Board

5 page CV –TEMPLATED- summary of significant achievements in evidence against the three criteria areas as set out in Scheme; link to profile (IRIS or equivalent); List of top 5 publications or other research outputs.
1 page Career Trajectory Statement –TEMPLATED- summary of career trajectory to date.

As appropriate:
Statutory Leave – Promotion Statutory Leave Form
Personal Circumstance/ COVID-19 Impact Statement

Stage 2: University Level Professor Scale 2 Board

10 Page Application – TEMPLATED - Portfolios of evidence against criteria areas as set out in the Scheme: Research & Innovation 5 Pages, Learning & Teaching 3 Pages and Contribution 2 Pages; List of top 5 publications or other research outputs. Nominations of External Reviewers.
1 page Career Trajectory Statement –TEMPLATED- summary of career trajectory to date.

As appropriate:
Statutory Leave – Promotion Statutory Leave Form
Personal Circumstance/ COVID-19 Impact Statement
As per Stage 1

Two External Reviewer Reports – providing observations on all aspects of the candidate’s submission; in particular the research portfolio, publication record and profile; comment on the impact of the candidate’s achievements as per the portfolio. The top five peer reviewed publications or research outputs submitted will be sent to the External Reviewer.

The academic rank of Professor Scale 2

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.

Criteria category areas and related sub criteria structure

The criteria associated with the three Criteria areas for Promotion to Professor Scale 2, reflective of other academic schemes (Promotion to Senior Lecturer and Progression Across the Merit Bar) have been structured into sub-categories to assist applicants in structuring their evidence and the Board in assessing that evidence. At Stage 1, the University level Promotion to Professor Scale 2 Board (Prof Scale 2 Board) will assess applications across the three category areas: Learning & Teaching, Research & Innovation and Contribution to Academic Citizenship and Engagement.

Criteria Areas Assessment Stage 1: Expression of Interest/ Shortlisting

Applicants shall be required to demonstrate evidence of sustained performance against the criteria up to the point of their application, evidencing a prima face case for promotion to Professor Scale 2 against Stage 1 criteria. All essential criteria (Appendix B) need to be demonstrated to be shortlisted at Stage 1.

Leadership in Research & Innovation	Leadership in Learning & Teaching	Leadership in Contribution to Academic Citizenship and Engagement
Demonstrates significant/ substantial evidence of sustained performance against the criteria relating to Leadership in Research and Innovation in Appendix B of the Promotion to Professor Scale 2 Regulation.	Demonstrates significant/ substantial evidence of sustained performance against the criteria relating to Leadership in Learning & Teaching in Appendix B of the Promotion to Professor Scale 2 Regulation.	Demonstrates significant/ substantial evidence of sustained performance against the criteria relating to Leadership in Contribution to Academic Citizenship and Engagement in Appendix B of the Promotion to Professor Scale 2 Regulation.

The Professor Scale 2 Board, based on the evidence presented against the criteria in Appendix B, will deem an application to be shortlisted or not shortlisted. Applications which do not demonstrate all the essential criteria at Stage 1 can also be deemed a 'Premature Application'. As part of the essential criteria set out in Appendix B there are four high level criterion areas marked 'General' which represent academic standing across category areas.

Those shortlisted and invited to Stage 2 (Full Application) will have their full application assessed by quantitative and qualitative measures against Appendix C of the regulation.

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Criteria Areas Assessment Stage 2:

A detailed rubric can be found on pages 05 – 45 of this Guide followed by a map of the criteria under each of the three assessment areas.

Leadership in Research & Innovation	1500 Marks	Leadership in Learning & Teaching	900 Marks	Leadership in Contribution	600 Marks
Profile/ Record – Research Output (<i>currency</i>)	975	Profile/ Record (<i>currency</i>)	585	Profile/ Record – Output (<i>currency</i>)	390
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:	210***
Building Research Capacity		Collaborations		Leadership at University Level	
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 (Scale 2) Assessment Categories, Subcategories and Associated Marks at Stage 2 (Full Application).

*marks of 525 must be accumulated across at least two sub-areas from the sub-areas of building research capacity, innovation, entrepreneurship, commercialisation & consultancy and research collaborations.

** marks of 315 must be accumulated across at least three sub-areas from the sub-areas of collaborations, student engagement, innovation and CPD.

*** marks of 210 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.

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Minimum Scores:

In order to be considered with the promotion pool, candidates must score a minimum of:

- 1125 out of 1500 marks in Research and Innovation
- 675 out of 900 marks in Learning and Teaching
- 450 out of 600 marks in Contribution to Academic Citizenship and Engagement.

The allocation of marks in each category area represents the following within-mark allocation weightings:

Research & Innovation X 0.5

Learning & Teaching X 0.3

Contribution to Academic Citizenship & Engagement X 0.2

General Profile/ Record:

Four general criteria are set out as part of the essential criteria considered at Stage 1. These four general essential criteria cross all three category areas.

RUBRIC Assessment Stage 2:

Pro-rata loads shall apply to staff with part-time appointments.

Statutory Leave Form applies to criterion marked in Appendix B/C with an asterisk '*'.

Appendix C of the Regulation sets out the criteria for Stage 2. You will note that Appendix C references that the criteria listed will be taken into account in conjunction with the essential criteria set out in Appendix B.

As per the criteria framework, the criteria in Appendix C has areas which you need to present evidence in (compulsory response areas) and sub-areas of choice. These are colour coded for your reference in this guide. You will also note there is an distribution of marks from the overall category between the compulsory response areas and choice response areas e.g. *for Leadership in Learning & Teaching there 900 available marks, of which 585 is allocated to compulsory response areas and 315 to choice response sub-areas.*

 = Essential Criteria as per Stage 1  = compulsory response areas  = choice response areas

General Profile/ Record	Exemplary	Good	Developing	Premature Application
<i>Significant academic experience.</i>	Outstandingly significant academic experience which is demonstrated through significant national and international contributions in research, learning and the advancement of the discipline.	Significant academic experience which is demonstrated through significant national and international contributions in research, learning and the advancement of the discipline.	A developing profile of academic experience which is demonstrated through a growing engagement in national and international contributions in research, learning and the advancement of the discipline.	Lacks evidence of significant academic experience expected through significant national and international contributions in research, learning and the advancement of the discipline.
<i>Well -established and impactful reputation, nationally and internationally.</i>	Evidences 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.	Evidences an established reputation with some evidence of impact, nationally and internationally, leading to a solid track record of internal and external recognition via peer esteem, accolades and awards for academic standing in the discipline.	Evidences a reputation, which is just established and is showing potential to have impact nationally and internationally via an emerging track record of internal and external recognition.	Lacks evidence of an established and impactful reputation, nationally and internationally.
<i>Academic influence with clear stimulation and inspiration of others.</i>	Demonstrates academic influence with clear stimulation and inspiration of others.	Shows evidence of having academic influence with evidential incidences of stimulation and inspiration of others.	Shows some academic influence with limited or potential for stimulation and inspiration of others.	Lacks evidence of academic influence with clear stimulation and inspiration of others.
<i>Capability to act as role model in the areas of research, learning and teaching, academic leadership and management, as appropriate.</i>	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.	Experience and regular demonstration of capability to act as role model in the areas of research, learning and teaching, academic leadership and management, as appropriate.	Some experience and demonstration, of a less regular nature, of capability to act as role model in the areas of research, learning and teaching, academic leadership and management, as appropriate.	Lack of evidence of experience and/or demonstration of capability to act as role model in the areas of research, learning and teaching, academic leadership and management, as appropriate.

Leadership in Research & Innovation 1500 Marks (0.5 Weighting)	Exemplary 1275-1500	Good 1050- 1274	Developing 750- 1049	Premature Application 0 - 749
Performance Evidenced Component	Shows contributions and achievements of outstanding quality and breadth across all criteria in a sustained and regular manner.	Shows regular contributions and achievements of good quality and breadth by satisfying all essential criteria and evidencing consistent performance in the criteria outside those listed as essential criteria.	Satisfies all of the essential criteria but does not demonstrate a sustained or regular achievement in the criteria outside the listed essential criteria . Some evidence of consistent achievement reflective of a growing or emerging profile of achievement.	Does not demonstrate evidence of achievement and/ or a consistency of achievement in criteria outside the essential criteria at Stage Two.
Essential Criteria	Exemplary	Good	Developing	Premature Application
<i>Sustained achievement of high distinction, in the advancement and application (professional or creative) of knowledge resulting in evidenced peer reviewable outputs.</i>	Evidence of significantly notable and sustained achievement of high distinction, in the advancement and application (professional or creative) of knowledge resulting in evidenced peer reviewable outputs.	Evidence of sustained achievement of high distinction, in the advancement and application (professional or creative) of knowledge resulting in evidenced peer reviewable outputs.	Evidence of an emerging profile representing achievement of high distinction, in the advancement and application (professional or creative) of knowledge resulting in evidenced peer reviewable outputs.	Lack of evidence of sustained achievement of high distinction, in the advancement and application (professional or creative) of knowledge resulting in evidenced peer reviewable outputs.
<i>Proven record of planning and leading the delivery of high quality research programmes.</i>	Commendable record of planning and leading the delivery of high quality research programmes evident.	Evidence of a proven record of planning and leading the delivery of high quality research programmes.	A developing record of planning and leading the delivery of high quality research programmes evident.	Lack of evidence of having a proven record of planning and leading the delivery of high quality research programmes.
<i>Significant record of sustained and continuing independent output of research and scholarly artefacts that demonstrate creative</i>	Evidence of a significant record of sustained and continuing independent output of research and scholarly artefacts that demonstrate creative	Evidence of a consistent record of sustained and continuing independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally	A record evidenced which shows growing significance or sustained pattern. Evidence of an emerging independent output of research and scholarly artefacts that demonstrate creative	Lack of evidence of a significant record of sustained and continuing independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally

