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Procedure for Progression from Lecturer/Assistant Professor (below the bar)
to Lecturer/Assistant Professor (above the bar)

1. Eligibility

Lecturers/Assistant Professor (below the bar) (on Contracts Type A and B), who have successfully completed their probation and one year of continuous employment at the University of Galway may apply for progression from Lecturer/Assistant Professor (below the bar) to the Lecturer/Assistant Professor (above the bar).

2. Application Procedure

2.1 An application should consist of a completed Progression Application Form, a full curriculum vitae and a cover letter giving details of the applicant's duties, experience, and output in the areas of:

- Learning, Teaching & Assessment
- Research and Scholarly Standing
- Contribution to School, University and Community.

Applicants must provide the names of 3-5 referees, to include at least two internal and one external referee.

2.2   Applications should be submitted electronically to the Human Resources office email: academicprogressionapplications@universityofgalway.ie (as a single PDF).

2.3   On receipt of an application the Human Resources office will:

- Request the nominated referees to submit their reports.
- Request the relevant Dean and Head of School to nominate a Board of Assessors to consider the application and interview the applicant.

2.4   The Board of Assessors is appointed by the President. The relevant Dean of College and Head of School will be informed when the President has appointed the Board and the Head of School will be requested, following consultation with other members of the Board and the applicant, to notify the Human Resources Office of the date for the interview. At least two weeks' notice of the date of the interview to the applicant is required.

2.5   The Human Resources Office will circulate a copy of the applicant's application, referees' reports, the relevant scheme details and assessment form for the interview to the members of the Board of Assessors.

2.6   The Human Resources Office will inform the applicant of arrangements for the interview.

3. Composition of Board of Assessors

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3.1   The Board of Assessors shall consist of:

- The Dean of the College of primary affiliation of the applicant (Chair of the Board)*
- The Head of the relevant School*
- The Head of the relevant Discipline
- Another member of staff of the relevant discipline who shall be at Lecturer/Assistant Professor (above the bar) level or above.
- A member of staff from a cognate discipline who shall be at Lecturer/Assistant Professor (above the bar) level or above.

3.2 The Dean and Head of School shall, in recommending membership of the Board, have regard to the University's policy on gender representation on Boards. In the event of such representation proving difficult to arrive at related, particularly, to the gender of the *ex officio* members of the Board, the Dean, following consultation with the Head of School, shall nominate additional member(s) to the Board such that the Board will conform to the University's policy in this respect. Such additional member(s) should be a member of the applicant's discipline or a cognate discipline and should be at Lecturer/Assistant Professor (above the bar) level or above.

*The Dean and Head of School may nominate alternates provided that the nomination of such alternates shall be notified when the Board is being submitted to the Deputy President and Registrar's office. The reason(s) for proposing an alternate shall be briefly set out. An *ex officio* member of a Board may not act in the place of another *ex officio* member and an alternate must be of Senior Lecturer or Professorial status. Once the applicant has been advised of the interview date, if for whatever reason, a Board member is unavoidably unavailable, the interview shall be rescheduled. In such circumstances, the Progression date will be backdated accordingly.

4. Assessment

4.1 The assessment shall be carried out in the overall context of the 'Competency Framework for Academic Roles at University of Galway' and, in particular, the 'Competency Framework for Lecturer Roles'.

It shall address the following areas with particular reference to the applicant's performance and personal effectiveness in each area since their appointment to the post of Lecturer/Assistant Professor (below the bar).

- Learning, Teaching & Assessment
- Research and Scholarly Standing
- Contribution to School, University and Community

The statement of competencies and indicators thereof for each of the areas are set out in appendix 1. Each applicant is advised to give due consideration to their personal effectiveness, responsibilities, experience and outputs in these areas in their application.

4.2   A successful performance will normally be defined as having met or exceeded the School/Discipline norm for each criterion over the past year. School/discipline norms should be clearly documented for Lecturers holding both Contracts A and B, where relevant, and should reflect the difference in workload emphasis in those contracts.

4.3   Applicants will be required to give a fifteen-minute presentation to the Board setting out their performance and personal effectiveness in each of the three areas listed at 4.1 above, devoting approximately equal time to each area.

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4.4   It is open to applicants to provide details of documented leave to date (i.e., maternity, adoptive, parental, sick/disability, carer's and unpaid leave) which will be appropriately considered in the assessment of applications; see Appendix 2 for details of how such leave will be considered. It is the responsibility of each applicant to ensure that all documented leave is captured and categorised in the relevant table on the Progression Application Form.

5. Evaluation, Reporting and Implementation of Recommendation of Board

5.1 The Board of Assessors shall evaluate and report on the applicant's performance as demonstrated in their application, in their presentation and during interview, in each of the areas in accordance with the following scoring system:

- A score of 1 is a 'Poor' score
- A score of 2 is a 'Fair' score
- A score of 3 is a 'Satisfactory/Good' score
- A score of 4 is a 'Very Good' score
- A score of 5 is an 'Excellent' score

See Appendix 3 of this document.