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<p><i>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). (especially as senior, first or corresponding author)</i> <i>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.*</i></p> <p>Important Note: <i>In STEM and other disciplines where multi-authored papers are the norm, normal expectation is a minimum of 3 papers (candidates own) per year in high quality, peer-reviewed outlets, slightly less if a monograph is included, the number being dependent on the quality of the outlets. For multi-authored papers there needs to be evident substantial personal contribution.</i></p>	<p>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.*</p>	<p>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.*</p>	<p>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.*</p>	<p>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.*</p>
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<p><i>Original research output (especially as senior, first or corresponding author) 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.</i></p>	<p>Evidence of substantial 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.</p>	<p>Evidence of consistent 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.</p>	<p>Evidence of a growing profile of 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.</p>	<p>Lack of evidence of 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.</p>
<p><i>Providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.</i></p>	<p>Compelling evidence of providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.</p>	<p>Evidence of providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.</p>	<p>Some evidence of providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University which could benefit from further growth.</p>	<p>Lack of evidence of providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.</p>
<p><i>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.</i></p>	<p>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.</p>	<p>An established 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.</p>	<p>An emerging 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.</p>	<p>Lacks evidence of 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.</p>
<p>Compulsory Response Areas:(Marks = 975)</p>	<p>Exemplary</p>	<p>Good</p>	<p>Developing</p>	<p>Premature Application</p>

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Evidence against all three areas: -Profile/ Record Research Output (currency) -Research Leadership & Supervision -Research Funding -Quality & Impact	828 - 975	682- 827	487 - 681	0 - 486
Profile/ Record- Research Output (currency)	Exemplary	Good	Developing	Premature Application
<i>Original research output (especially as senior, first or corresponding author) 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.</i>	Evidence of substantial 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.	Evidence of consistent 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.	Evidence of a growing profile of 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.	Lack of evidence of 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.
<i>Establishing and directing an active Research Institute, Centre or Unit</i>	High profile/ critical involvement in establishing and directing an active Research Institute, Centre or Unit	Evidence of consistent involvement in establishing and directing an active Research Institute, Centre or Unit	Some evidence of involvement in establishing and directing an active Research Institute, Centre or Unit	Lack of evidence of establishing and directing an active Research Institute, Centre or Unit
<i>Producing open research outputs as appropriate via the adoption of best</i>	Outstanding record of producing open research outputs as appropriate via	Evidence of sustained production of open research outputs as appropriate via the adoption of	Evidence of a developing record of producing open research outputs as appropriate via the	Lack of evidence of producing open research outputs as appropriate via the adoption of best practices in

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<i>practices in data/ formula/code sharing, distribution of materials/digital outputs, publishing preprints and study protocols.</i>	the adoption of best practices in data/ formula/code sharing, distribution of materials/digital outputs, publishing preprints and study protocols.	best practices in data/ formula/code sharing, distribution of materials/digital outputs, publishing preprints and study protocols.	adoption of best practices in data/ formula/code sharing, distribution of materials/digital outputs, publishing preprints and study protocols.	data/ formula/code sharing, distribution of materials/digital outputs, publishing preprints and study protocols.
<i>Leadership and contribution to the development of research strategy or research support/infrastructure within the School/ College/ University.</i>	Evidence of a significant and impactful record of leading and contributing to the development of research strategy or research support/infrastructure within the School/ College/ University.	Evidence of an established and consistent pattern of leadership and contribution to the development of research strategy or research support/infrastructure within the School/ College/ University.	Evidence of a growing Leadership and contribution profile in terms of the development of research strategy or research support/infrastructure within the School/ College/ University.	Lack of evidence of leadership and contribution to the development of research strategy or research support/infrastructure within the School/ College/ University.
<i>Publishing in the area of scholarship of learning and teaching.</i>	Notable and sustained publication record in the area of scholarship of learning and teaching.	Evidence of consistently publishing in the area of scholarship of learning and teaching.	Evidence of some publishing activity in the area of scholarship of learning and teaching.	Lack of evidence of publishing in the area of scholarship of learning and teaching.
<i>Conference presentations on disciplinary/ interdisciplinary related pedagogy.</i>	An established and sustained pattern of participation in conference presentations on disciplinary/ interdisciplinary related pedagogy.	Sustained pattern of conference presentations on disciplinary/ interdisciplinary related pedagogy evident.	A developing profile of participation in conference presentations on disciplinary/ interdisciplinary related pedagogy evident.	Lack of evidence of conference presentations on disciplinary/ interdisciplinary related pedagogy.
<i>Evidence of attraction of research students and research staff external to UCC.</i>	Substantial evidence of attraction of research students and research staff external to UCC.	Consistent evidence of attraction of research students and research staff external to UCC.	Some evidence of attraction of research students and research staff external to UCC.	Lack of Evidence relating to the attraction of research students and research staff external to UCC.
<i>Evidence of sustaining other research-related contributions through conference papers and</i>	Evidence of a commendable record in sustaining other research-related contributions through	Evidence of consistently sustaining other research-related contributions through conference papers and presentations and/or	Evidence of periodic delivery of other research-related contributions through conference papers and presentations and/or	Lack of evidence of sustaining other research-related contributions through conference papers and presentations and/or consultancy

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<i>presentations and/or consultancy projects and advice; and public engagement activities.</i>	conference papers and presentations and/or consultancy projects and advice; and public engagement activities.	consultancy projects and advice; and public engagement activities.	consultancy projects and advice; and public engagement activities.	projects and advice; and public engagement activities.
<i>Excellence of significant 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.</i>	Compelling evidence of excellence, significant 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.	Evidence of excellence of significant 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.	An emerging profile of 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.	Lack of evidence of excellence of significant 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.
Research Leadership/ Supervision	Exemplary	Good	Developing	Premature Application
<i>Providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.</i>	Evidence of significant provision of intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.	Evidence of consistently providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.	Some evidence of providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.	Lack of evidence of providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University.

<i>Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.</i>	Evidence of a highly consistent and sustained record of recruitment and supervision to completion of postgraduate/postdoctoral researchers.	Evidence of consistent engagement in the recruitment and supervision to completion of postgraduate/postdoctoral researchers.	Evidence of a growing profile relating to recruitment and supervision to completion of postgraduate/postdoctoral researchers.	Lack of evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.
<i>Supporting students carrying out research to become autonomous researchers</i>	Substantial evidence of supporting students carrying out research to become autonomous researchers	Evidence of consistently supporting students carrying out research to become autonomous researchers	Some evidence of supporting students carrying out research to become autonomous researchers	Lack of evidence of supporting students carrying out research to become autonomous researchers
<i>An excellent track record of completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, that is exceptional in scale and/or quality.</i>	A commendable track record of completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, that is exceptional in scale and/or quality.	An excellent track record of completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, that is exceptional in scale and/or quality evident.	An emerging track record of excellence evident relating to completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers.	Lack of evidence of a track record of excellence related to completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers.
<i>Leadership of research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues.</i>	Evidence of significant involvement in the leadership of research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues.	Evidence of consistent involvement in leading research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues.	Some evidence of leading research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues.	Lack of evidence of leading research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues.
<i>A substantial track record of supervision of post-doctoral researchers and research assistants that is exceptional in scale and/or quality.</i>	An exceptional track record of supervision of post-doctoral researchers and research assistants that is exceptional in scale and/or quality.	An established track record of supervision of post-doctoral researchers and research assistants that is exceptional in scale and/or quality.	A track record of growing significance relating to the supervision of post-doctoral researchers and research assistants that is exceptional in scale and/or quality.	Lack of evidence of having a substantial track record of supervision of post-doctoral researchers and research assistants that is exceptional in scale and/or quality.

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<i>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.</i>	Substantial evidence of 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.	Evidence of 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.	Some evidence of periodic 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.	Lack of evidence of 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.
<i>Internal and/or external examining of higher research degree theses.</i>	Notable engagement in internal and/or external examining of higher research degree theses.	Evidence of consistent engagement in internal and/or external examining of higher research degree theses.	Some evidence of Internal and/or external examining of higher research degree theses.	Lack of evidence of internal and/or external examining of higher research degree theses.
Research Funding	Exemplary	Good	Developing	Premature Application
<i>Significant 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.*</i>	Notably significant 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.*	Consistent engagement in a significant 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.*	Some evidence of a significant or 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.*	Lack of evidence of a significant 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.*
<i>Leadership in initiatives to develop, enhance and support grant applications.</i>	Evidence of significant leadership in initiatives to develop, enhance and support grant applications.	Evidence of consistently leading in initiatives to develop, enhance and support grant applications.	A emerging profile of leading in initiatives to develop, enhance and support grant applications.	Lack of evidence of leading in initiatives to develop, enhance and support grant applications.
<i>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.</i>	Evidence of noteworthy leadership relating to major funding bids which develop and sustain research support for a specialist area and advance the reputation of the University, as	Evidence of consistently 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.	Some evidence of 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.	Lack of evidence of 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.

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	appropriate to the discipline.			
<i>Exploitation of intellectual property, including patents, where appropriate to the discipline.</i>	Commendable level of exploitation of intellectual property, including patents, where appropriate to the discipline evident.	Evidence of consistent engagement in the exploitation of intellectual property, including patents, where appropriate to the discipline.	Evidence of early engagement in the exploitation of intellectual property, including patents, where appropriate to the discipline.	Lack of evidence of exploitation of intellectual property, including patents, where appropriate to the discipline.
<i>Applying for grants to work on projects in education/ learning and teaching pedagogy.</i>	Significant engagement in grant applications to work on projects in education/ learning and teaching pedagogy.	Consistent engagement in applying for grants to work on projects in education/ learning and teaching pedagogy.	Some evidence of applying for grants to work on projects in education/ learning and teaching pedagogy.	Lack of evidence of applying for grants to work on projects in education/ learning and teaching pedagogy.
<i>Leading the development of external grant funding in your discipline, including colleagues.</i>	Substantial evidence of leading the development of external grant funding in your discipline, including colleagues.	Evidence of Leading the development of external grant funding in your discipline, including colleagues.	Early engagement evident in leading the development of external grant funding in your discipline, including colleagues.	Lack of evidence of leading the development of external grant funding in your discipline, including colleagues.
<i>Responding to learning from past funding applications.</i>	Evidence of sustained and significant response to learning from past funding applications.	Evidence of regular response to learning from past funding applications.	Evidence of limited response to learning from past funding applications.	Lack of evidence relating to responding to learning from past funding applications.
<i>Co-leading or collaborating on competitive grants that bring together a range of internal and/or external contributors.</i>	Evidence of substantial engagement in co-leading or collaborating on competitive grants that bring together a range of internal and/or external contributors.	Evidence of consistent engagement in co-leading or collaborating on competitive grants that bring together a range of internal and/or external contributors.	Some evidence of co-leading or collaborating on competitive grants that bring together a range of internal and/or external contributors.	Lack of evidence of co-leading or collaborating on competitive grants that bring together a range of internal and/or external contributors.
Quality & Impact	Exemplary	Good	Developing	Premature Application
<i>Planning and leading the development, Implementation and publication/dissemination of research of outstanding quality and international repute.</i>	Evidence of significant involvement in the planning and leading the development, Implementation and publication/dissemination of research of outstanding quality and international repute.	Evidence of consistent and sustained activity relating to planning and leading the development, Implementation and publication/dissemination of research of outstanding quality and international repute.	Evidence of a developing profile relating to planning and leading the development, Implementation and publication/dissemination of research of outstanding quality and international repute.	Lack of evidence of planning and leading the development, Implementation and publication/dissemination of research of outstanding quality and international repute.

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<i>Demonstrate commitment to leading a research culture characterised by ethical conduct, integrity, and responsible practices.</i>	Evidence that demonstrates a significant commitment to leading a research culture characterised by ethical conduct, integrity, and responsible practices.	Evidence that demonstrates a consistent commitment to leading a research culture characterised by ethical conduct, integrity, and responsible practices.	Some evidence demonstrating commitment to leading a research culture characterised by ethical conduct, integrity, and responsible practices.	Lack of evidence demonstrating commitment to leading a research culture characterised by ethical conduct, integrity, and responsible practices.
<i>Clear evidence of significant national and international academic impact through research and scholarly activities.</i>	Substantial evidence of significant national and international academic impact through research	Consistent evidence of significant national and international academic impact through research	Provides evidence of growing significance relating to national and international academic impact through research	Lacks clear evidence of significant national and international academic impact through research
<i>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.</i>	Outstanding 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, professional standards, education (including human capital development) and a reduction in risks across all areas.	Consistent 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.	A developing 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.	Lack of evidence of a 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, professional standards, education (including human capital development) and a reduction in risks across all areas.
<i>Demonstrable impact on the research field, as defined by disciplinary norms, such as: new or significant change to the</i>	Significant demonstration of impact on the research field, as defined by disciplinary norms, such as: new or significant change to the	Evidence of sustained demonstrable impact on the research field, as defined by disciplinary norms, such as: new or significant change to the	Evidence demonstrating some impact, increasing in consistency, on the research field, as defined by disciplinary norms	Lack of evidence demonstrating impact on the research field, as defined by disciplinary norms.

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<i>advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.</i>	advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.	advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.		
<i>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.</i>	Notable demonstration of external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise.	Evidence of consistent demonstration of external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise.	An developing profile of demonstrable external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise.	Lack of evidence that demonstrates external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise.
<i>Establishing national and international peer esteem for self and/or your research team.</i>	Commendable activity in establishing national and international peer esteem for self and/or your research team.	Evidence of consistent activity relating to establishing national and international peer esteem for self and/or your research team.	Emerging profile in establishing national and international peer esteem for self and/or your research team.	Lack of evidence of establishing national and international peer esteem for self and/or your research team.
<p>SUB AREAS – Choice</p> <p>Evidence against at least two sub-areas. (marks= 525)</p> <ul style="list-style-type: none"> - Building Research Capacity - Innovation, Entrepreneurship, Commercialisation & Consultancy -Research Collaborations 	Exemplary 446 - 525	Good 367- 445	Developing 262- 366	Premature Application 0 - 261

Building Research Capacity	Exemplary	Good	Developing	Premature Application
<i>Make a leading contribution to the development and implementation of research strategy, research support or infrastructure at School/College or University level.</i>	An outstanding record of making a leading contribution to the development and implementation of research strategy, research support or infrastructure at School/College or University level.	A record of consistent involvement in making a leading contribution to the development and implementation of research strategy, research support or infrastructure at School/College or University level.	An emerging profile evident relating to making a leading contribution to the development and implementation of research strategy, research support or infrastructure at School/College or University level.	Lack of evidence of making a leading contribution to the development and implementation of research strategy, research support or infrastructure at School/College or University level.
<i>Building personal and colleague research capacity and reputation to ensure future research prospects.</i>	An exceptional record of engaging in activity which builds personal and colleague research capacity and reputation to ensure future research prospects.	A record of consistent engagement in activity which builds personal and colleague research capacity and reputation to ensure future research prospects.	Evidence of a growing profile relating to building personal and colleague research capacity and reputation to ensure future research prospects.	Lack of evidence relating to building personal and colleague research capacity and reputation to ensure future research prospects.
<i>Creating a supportive and inclusive research environment where researchers can develop and achieve their full research potential.</i>	A notable body of evidence relating to creating a supportive and inclusive research environment where researchers can develop and achieve their full research potential.	Clear and consistent evidence of creating a supportive and inclusive research environment where researchers can develop and achieve their full research potential.	Some evidence of creating a supportive and inclusive research environment where researchers can develop and achieve their full research potential.	Lack of evidence of creating a supportive and inclusive research environment where researchers can develop and achieve their full research potential.
<i>Mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers</i>	Significant evidence of mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers	Consistent evidence of mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers	Evidence of periodic engagement in mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers	Lack of evidence of mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers
<i>Driving research integration internally and</i>	Evidence of substantial involvement in driving research integration	Evidence of sustained activity in driving research integration	Evidence of some activity related to driving research integration	Lack of evidence in driving research integration internally and externally to the University.

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<i>externally to the University.</i>	internally and externally to the University.	internally and externally to the University.	internally and externally to the University.	
<i>Contributing to research professional development workshops and/or conferences.</i>	Evidence of substantial contribution to research professional development workshops and/or conferences.	Evidence of consistently contributing to research professional development workshops and/or conferences.	Some or periodic evidence of contributing to research professional development workshops and/or conferences.	Lack of evidence in contributing to research professional development workshops and/or conferences.
<i>Developing oneself as a research leader via engagement in appropriate development for example seminars or workshops focused on enhancing research leadership knowledge and skills.</i>	Commendable engagement in developing oneself as a research leader via engagement in appropriate development for example seminars or workshops focused on enhancing research leadership knowledge and skills.	Evidence of consistently engaging in activity that develops oneself as a research leader via engagement in appropriate development for example seminars or workshops focused on enhancing research leadership knowledge and skills.	Evidence of a growing profile of developing oneself as a research leader via engagement in appropriate development for example seminars or workshops focused on enhancing research leadership knowledge and skills.	Lack of evidence of developing oneself as a research leader via engagement in appropriate development for example seminars or workshops focused on enhancing research leadership knowledge and skills.
Innovation, Entrepreneurship, Commercialisation & Consultancy	Exemplary	Good	Developing	Premature Application
<i>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.</i>	Evidences a substantial 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.	Evidences a consistent 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.	A developing 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.	Lacks evidence a 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.
<i>Successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through</i>	Evidence of significant successful/potential of commercialisation, as appropriate to the discipline, of research and	Evidence of successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licences, copyright, trademarks, know how,	Early engagement evidence in the successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including	Lack of evidence of successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licences,

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<i>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.</i>	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.	design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each.	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.	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.
<i>Evidence of successful and continuing consultancy, as appropriate to the discipline.</i>	Evidence of highly successful and continuing consultancy, as appropriate to the discipline.	Evidence of successful and continuing consultancy, as appropriate to the discipline.	Emerging engagement in successful and continuing consultancy, as appropriate to the discipline, evident.	Lack of evidence of successful and continuing consultancy, as appropriate to the discipline.
<i>Generating new knowledge and practices through multi/interdisciplinary research, e.g. using a team-based approach.</i>	Substantial evidence of generating new knowledge and practices through multi/interdisciplinary research, e.g. using a team-based approach.	Consistent evidence of generating new knowledge and practices through multi/interdisciplinary research, e.g. using a team-based approach.	Some evidence of generating new knowledge and practices through multi/interdisciplinary research, e.g. using a team-based approach.	Lack of evidence relating to the generating of new knowledge and practices through multi/interdisciplinary research, e.g. using a team-based approach.
Research Collaborations	Exemplary	Good	Developing	Premature Application
<i>Significant contribution to a research group/centre/network or other multi-researcher research collaborations.</i>	Evidence of highly Significant contribution to a research group/centre/network or other multi-researcher research collaborations.	Evidence of significant contribution to a research group/centre/network or other multi-researcher research collaborations.	Evidence of contribution of growing significance to a research group/centre/network or other multi-researcher research collaborations.	Lack of evidence of a significant contribution to a research group/centre/network or other multi-researcher research collaborations.
<i>Evidence of stakeholder engagement as appropriate to the discipline, including with national and international</i>	Substantial evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g.	Evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g. academic, industrial, cultural, societal, government,	Some evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g. academic, industrial, cultural,	Lack of evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g. academic, industrial, cultural, societal, government,