5.2 A minimum total score (post-weighting) of 30 is required for progression to be recommended. A requirement of at least 'Satisfactory' in *all three areas* is normally required also for the Board to make a positive recommendation.

Progression Assessment Form

5.3 The Board must complete the Progression Assessment Form under each of the three headings to make clear the basis on which the overall recommendation and score given in each area is arrived at. In completing each of these sections of the Progression Assessment Form, the Board will refer to the relevant school norms and to the statement of competencies set out in Appendix 1. The Progression Assessment Form is provided in Appendix 3.

5.4 In completing the Progression Assessment Form, the Board is asked to confirm whether any documented leave identified by the applicant has been considered in its assessment of the applicant.

5.5   The Chair of the Board is responsible for submitting the Progression Assessment Form signed by all members of the board after the progression interview to the Human Resources Office.

5.6 The Human Resources Office will forward the Progression Assessment Form to the President for consideration.

5.7   The Human Resources Office will write to the applicant informing them of the outcome of their application, copy to the Dean and Head of School.

5.8 A positive recommendation of the Board will take effect from the 1st of the month following the adoption by the President of the recommendation.

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5.9 The University expects that the process will generally be completed **within two months** of receipt of an application but recognizes that it is dependent on receipt of referees' reports and the availability of the members of the Board and the applicant for interview. However, should the process, from receipt of application to completion, take longer than 60 days, the effective date for 'crossing the bar' will be 60 days from receipt of the application. In the case of a successful outcome, placement on the salary scale will be at the first point of the Lecturer/Assistant Professor (above the bar) scale. In light of the newly amalgamated Lecturer salary scale, placement will be at the 6th point of the amalgamated scale.

6. Feedback to Candidates

6.1   Irrespective of the outcome, each applicant is entitled to a feedback meeting as outlined below.

6.2   **Positive Outcome**
Applicants will be offered the opportunity for oral feedback, normally within 30 days of the notification of the outcome of the application. A request for oral feedback should be sent by the applicant to email: academcprogressionapplications@universityofgalway.ie
The Chair of the Board will put arrangements in place for a subset of the Board, to include the Chair and the Head of School, and ensuring at least one male and one female member, to meet with the applicant.
The Head of School will write to the Human Resources Office at email academcprogressionapplications@universityofgalway.ie and the Dean of College to confirm the feedback meeting has taken place.

6.3   **Outcome not Positive**
Applicants will be offered the opportunity for oral feedback, normally within 30 days of the notification of the outcome of the application. A request for oral feedback should be sent by the applicant to email: academcprogressionapplications@universityofgalway.ie
The Chair of the Board will put arrangements in place for a subset of the Board, to include the Chair and the Head of School, and ensuring at least one male and one female member, to meet with the applicant.
The subset Board will provide feedback to the applicant on their progression interview and a course of action towards remedying the deficits identified in their application and agree necessary actions to be put in place by the applicant, their Head of School and their Head of Discipline. An agreed report on the actions to be taken and the persons responsible thereof, will be prepared by the Chair of the Board within two weeks of the meeting, and a copy will be sent to the Human Resources Office at email:
academcprogressionapplications@universityofgalway.ie and the Dean of College.

In circumstances where the applicant is submitting an appeal related to an unsuccessful application. An appeal will only be considered after the applicant has attended for a feedback meeting. Appeals must be lodged with the office of Deputy President and Registrar no later than 30 days following the feedback meeting.

6.4   **Reapplication**
If the outcome of the application for progression is not positive, the applicant may reapply for progression to Lecturer/Assistant Professor (above the bar) after a lapse of normally two years from the date of receipt of the previous application. In exceptional circumstances, the relevant Dean may apply to the Human Resource Director for permission to reduce the period required for reapplication to one year.

7. Appeals

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7.1 An applicant may submit an appeal to the office of the Deputy President and Registrar by setting out the grounds for an appeal relating to the observance by the Board of Assessors of the agreed procedures for dealing with applications.

7.2   The grounds for appeal shall relate ONLY to evidence of a procedural breach in the conduct of the process. A procedural breach in the conduct of the process is defined as:

- Failure to follow due process as detailed in the University's Procedure for Progression from Lecturer/Assistant Professor (below the bar) to Lecturer/Assistant Professor (above the bar).

7.3   Appeals must be lodged with the office of Deputy President and Registrar no later than 30 days following the feedback meeting.

7.4   The appeal must set out clearly the procedural grounds on which the appeal is being made.

7.5   An appeal will normally be heard within 30 days of it being received.

7.6   The Appeals Board shall consider only the same material that was submitted by the applicant at the time of their application, i.e., cover letter, CV, and the Progression Assessment Form.

7.7   There may be only one appeal in respect of any one application (*i.e*., no re-appeal).

7.8   The Deputy Registrar and President will create a standing Appeals Board for the consideration of appeals from progression applicants through Academic Council. The membership of the Board will comprise of five persons, the Chair who will hold the office of Deputy President and Registrar plus 4 other members one from each of the four Colleges, to ensure that the Board is at least 40% each male and female. The quorum for meetings of the Appeals Board shall be four members of the Board and must be gender balanced. The Appeals Board will be administratively supported in its work by the Human Resources Office.