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<i>stakeholders/ entities e.g. academic, industrial, cultural, societal, government, policy, practice or other communities.</i>	academic, industrial, cultural, societal, government, policy, practice or other communities.	policy, practice or other communities.	societal, government, policy, practice or other communities.	policy, practice or other communities.
<i>Involving the public, private sector organisations in research process, increasing the relevance of research to society.</i>	Commendable level of activity of involving the public, private sector organisations in research process, increasing the relevance of research to society.	Consistent evidence of involving the public, private sector organisations in research process, increasing the relevance of research to society.	Some evidence of involving the public, private sector organisations in research process, increasing the relevance of research to society.	Lack of evidence relating to involving the public, private sector organisations in research process, increasing the relevance of research to society.
	Exemplary	Good	Developing	Premature Application

Leadership in Learning & Teaching 900 Marks (0.3 Weighting)	Exemplary 765 - 900	Good 630- 764	Developing 450 - 629	Premature Application 0 - 449
Performance Evidenced Component	Shows contributions and achievements of outstanding quality and breadth across all criteria in a sustained and regular manner.	Shows regular contributions and achievements of good quality and breadth by satisfying all essential criteria and evidencing consistent performance in the criteria outside those listed as essential criteria.	Satisfies all of the essential criteria but does not demonstrate a sustained or regular achievement in the criteria outside the listed essential criteria . Some evidence of consistent achievement reflective of a growing or emerging profile of achievement.	Does not demonstrate evidence of achievement and/ or a consistency of achievement in criteria outside the essential criteria at Stage Two.
Essential Criteria	Exemplary	Good	Developing	Premature Application
<i>Contribution to student learning, reflective of excellence in the practice of the discipline, via a range of activities.</i>	Significant contribution to student learning, reflective of outstanding excellence in the practice of the discipline, via a range of activities.	Notable contribution to student learning, which shows evidence of significance, reflective of a excellence in the practice of the discipline, via a range of activities.	Emerging contribution to student learning, reflective of growing excellence in the practice of the discipline, via a range of activities.	Lacks evidence of contribution to student learning, reflective of excellence in the practice of the discipline, via a range of activities.
<i>Evidenced based Teaching Load – normally minimum of 150 hours*</i>	Significant 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.	Evidence-based teaching load of regular 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.	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.	Lacks an 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.
<i>Role in the development, delivery and review of</i>	Significant contribution to the development, delivery	Identifiable contributory role to oversight in the development,	Some evidence of a developing role in the oversight of the	Lacks evidence of an oversight role in the development, delivery and

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<i>learning and teaching provision in the discipline for students at all levels.</i>	and review of learning and teaching provision in the discipline for students at all levels.	delivery and review of learning and teaching provision in the discipline for students at all levels.	development or delivery or review of learning and teaching provision in the discipline for students at all levels.	review of learning and teaching provision in the discipline for students at all levels.
<i>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.</i>	Significant role in the 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.	Identifiable contributory role in the 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.	Some evidence of emerging involvement in the 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.	Lacks evidence of the 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.
<i>Development of self as an educator/ academic leader via participation in relevant development courses and seminars relating to learning and teaching enhancement.</i>	Strong evidence of consistent 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.	Some evidence over time of periodic intervals of 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.	Some evidence of an emerging investment in development of self as an educator/ academic leader via participation in relevant development courses and seminars relating to learning and teaching enhancement.	Lacks evidence of development of self as an educator/ academic leader via participation in relevant development courses and seminars relating to learning and teaching enhancement.
<i>Extensive experience in leading the design of programmes and discipline related projects and initiatives.</i>	Extensive experience in leading the design of programmes and discipline related projects and initiatives.	Evidence of regular experience in leading the design of programmes and discipline related projects and initiatives.	Evidence of periodic experience in leading the design of programmes and discipline related projects and initiatives.	Lacks evidence of extensive experience in leading the design of programmes and discipline related projects and initiatives.
Compulsory Response Areas:(Marks = 585) Evidence against all three areas: -Profile/ Record (currency) -Programme planning, delivery & assessment. -Quality & Impact	Exemplary 497 - 585	Good 410- 496	Developing 292 - 409	Premature Application 0 - 291

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Profile/ Record (currency)	Exemplary	Good	Developing	Premature Application
<i>Holding positions of responsibility.</i>	Holds notable 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.	Shows consistency in holding positions of varying responsibility	Holds a singular or limited positions of responsibility.	Lacks evidence of holding positions of responsibility.
<i>External examining in undergraduate or postgraduate assessment.</i>	Notable and consistent involvement in external examining in undergraduate or postgraduate assessment in another institution or in postgraduate clinical focused diplomas and professional examinations at national or international level.	Consistent engagement in external examining in undergraduate or postgraduate assessment in another institution or in postgraduate clinical focused diplomas and professional examinations at national or international level.	Some evidence of external examining in undergraduate or postgraduate assessment in another institution or in postgraduate clinical focused diplomas and professional examinations at national or international level.	Lacks evidence of external examining in undergraduate or postgraduate assessment in another institution or in postgraduate clinical focused diplomas and professional examinations at national or international level.
<i>Membership of prestigious selective societies or elevation to leadership positions.</i>	Significant evidence membership of 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.	Evidence of membership of 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.	Singular or limited evidence of membership of 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.	Lack of evidence of membership of 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.
<i>Contributions to the pedagogy of the discipline.</i>	Commendable contributions to the pedagogy of the discipline through leading or involvement in workshops	Contributions to the pedagogy of the discipline through leading or involvement in workshops on education, undertaking peer	Some contributions to the pedagogy of the discipline through leading or involvement in workshops on education,	Lack of evidence of contributions to the pedagogy of the discipline through leading or involvement in workshops on education,

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	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.	reviews and contributing to educational initiatives within or outside the University, for example running workshops or specialist courses at other universities.	undertaking peer reviews and contributing to educational initiatives within or outside the University.	undertaking peer reviews and contributing to educational initiatives within or outside the University.
<i>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.</i>	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	Evidence of a notable 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	Evidence of developing a sustained pattern of disseminating excellence and best practice in learning and teaching, leading to enhancement of teaching and learning standards at School or College	Lack of evidence of a notable and/or sustained record of disseminating excellence and best practice in learning and teaching, leading to enhancement of teaching and learning standards at School or College
<i>Contributions that have shaped the way in which the discipline is taught within the School/College.</i>	Significant and sustained contributions that have shaped the way in which the discipline is taught within the School/College.	Evidence of notable and sustained contributions that have shaped the way in which the discipline is taught within the School/College.	Emerging contributions that have begun to shape the way in which the discipline is taught within the School/College.	Lack of evidence of significant and sustained contributions that have shaped the way in which the discipline is taught within the School/College.
<i>Accolades and awards for Learning and Teaching contribution and practice.</i>	Commendable accolades and awards for Learning and Teaching contribution and practice e.g. President's Award for L&T, SATLE grants from CIRTL etc.	Notable accolades and awards for Learning and Teaching contribution and practice e.g. President's Award for L&T, SATLE grants from CIRTL etc.	Evidence of achieving standard or expected accolades and awards for Learning and Teaching contribution and practice.	Lack of evidence of accolades and awards for Learning and Teaching contribution and practice.
<i>Leadership of policy development relating to Learning and Development.</i>	Significant evidence of leading policy development relating to Learning and Development.	Evidence of some leadership involvement in policy development relating to Learning and Development.	Limited evidence of leading policy development relating to Learning and Development.	Lacks evidence of leading policy development relating to Learning and Development.
Programme planning, delivery and assessment.	Exemplary	Good	Developing	Premature Application
<i>Development, delivery and review of learning and teaching provision</i>	Substantial evidence of the development, delivery and review of learning and teaching provision in the	Evidence of the consistent development, delivery and review of learning and teaching provision	Some evidence of a growing profile of involvement in overseeing the development, delivery and review of learning and teaching provision	Lacks evidence of involvement in the oversight of the development, delivery and review of learning and

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<i>in the discipline for students at all levels.</i>	discipline for students at all levels.	in the discipline for students at all levels.	in the discipline for students at all levels.	teaching provision in the discipline for students at all levels.
<i>Regular leadership role or participation in Examination Boards at School/ College level.</i>	Notable leadership role e.g. Chair of Examination Boards at School/ College level.	Regular leadership role or participation at a leadership level in Examination Boards at School/ College level.	Limited leadership level involvement or participation in Examination Boards at School/ College level.	Lacks evidence of a regular leadership role or participation at a leadership level at Examination Boards at School/ College level.
<i>Delivering and maintaining currency of curriculum.</i>	Significant evidence of delivery and maintenance of curriculum currency which is informed by sector and industry developments in related fields.	Evidence of delivering and maintaining currency of curriculum which is informed by sector and industry developments in related fields.	Some evidence of delivering and maintaining currency of curriculum which is informed by sector and industry developments in related fields.	Lack of evidence of delivering and maintaining currency of curriculum which is informed by sector and industry developments in related fields.
<i>Contribution to learning and teaching development plans or activities that benefit others within the School/College.</i>	Significant and sustained contribution to learning and teaching development plans or activities that benefit others within the School/College.	Evidence of sustained contribution to learning and teaching development plans or activities that benefit others within the School/College.	Some evidence of sustained contribution with growing significance or significant but periodic contribution to learning and teaching development plans or activities that benefit others within the School/College.	Lacks evidence of significant and sustained contribution to learning and teaching development plans or activities that benefit others within the School/College.
<i>Curriculum review and adaption through developing new learning/ programme focuses, sharing with the broader university community, where appropriate.</i>	Significant on-going curriculum review and adaption through developing new learning/ programme focuses, sharing with the broader university community, where appropriate.	Consistent curriculum review and adaption through developing new learning/ programme focuses, sharing with the broader university community, where appropriate.	Evidence of periodic notable curriculum review and adaption through developing new learning/ programme focuses, sharing with the broader university community, where appropriate.	Lacks evidence of significant on-going curriculum review and adaption through developing new learning/ programme focuses, sharing with the broader university community, where appropriate.
<i>Reviewing of course content and materials, and where appropriate developed, designed and updated materials at a course/programme level.</i>	Substantial evidence of reviewing course content and materials, and where appropriate developed, designed and updated materials at a course/programme level.	Evidence of consistent review of course content and materials, and where appropriate developed, designed and updated materials at a course/programme level.	Some evidence of reviewing course content and materials, and where appropriate developed, designed and updated materials at a course/programme level.	Lacks evidence of reviewing course content and materials, and where appropriate developed, designed and updated materials at a course/programme level.
<i>Contribution to curriculum development and design across the institution.</i>	Leading contribution to curriculum development and design across the institution.	Consistently contributes to curriculum development and design across the institution.	Evidences some contribution to curriculum development and design across the institution.	Lacks evidence of leading contribution to curriculum development and design across the institution.

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<i>Advances in learning technologies in learning and teaching practice.</i>	Significant evidence of embracing advances in learning technologies in learning and teaching practice.	Evidence of notable engagement with advances in learning technologies in learning and teaching practice.	Evidence of an emerging pattern of embracing advances in learning technologies in learning and teaching practice.	Lacks evidence of embracing advances in learning technologies in learning and teaching practice.
<i>Leading in teaching development initiatives.</i>	Compelling evidence of leading in teaching development initiatives, showing awareness by applying important external developments and/or international developments in pedagogy and research in higher education.	Consistent evidence of leading in teaching development initiatives, showing awareness by applying important external developments and/or international developments in pedagogy and research in higher education.	Some evidence of leading in teaching development initiatives, showing awareness by applying important external developments and/or international developments in pedagogy and research in higher education.	Lacks evidence of leading in teaching development initiatives, showing awareness by applying important external developments and/or international developments in pedagogy and research in higher education.
<i>Development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials.</i>	Outstanding leadership evidence in the development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials.	Notable evidence of leading in development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials.	Some evidence of leadership involvement in the development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials.	Lacks evidence of leading in the development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials.
<i>Contributing to the development of a new or restructured programme.</i>	Commendable contribution to the development of a new or restructured programme.	Evidence of consistent contribution to the development of a new or restructured programme.	Some evidence of contribution to the development of a new or restructured programme.	Lacks evidence of contributing to the development of a new or restructured programme.
Quality & Impact	Exemplary	Good	Developing	Premature Application
<i>Evidence of teaching excellence and impact on student learning.</i>	Outstanding 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.	Consistent 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.	Some 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.	Lack of 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.
<i>Evidence from student feedback and peers of</i>	Compelling evidence from student feedback and peers	Consistent evidence from student feedback and peers of learning and	Some evidence from student feedback and peers of learning and	Lack of evidence from student feedback and peers of learning and

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<i>learning and teaching quality coupled with a putting into practice the feedback.</i>	of learning and teaching quality couple with a putting into practice the feedback gained to enhance learning teaching quality.	teaching quality couple with a putting into practice the feedback gained to enhance learning teaching quality.	teaching quality coupled with a putting into practice the feedback gained to enhance learning teaching quality.	teaching quality couple with a putting into practice the feedback gained to enhance learning teaching quality.
<i>Peer recognition of quality teaching.</i>	Commendable evidence of peer recognition of quality teaching, including awards for Learning and Teaching or for contribution to professional or clinical training.	Evidence of consistent peer recognition of quality teaching, including awards for Learning and Teaching or for contribution to professional or clinical training.	Emerging pattern of peer recognition of quality teaching, including awards for Learning and Teaching or for contribution to professional or clinical training.	Lack of evidence of peer recognition of quality teaching, including awards for Learning and Teaching or for contribution to professional or clinical training.
<i>Regular review of teaching quality to encourage critical, creative thinking and instill a passion for lifelong learning.</i>	Considerable evidence of regular review of teaching quality to encourage critical, creative thinking and instill a passion for lifelong learning.	Evidence of engagement in regular review of teaching quality to encourage critical, creative thinking and instill a passion for lifelong learning.	Some evidence of regular review of teaching quality to encourage critical, creative thinking and instill a passion for lifelong learning.	Lack of evidence of regular review of teaching quality to encourage critical, creative thinking and instill a passion for lifelong learning.
<i>Develop and review approaches to teaching, learning and assessment which advance techniques and standards for the discipline at School or College levels.</i>	Significant engagement in Developing and reviewing 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.	Consistent engagement in developing and reviewing 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.	Evidence of an emerging involvement in developing and reviewing 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.	Lack of evidence of developing and reviewing 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.
<i>Driving moderation, benchmarking and quality control to confirm or improve learning and teaching processes.</i>	Commendable evidence of driving moderation, benchmarking and quality control to confirm or improve learning and teaching processes.	Evidence of consistently driving moderation, benchmarking and quality control to confirm or improve learning and teaching processes.	Some evidence of driving moderation, benchmarking and quality control to confirm or improve learning and teaching processes.	Lack of evidence of driving moderation, benchmarking and quality control to confirm or improve learning and teaching processes.
<i>Leadership in College/School initiatives that improve teaching quality.</i>	Notable leadership in College/School initiatives that improve teaching quality.	Evidence of leadership involvement in College/School initiatives that improve teaching quality.	Emerging leadership profile in College/School initiatives that improve teaching quality.	Lack of evidence of leadership in College/School initiatives that improve teaching quality.

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<i>Involvement in academic quality assurance assessments and panels internally and/or externally.</i>	Substantial involvement evident in academic quality assurance assessments and panels internally and/or externally to the University.	Evidence of consistent involvement in academic quality assurance assessments and panels internally and/or externally to the University.	Some evidence of Involvement in academic quality assurance assessments and panels internally and/or externally to the University.	Lack of evidence of Involvement in academic quality assurance assessments and panels internally and/or externally to the University.
<i>Contribution to national and/or international networks to support improvements in the quality of teaching and learning.</i>	Evidence of notably and impactfully contributing to national and/or international networks to support improvements in the quality of teaching and learning.	Evidence of notably contributing to national and/or international networks to support improvements in the quality of teaching and learning.	Some evidence of notable contribution to national and/or international networks to support improvements in the quality of teaching and learning.	Lack of notable evidence of contributing to national and/or international networks to support improvements in the quality of teaching and learning.
SUB AREAS – Choice Evidence against at least three sub-areas. (marks= 315) - Collaborations - Student Engagement - Innovation - CPD	Exemplary 267 - 315	Good 220- 266	Developing 157 - 219	Premature Application 0 - 156
Collaborations	Exemplary	Good	Developing	Premature Application
<i>Development of collaboration in terms of teaching across subject and disciplinary boundaries.</i>	Notable involvement on the development of collaboration in terms of teaching across subject and disciplinary boundaries.	Evidence of consistent involvement in the development of collaboration in terms of teaching across subject and disciplinary boundaries.	Emerging involvement in the development of collaboration in terms of teaching across subject and disciplinary boundaries.	Lacks evidence of developing collaboration in terms of teaching across subject and disciplinary boundaries.
<i>Facilitating external co-delivery of curricula.</i>	High profile involvement in the facilitation of external co-delivery of curricula.	Regular involvement in the facilitation of external co-delivery of curricula.	Emerging engagement in facilitating external co-delivery of curricula.	Lacks evidence of facilitating external co-delivery of curricula.
Student Engagement	Exemplary	Good	Developing	Premature Application
<i>Facilitating students to engage in investigative and research oriented learning.</i>	Impressive evidence of the facilitation of students to engage in investigative and research oriented learning.	Evidence of regular facilitation of students to engage in investigative and research oriented learning.	Some evidence of facilitating students to engage in investigative and research oriented learning.	Lack of evidence of facilitating students to engage in investigative and research oriented learning.

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<i>Providing opportunities for multi-disciplinary thinking and exploration in learning and teaching practice.</i>	Evidence of outstanding provision of opportunities for multi-disciplinary thinking and exploration in learning and teaching practice.	Evidence of consistent provision of opportunities for multi-disciplinary thinking and exploration in learning and teaching practice.	Some evidence of the provision of opportunities for multi-disciplinary thinking and exploration in learning and teaching practice.	Lacks evidence of providing opportunities for multi-disciplinary thinking and exploration in learning and teaching practice.
<i>Leading developments which foster and embed a strong student-focused culture.</i>	Outstanding record of leading developments which foster and embed a strong student-focused culture.	Leads developments which foster and embed a strong student-focused culture.	Evidence of an emerging leadership role in developments which foster and embed a strong student-focused culture.	Lacks evidence of leading developments which foster and embed a strong student-focused culture.
<i>Providing opportunities for students to engage with external organisations.</i>	Significant engagement evident in 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.	Evidence of consistently 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.	Evidence of providing some 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.	Lack of evidence of 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.
<i>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.</i>	Compelling evidence of sustained leadership of 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.	Evidence of consistently taking a leadership role on 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.	Some evidence of Leading on 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.	Lack of evidence of 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.
<i>Development, evaluation and application of methods/approaches</i>	Strong evidence of sustained development, evaluation and application of methods/approaches that	Evidence of sustained development, evaluation and application of methods/approaches that support an inclusive learning environment.	Evidence of an emerging pattern of development, evaluation and application of methods/approaches that support an inclusive learning environment.	Lack of evidence of sustained development, evaluation and application of methods/approaches that support an inclusive learning environment.

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<i>that support an inclusive learning environment.</i>	support an inclusive learning environment.			
<i>Championing student engagement across the institution.</i>	Evidence of significant engagement in the championing of student engagement across the institution.	Evidence of consistent championing of student engagement across the institution.	Evidence of some engagement in the championing of student engagement across the institution.	Lack of evidence of championing student engagement across the institution.
<i>Contributing to students' personal, academic and professional Development.</i>	Commendable contribution to students' personal, academic and professional Development.	Evidence of contributing to students' personal, academic and professional Development.	Some evidence of contributing to students' personal, academic and professional Development.	Lack of evidence of contribution to students' personal, academic and professional Development.
<i>Embedding the development of skills to be successful in the workplace (employability) into the curriculum.</i>	Notable involvement in embedding the development of skills to be successful in the workplace (employability) into the curriculum.	Evidence of embedding the development of skills to be successful in the workplace (employability) into the curriculum.	Growing profile evident of embedding the development of skills to be successful in the workplace (employability) into the curriculum.	Lack of evidence of embedding the development of skills to be successful in the workplace (employability) into the curriculum.
Innovation	Exemplary	Good	Developing	Premature Application
<i>Sustained record of innovation that has led to changes in teaching practice.</i>	Significant evidence of a 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.	Evidence or a 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.	Evidence of a developing record of innovation that has led to changes in teaching practice.	Lack of evidence of a sustained record of innovation that has led to changes in teaching practice.
<i>Development or adoption of innovative</i>	Commendable evidence of development or adoption of innovative approaches to	Evidence of developing or adopting innovative approaches to teaching and learning, maintaining	Emerging pattern of engagement in the development or adoption of innovative approaches to teaching	Lack of evidence of developing or adopting innovative approaches to teaching and learning, maintaining

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<i>approaches to teaching and learning.</i>	teaching and learning, maintaining theoretical currency while demonstrating innovation and creativity in teaching methods e.g. use of technology, innovative assessments.	theoretical currency while demonstrating innovation and creativity in teaching methods.	and learning, maintaining theoretical currency while demonstrating innovation and creativity in teaching methods.	theoretical currency while demonstrating innovation and creativity in teaching methods.
<i>Making a leading contribution to debate nationally and internationally about new approaches to teaching, learning and assessment policy, methods and practices.</i>	Notable evidence of 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.	Evidence of 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.	Some evidence of making a leading contribution to debate nationally and internationally about new approaches to teaching, learning and assessment policy, methods and practices.	Lack of evidence of making a leading contribution to debate nationally and internationally about new approaches to teaching, learning and assessment policy, methods and practices.
<i>Contributions to active development and use of the VLE (Digital) and other forms of learning technologies, as appropriate to the discipline.</i>	Substantial evidence of making significant and sustained contributions to active development and use of the VLE (Digital) and other forms of learning technologies, as appropriate to the discipline.	Evidence of consistently making a significant and sustained contributions to active development and use of the VLE (Digital) and other forms of learning technologies, as appropriate to the discipline.	Evidence of a growing profile in making significant and sustained contributions to active development and use of the VLE (Digital) and other forms of learning technologies, as appropriate to the discipline.	Lack of evidence of making significant and sustained contributions to active development and use of the VLE (Digital) and other forms of learning technologies, as appropriate to the discipline.
<i>Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.</i>	A significant record of engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.	Consistent engagement evident in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.	Some evidence of engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.	Lack of evidence of engagement in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching.
<i>Initiating the use of innovative technologies and/or physical space to</i>	Commendable profile of initiating the use of innovative technologies	Evidence of initiating the use of innovative technologies and/or	Emerging profile in initiating the use of innovative technologies and/or physical space to support	Lack of evidence of Initiating the use of innovative technologies and/or physical space to support

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<i>support effective and inclusive student learning</i>	and/or physical space to support effective and inclusive student learning	physical space to support effective and inclusive student learning	effective and inclusive student learning	effective and inclusive student learning
CPD	Exemplary	Good	Developing	Premature Application
<i>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.</i>	Substantial 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).	Consistent 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).	Evidence of a emerging patten of 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.	Lack of 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.
<i>Adopting a sustained self-critical perspective in learning and teaching practice through seeking and using peer and other inputs.</i>	Outstanding record of 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	Evidence of consistently 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.	Some evidence of 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.	Lack of evidence of 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.

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	sustain/enhance Learning & teaching practice.			
<i>Participation in courses and seminars relating to learning and teaching enhancement.</i>	Evidence of significant participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTLL, CDE, relevant digital badges, National Forum courses.	Evidence of partaking regularly in courses and seminars relating to learning and teaching enhancement, e.g. CIRTLL, CDE, relevant digital badges, National Forum courses.	Evidence of periodic participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTLL, CDE, relevant digital badges, National Forum courses.	Lack of evidence of partaking in courses and seminars relating to learning and teaching enhancement, e.g. CIRTLL, CDE, relevant digital badges, National Forum courses.
<i>Evidence of sustained development of the learning and teaching skills of other staff within the University.</i>	Evidence of significant and sustained development of the learning and teaching skills of other staff within the University.	Evidence of sustained development of the learning and teaching skills of other staff within the University.	Some evidence of sustained development of the learning and teaching skills of other staff within the University.	Lack of evidence of sustained development of the learning and teaching skills of other staff within the University.
<i>Ongoing leadership success in roles such as mentor, peer reviewer, or ally (EDI)</i>	Compelling evidence of ongoing leadership success in roles such as mentor, peer reviewer, or ally (EDI)	Evidence of ongoing leadership success in roles such as mentor, peer reviewer, or ally (EDI)	Emerging leadership success in roles such as mentor, peer reviewer, or ally (EDI)	Lack of evidence of ongoing leadership success in roles such as mentor, peer reviewer, or ally (EDI)
<i>Maintaining theoretical currency.</i>	Substantial evidence of 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.	Evidence of 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.	Evidence of periodic engagement in the maintenance of 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.	Lack of evidence of 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.
	Exemplary	Good	Developing	Premature Application

Leadership in Contribution to Academic Citizenship and Engagement 600 Marks	Exemplary 510 - 600	Good 420- 509	Developing 300 - 419	Premature Application 0 - 299
Performance Evidenced Component	Shows contributions and achievements of outstanding quality and breadth across all criteria in a sustained and regular manner.	Shows regular contributions and achievements of good quality and breadth by satisfying all essential criteria and evidencing consistent performance in the criteria outside those listed as essential criteria.	Satisfies all of the essential criteria but does not demonstrate a sustained or regular achievement in the criteria outside the listed essential criteria . Some evidence of consistent achievement reflective of a growing or emerging profile of achievement.	Does not demonstrate evidence of achievement and/ or a consistency of achievement in criteria outside the essential criteria at Stage Two.
Essential Criteria	Exemplary	Good	Developing	Premature Application
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.	Holding numerous prestigious or highly impactful 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.	Consistent record of 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.	Evidence of a developing profile of 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.	Lack of evidence of 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.
Demonstrated academic leadership and acceptance of that academic leadership responsibility at	Evidence demonstrating notable academic leadership and acceptance of that academic leadership	Evidence demonstrating academic leadership and acceptance of that academic leadership responsibility at	Evidence demonstrating a growing profile of academic leadership and acceptance of that academic leadership	Lack of evidence demonstrating academic leadership and acceptance of that academic leadership responsibility at School, College and University levels.

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School, College and University levels.	responsibility at School, College and University levels.	School, College and University levels.	responsibility at School, College and University levels.	
Significant and currency of contribution to the strategic goals of the University.	Substantial record of highly significant and current of contribution to the strategic goals of the University.	Evidence of significant and current contribution to the strategic goals of the University.	Evidence of a profile which is developing in terms of significance and/or currency of contribution to the strategic goals of the University.	Lack of evidence relating to the significance and currency of contribution to the strategic goals of the University.
Significant contribution to society and community understanding of academic research and/or scholarship through the transfer and application of disciplinary knowledge.	Commendably significant contribution to society and community understanding of academic research and/or scholarship through the transfer and application of disciplinary knowledge.	Evidence of significant contribution to society and community understanding of academic research and/or scholarship through the transfer and application of disciplinary knowledge.	Evidence of an emerging trajectory of significant contribution to society and community understanding of academic research and/or scholarship through the transfer and application of disciplinary knowledge.	Lack of evidence of a significant contribution to society and community understanding of academic research and/or scholarship through the transfer and application of disciplinary knowledge.
Proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the School, College/ University.	Significant evidence of proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the School, College/ University.	Evidence of proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the School, College/ University.	Evidence of a growing record of proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the School, College/ University.	Evidence of a record of proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the School, College/ University.
Expectation of continuing contribution at a level commensurate with Professor (Scale 2)	Evidence which exceeds that expected of continuing contribution at a level commensurate with Professor (Scale 2)	Evidence which meets the expectation of continuing contribution at a level commensurate with Professor (Scale 2)	Evidence of a growing profile which does not yet meet the expectation of continuing contribution at a level commensurate with Professor (Scale 2)	Lack of evidence which would meet an expectation of continuing contribution at a level commensurate with Professor (Scale 2)
An established and sustained track record of seeking and securing income for the benefit of	Evidence which demonstrates an well established and highly sustained track record of seeking and securing income	Evidence which clearly demonstrated an established and sustained track record of seeking and securing income for the	Evidence which indicates a trajectory which is still to establish or show a sustained track record relating to seeking and securing income for the	Lack of evidence of an established and sustained track record of seeking and securing income for the benefit of the School/ College/University.

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the School/ College/University.	for the benefit of the School/ College/University.	benefit of the School/ College/University.	benefit of the School/ College/University.	
<p>Compulsory Response Areas:(Marks = 390)</p> <p>Evidence against all three areas:</p> <ul style="list-style-type: none"> -Profile/ Record Output (currency) -Translation and Application of Knowledge for Impact - Leadership at School/ College Level - Income Generation Profile 	<p>Exemplary 331 - 390</p>	<p>Good 273- 330</p>	<p>Developing 195 - 272</p>	<p>Premature Application 0 - 194</p>
<p>Profile/ Record – Output (Currency) - Translation and application of knowledge for impact.</p>	<p>Exemplary</p>	<p>Good</p>	<p>Developing</p>	<p>Premature Application</p>
<p><i>A significant 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,</i></p>	<p>Evidence of an outstanding 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</p>	<p>Evidence of a significant 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</p>	<p>Evidence of an emerging reputation of significance in terms of 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.</p>	<p>Lack of evidence of a significant 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.</p>

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<i>national or international recognition for the discipline and University.</i>	recognition for the discipline and University.	recognition for the discipline and University.		
<i>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.</i>	Evidence of notable engagement 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.	Evidence of consistent engagement 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.	Some evidence of 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.	Lack of evidence of 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.
<i>Translating and applying knowledge to effect change for the benefit of the broader community.</i>	Evidence of significant translating and applying knowledge to effect change for the benefit of the broader community.	Evidence of consistently translating and applying knowledge to effect change for the benefit of the broader community.	A growing level of activity related to translating and applying knowledge to effect change for the benefit of the broader community.	Lack of evidence related to translating and applying knowledge to effect change for the benefit of the broader community.
<i>Evidence of societal and policy impact through serving as an expert witness, advisor or advocate for the discipline.</i>	Substantial body of evidence of societal and policy impact through serving as an expert witness, advisor or advocate for the discipline.	Consistent evidence of sustained societal and policy impact through serving as an expert witness, advisor or advocate for the discipline.	An emerging profile of having societal and policy impact through serving as an expert witness, advisor or advocate for the discipline.	Lack of evidence of societal and policy impact through serving as an expert witness, advisor or advocate for the discipline.
<i>Contributing to national or international standards or government policies; broader economic, social or cultural prosperity, e.g. through changes to public policy.</i>	Notable contribution to national or international standards or government policies; broader economic, social or cultural prosperity, e.g. through changes to public policy.	Evidence of a sustained contribution to national or international standards or government policies; broader economic, social or cultural prosperity, e.g. through changes to public policy.	Some evidence of contributing to national or international standards or government policies; broader economic, social or cultural prosperity, e.g. through changes to public policy.	Lack of evidence of contributing to national or international standards or government policies; broader economic, social or cultural prosperity, e.g. through changes to public policy.
<i>Effecting changes to enhance public or professional services.</i>	Substantial record of effecting changes to enhance public or professional services.	Evidence of consistently effecting changes to enhance public or professional services.	A developing profile of effecting changes to enhance public or professional services.	Lack of evidence of effecting changes to enhance public or professional services.
Leadership at School/College Levels	Exemplary	Good	Developing	Premature Application
<i>Responsibility for/ informing of strategy in the discipline; developing and promoting a clear academic vision of the</i>	Evidence of commendable responsibility for/ informing of strategy in the discipline; developing and promoting a	Consistent evidence of responsibility for/ informing of strategy in the discipline; developing and promoting a clear	Evidence of taking on a growing responsibility for/ informing of strategy in the discipline; developing and promoting a clear	Lack of evidence of taking responsibility for/ informing of strategy in the discipline; developing and promoting a clear academic

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<i>academic unit's strategic direction.</i>	clear academic vision of the academic unit's strategic direction.	academic vision of the academic unit's strategic direction.	academic vision of the academic unit's strategic direction.	vision of the academic unit's strategic direction.
<i>Lead and manage a team of senior colleagues, who have delegated responsibility for specific academic unit activities.</i>	Well established record of leading and managing a team of senior colleagues, who have delegated responsibility for specific academic unit activities.	Leads and manages a team of senior colleagues, who have delegated responsibility for specific academic unit activities.	Evidence of co-leadership/ management of senior colleagues with an emerging leadership and manager profile over delegated academic unit activities.	Lacks evidence of leading and managing a team of senior colleagues.
<i>Leading key College/ School governance processes and strategic initiatives.</i>	Evidence of significant engagement in leading key College/ School governance processes and strategic initiatives.	Consistent evidence of leading key College/ School governance processes and strategic initiatives.	A developing profile of leading key College/ School governance processes and strategic initiatives evident.	Lack of evidence relating to leading key College/ School governance processes and strategic initiatives.
<i>Influencing the decisions and policies made by school management teams.</i>	Evidence of significant influence on the decisions and policies made by school management teams.	Evidence of consistently influencing the decisions and policies made by school management teams.	Periodic influence evident on the decisions and policies made by school management teams.	Lacks evidence of Influencing the decisions and policies made by school management teams.
<i>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.</i>	Evidence of commendable levels of participation 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.	Evidence of 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 and are of a consistent nature.	A developing profile related to 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.	Lack of evidence relating to 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.
<i>Development and leading Outreach activities that enhance best practice nationally or internationally.</i>	Evidence of substantial engagement in the development and leading Outreach activities that enhance best practice nationally or internationally.	Consistent evidence of developing and leading Outreach activities that enhance best practice nationally or internationally.	Some evidence of developing and leading Outreach activities that enhance best practice nationally or internationally.	Lack of evidence of developing and leading Outreach activities that enhance best practice nationally or internationally.
Income Generation Profile	Exemplary	Good	Developing	Premature Application
<i>An established and sustained track record of seeking and securing income</i>	A substantial record of a well-established and sustained track record of seeking and	Evidence of an established and sustained track record of seeking and securing income for the	Evidence of an establishing track record of seeking and securing	Lack of evidence of an established and sustained track record of seeking and securing income for the

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<i>for the benefit of the School/ College/University.</i>	securing income for the benefit of the School/ College/University.	benefit of the School/ College/University.	income for the benefit of the School/ College/University.	benefit of the School/ College/University.
<i>Leading programme development which creates opportunities for income generation.</i>	A significant record of leading programme development which creates opportunities for income generation.	Evidence of consistently leading programme development which creates opportunities for income generation.	Some evidence of leading programme development which creates opportunities for income generation.	Lack of evidence of leading programme development which creates opportunities for income generation.
<i>Enhance opportunities for income generation through activities in teaching, research and fundraising.</i>	Commendable evidence of enhancing opportunities for income generation through activities in teaching, research and fundraising.	Evidence of enhancing opportunities for income generation through activities in teaching, research and fundraising.	A developing involvement in the enhancement of opportunities for income generation through activities in teaching, research and fundraising.	Lack of evidence relating to enhancing opportunities for income generation through activities in teaching, research and fundraising.
<i>Secure significant income for and from knowledge exchange through external grants and/or commercialisation activities.</i>	A remarkable track record of securing significant income for and from knowledge exchange through external grants and/or commercialisation activities.	Evidence of consistently securing significant income for and from knowledge exchange through external grants and/or commercialisation activities.	Some evidence of securing significant income for and from knowledge exchange through external grants and/or commercialisation activities.	Lack of evidence relating to the securing of significant income for and from knowledge exchange through external grants and/or commercialisation activities.
<i>Leadership and management of significant University related activities, or the development of major projects with demonstrated income generating impact for the University.</i>	An outstanding record of delivering leadership and management of significant University related activities, or the development of major projects with demonstrated income generating impact for the University.	A consistent record of leading and managing significant University related activities, or the development of major projects with demonstrated income generating impact for the University.	An emerging profile of leading and managing significant University related activities, or the development of major projects with demonstrated income generating impact for the University.	Lack of evidence of leading and managing significant University related activities, or the development of major projects with demonstrated income generating impact for the University.
<i>Identifies income generating opportunities which are implemented by self or others at a School/ College and/ or University level.</i>	A significant and impactful record of identifying income generating opportunities which are implemented by self or others at a School/ College and/ or University level.	A consistent engagement in identifying income generating opportunities which are implemented by self or others at a School/ College and/ or University level.	An early engagement in the identification of income generating opportunities which are implemented by self or others at a School/ College and/ or University level.	Lack of evidence relating to the identification of income generating opportunities which are implemented by self or others at a School/ College and/ or University level.
SUB AREAS – Choice Evidence against at least three sub-areas. (marks= 210)	Exemplary 178 - 210	Good 147- 177	Developing 105- 146	Premature Application 0 - 104

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<ul style="list-style-type: none"> - Leadership at University Level - Enhancing the University's Profile Externally - Contribution to University management and administration - Influencing Collegiality 				
Leadership at University Level	Exemplary	Good	Developing	Premature Application
<p><i>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.</i></p>	<p>A notably 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.</p>	<p>Evidence of an 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.</p>	<p>An emerging record of active 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.</p>	<p>Lack of evidence of an 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.</p>
<p><i>Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</i></p>	<p>Significant evidence of taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</p>	<p>Consistent evidence of taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</p>	<p>Some evidence of taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</p>	<p>Lack of evidence of taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University.</p>

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<i>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).</i>	A commendable track record of 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).	Evidence of 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).	Evidence of a growing profile of 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).	Lack of evidence of 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).
<i>Play a leading role in the relevant wider academic community, and where appropriate professional community.</i>	A notable body of evidence of playing a leading role in the relevant wider academic community, and where appropriate professional community.	Evidence of consistently playing a leading role in the relevant wider academic community, and where appropriate professional community.	Some evidence of playing a leading role in the relevant wider academic community, and where appropriate professional community.	Lack of evidence of playing a leading role in the relevant wider academic community, and where appropriate professional community.
<i>Active and leading responsibility for management and administration, for example, devising and developing initiatives or innovations in academic administrative processes.</i>	Evidence of significant sustained activity and leadership responsibility for management and administration, for example, devising and developing initiatives or innovations in academic administrative processes.	Evidence of consistent activity and leadership responsibility for management and administration, for example, devising and developing initiatives or innovations in academic administrative processes.	An developing profile of active and leading responsibility for management and administration, for example, devising and developing initiatives or innovations in academic administrative processes.	Lack of evidence of active or leading responsibility for management and administration, for example, devising and developing initiatives or innovations in academic administrative processes.
<i>Developing new institutional multi-disciplinary partnerships.</i>	Notably significant development of new institutional multi-disciplinary partnerships.	Consistent demonstration of developing new institutional multi-disciplinary partnerships.	An emerging profile of developing new institutional multi-disciplinary partnerships.	Lack of evidence related to the development of new institutional multi-disciplinary partnerships.
<i>Taking positions of responsibility and leadership in initiatives which enhance the well-being</i>	A substantial record of taking on positions of responsibility and leadership in initiatives	Evidence of a sustained record of taking on positions of responsibility and leadership in	Evidence of periodic taking on of positions of responsibility and leadership in initiatives which	Lack of evidence of taking on positions of responsibility and leadership in initiatives which

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<i>of academic staff.</i>	which enhance the well-being of academic staff.	initiatives which enhance the well-being of academic staff.	enhance the well-being of academic staff.	enhance the well-being of academic staff.
<i>Contributing to and influencing the work of formal committees.</i>	A commendable level of contribution to and influence of the work of formal committees.	Consistent evidence of contributing to and influencing the work of formal committees.	A growing profile of contributing to and influencing the work of formal committees.	Lack of evidence of contribution to and influence of the work of formal committees.
<i>Organisation of Alumni activities and building relationships with external partners leading to philanthropic benefits to the University.</i>	A significant record of organising Alumni activities and building relationships with external partners leading to philanthropic benefits to the University.	Evidence of regular organisation of Alumni activities and building relationships with external partners leading to philanthropic benefits to the University.	Occasional or once off evidence of organising Alumni activities and building relationships with external partners leading to philanthropic benefits to the University.	Lack of evidence of organising Alumni activities and building relationships with external partners leading to philanthropic benefits to the University.
<i>Driving specific initiatives that bring colleagues together for activity that contributes to the delivery of UCC's Strategy.</i>	Outstanding evidence of driving specific initiatives that bring colleagues together for activity that contributes to the delivery of UCC's Strategy.	Consistent evidence of driving specific initiatives that bring colleagues together for activity that contributes to the delivery of UCC's Strategy.	Some evidence of driving specific initiatives that bring colleagues together for activity that contributes to the delivery of UCC's Strategy.	Lack of evidence of driving specific initiatives that bring colleagues together for activity that contributes to the delivery of UCC's Strategy.
Enhancing the University's Profile Externally	Exemplary	Good	Developing	Premature Application
<i>Sustained initiation or maintenance of links between the University and external groups or the community at large.</i>	A substantial and sustained record of initiating or maintaining links between the University and external groups or the community at large.	A record of sustained initiation or maintenance of links between the University and external groups or the community at large.	An emerging profile of initiating or maintaining links between the University and external groups or the community at large.	Lack of evidence of sustained initiation or maintenance of links between the University and external groups or the community at large.
<i>Significant 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.</i>	A noteworthy contribution, of both significance and sustained nature, 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.	Evidence of a significant 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.	Evidence of contribution, still growing in significance or in a sustained pattern, 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.	Lack of evidence of making a significant 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.
<i>Engagement with external organisations/agencies in developing mutually</i>	Significant engagement with external organisations/agencies in developing	Consistent evidence of engagement with external organisations/agencies in	Some evidence of engagement with external organisations/agencies in developing mutually	Lack of evidence of engagement with external organisations/agencies in developing mutually

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<i>beneficial relationships - relevant organisations, professions or other Higher Education Institutions.</i>	mutually beneficial relationships - relevant organisations, professions or other Higher Education Institutions.	developing mutually beneficial relationships - relevant organisations, professions or other Higher Education Institutions.	beneficial relationships - relevant organisations, professions or other Higher Education Institutions.	beneficial relationships - relevant organisations, professions or other Higher Education Institutions.
<i>Communicating externally using different media to create relevant opportunities for dialogue and collaboration.</i>	Substantial communication externally using different media to create relevant opportunities for dialogue and collaboration.	Evidence of consistent Communication externally using different media to create relevant opportunities for dialogue and collaboration.	Some evidence of communicating externally using different media to create relevant opportunities for dialogue and collaboration.	Lack of evidence relating to communicating externally using different media to create relevant opportunities for dialogue and collaboration.
<i>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.</i>	Evidence of significant and consistent contribution 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.	Evidence of sustained contribution 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.	A developing trajectory of 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.	Lack of evidence of 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.
<i>Representing and promoting the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders.</i>	A commendable record of representing and promoting the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders.	A consistent record of representing and promoting the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders.	Some evidence of representing and promoting the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders.	Lack of evidence of representing and promoting the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders.
Contribution to University management and administration	Exemplary	Good	Developing	Premature Application
<i>Significant and sustained high-quality contribution to academic management and/or policy formation at</i>	A substantial record of significant and sustained high-quality contribution to academic management and/or policy formation at	Evidence of significant and sustained high-quality contribution to academic management and/or policy	A growing profile of significant high-quality contribution to academic management and/or policy formation at School, College or University level.	Lack of evidence of significant and sustained high-quality contribution to academic management and/or policy formation at School, College or University level.

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<i>School, College or University level.</i>	School, College or University level.	formation at School, College or University level.		
<i>Significant and sustained high-quality contribution to planning, governance or academic management at School, College or University level e.g. Quality Reviews, Institutional Reviews, etc..</i>	Evidence of highly significant and notably sustained high-quality contribution to planning, governance or academic management at School, College or University level e.g. Quality Reviews, Institutional Reviews, etc..	Evidence of significant and sustained high-quality contribution to planning, governance or academic management at School, College or University level e.g. Quality Reviews, Institutional Reviews, etc..	Some evidence representative of an emerging profile of high-quality contribution to planning, governance or academic management at School, College or University level e.g. Quality Reviews, Institutional Reviews, etc..	Lack of evidence of significant and sustained high-quality contribution to planning, governance or academic management at School, College or University level e.g. Quality Reviews, Institutional Reviews, etc..
<i>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.</i>	A commendable body of evidence relating to the 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.	Evidence of a sustained pattern of managing 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.	Early engagement in the 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.	Lack of evidence relating to the 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.
<i>Significant and sustained contribution to addressing aspects of the Student Experience.</i>	Highly Significant and sustained contribution to addressing aspects of the Student Experience.	Evidence of significant and sustained contribution to addressing aspects of the Student Experience.	Some evidence, representing a growing significance and/ or pattern of contribution to addressing aspects of the Student Experience.	Lack of evidence of significant and sustained contribution to addressing aspects of the Student Experience.
<i>Significant and sustained contribution to student recruitment and retention including recruitment initiatives beyond the University.</i>	A remarkably significant and sustained contribution to student recruitment and retention including recruitment initiatives beyond the University.	Evidence of significant and sustained contribution to student recruitment and retention including recruitment initiatives beyond the University.	Some evidence, representing a growing significance and/ or pattern of contribution to student recruitment and retention including recruitment initiatives beyond the University.	Lack of evidence of significant and sustained contribution to student recruitment and retention including recruitment initiatives beyond the University.
<i>Leadership of School or College projects, which may involve interdisciplinary groups.</i>	Commendable leadership of School or College projects, which may involve interdisciplinary groups.	Evidence of consistent leadership of School or College projects, which may involve interdisciplinary groups.	A developing profile of leadership of School or College projects, which may involve interdisciplinary groups.	Lack of evidence of leading School or College projects, which may involve interdisciplinary groups.
<i>Significant and sustained contribution to the</i>	Highly Significant and notably sustained contribution to the	Evidence of significant and sustained contribution to the	Some evidence, representing a growing significance and/ or pattern of contribution to the	Lack of evidence of significant and sustained contribution to the

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<i>University's mission, core values and behaviours.</i>	University's mission, core values and behaviours.	University's mission, core values and behaviours.	University's mission, core values and behaviours.	University's mission, core values and behaviours.
Influencing Collegiality	Exemplary	Good	Developing	Premature Application
<i>Building supportive relationships with colleagues to enable individual colleagues, teams and the University perform to its potential.</i>	Significant body of evidence relating to the sustained building of supportive relationships with colleagues to enable individual colleagues, teams and the University perform to its potential.	Evidence of consistent building supportive relationships with colleagues to enable individual colleagues, teams and the University perform to its potential.	Some evidence of building supportive relationships with colleagues to enable individual colleagues, teams and the University perform to its potential.	Lack of evidence relating to building supportive relationships with colleagues to enable individual colleagues, teams and the University perform to its potential.
<i>Supporting the career development of others.</i>	Commendable evidence related to supporting the career development of others.	Consistent evidence of supporting the career development of others.	A developing involvement in supporting the career development of others.	Lack of evidence relating to supporting the career development of others.
<i>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).</i>	A substantial record of engagement in the mentoring of 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).	Evidence of consistently engaging in the mentoring of 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).	An emerging profile of 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).	Lack of evidence of 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).
<i>Working with others to create new products or services.</i>	Commendable record of working with others to create new products or services.	Clear and consistent evidence of working with others to create new products or services.	Some evidence of working with others to create new products or services.	Lack of evidence of working with others to create new products or services.
<i>Taking a meaningful and impactful role in University activities and initiatives to improve the University's working environment and create an inclusive culture.</i>	An outstanding record of taking a meaningful and impactful role in University activities and initiatives to improve the University's working environment and create an inclusive culture.	Evidence of consistently taking a meaningful and impactful role in University activities and initiatives to improve the University's working environment and create an inclusive culture.	An emerging profile of taking a meaningful and impactful role in University activities and initiatives to improve the University's working environment and create an inclusive culture.	Lack of evidence relating to taking a meaningful and impactful role in University activities and initiatives to improve the University's working environment and create an inclusive culture.
	Exemplary	Good	Developing	Premature Application