7.9   The Appeals Board will be furnished with the written grounds for appeal, together with the appellant's Progression application and the Progression Assessment Report to all members of the Appeals Board.

- The Appeals Board will meet to consider whether grounds for an appeal based on a breach of procedures have been set out by the appellant.
- If the Board determines that procedural grounds for appeal have been set out, the Board will proceed to investigate the Appeal. If the Board determines that the grounds of appeal set out by the appellant do not relate to observance of the progression procedures, then the appellant will be notified in writing by the Chair of the Appeals board that the appeal cannot be heard as it is outside the scope of the Appeals procedure.
- In considering an appeal, the Appeals Board may request additional information for the purpose of clarification, from either the appellant or the members of the Progression Assessment Board.
- The Appeals Board retains the right to meet, in exceptional circumstances, with either the appellant or members of the Appeals Board, to clarify any queries relating to the appeal.

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- The Appeals Board will meet as often as it requires to make a determination on the appeal.
- The range of possible outcomes of an Appeal are outlined in section 7.10 below.

7.10   The Appeals Board may:

- Uphold an appeal and decide that the breach of procedure was not material to the outcome of the process *or*
- Uphold an appeal and decide that the breach of procedure potentially had a material effect on the outcome of the process and, as a result, recommend a reassessment of the application by a new Board of Assessors in light of the procedural breach identified.

or

- Deny the appeal

7.11   The academic standards used in the assessment process are a matter within the exclusive competence of the Board of Assessors and nothing in the Appeals Process shall have the effect of substituting a differing academic judgement other than that of the Board of Assessors.

7.12   The decision of the Appeals Board is final.

7.13   The decision of the Appeals Board in respect of an appeal will be communicated to the appellant, copy to members of the Board of Assessors and the appellant's Dean of College, Head of School and Head of discipline in the event that they were not members of the Board of Assessors.

8. Training

8.1 Deans and Heads of School will receive appropriate training, in accordance with the University's requirements for members of interview/assessment boards. A person who has not received such training will not be eligible to act as nominee of the Dean or Head of School on a Board of Assessors.

8.2   The members of the Appeals Board will be provided with appropriate training on the procedure, the remit and responsibilities of the Board and the options available to it in the consideration of an appeal.

9. Review

9.1 The provisions of this Procedure will be reviewed not later than five years from the date of the Procedure coming into operation.

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Criteria against which applications to progress from Lecturer/Assistant Professor (below the bar) to Lecturer/Assistant Professor (above the bar) will be assessed.

Note: The criteria will be applied in the context of the opportunities available to each applicant to achieve them within their School/disciplinary circumstances and will normally be defined as having met or exceeded the School/discipline norm for each criterion over the past year.
School/discipline norms should be clearly documented for Lecturers/Assistant Professors holding both Contracts A and B, where relevant, and should reflect the difference in workload emphasis in those contracts.
Applicants should review School/discipline norms for each criterion before applying.

The following criteria are based on the Competency Framework for Lecturers/Assistant Professors at University of Galway.

Competency 1: Research and Scholarly Standing

The applicant furthers their discipline and contributes to the body of knowledge in it through planning, carrying out and publishing/ disseminating their own high-quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.

- Conducts high quality research that furthers the School / Discipline
- Publishes research in monographs and/or high quality, peer-reviewed journals and presents research at high profile conferences.
- Builds up collaborative links and networks with other organisations and keeps up to date with research in their own area and is cognizant of developments in the relevant areas of the international research community.
- Attends relevant conferences and works with industry and other relevant external bodies to maintain research relevance.
- Develops and submits research and grant proposals which make clear the value and potential benefits of the proposed research.
- Effectively plans research, is clear on the timescale and resources required to complete it and delivers on schedule.
- Provides quality supervision and guidance to postgraduate research students, motivating and encouraging them towards overcome problems encountered in their research.

Competency 2: Learning, Teaching & Assessment

The applicant develops and delivers quality teaching programmes which engage and inspire students at all levels and maximises their learning. He/she is confident in using a range of teaching techniques,

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is open to innovations in teaching, avails of opportunity provided to enhance their teaching skills, is focused on continually developing their own teaching skills and regularly reviews assessment methods used on their teaching programmes.

- Provides a high standard of teaching to students across a range of programmes in their discipline.
- Provides mentoring and supervision to undergraduate and postgraduate taught students
- Continually reviews the content of courses taught by them and contributes to the development and review of programmes in the discipline.
- Has taken a leadership role in the direction of programme(s) direction and their organisation.
- Contributes to interdisciplinary programmes or to courses primarily the responsibility of colleagues.
- Is confident teaching student groups of various sizes and at different levels
- Is competent and consistent in setting and organising/co-ordinating the marking of assessments and examinations.
- Demonstrates, through their teaching, strong enthusiasm for their subject area and a high level of up-to-date knowledge and expertise in their area.
- Is competent in a range of teaching methods and strategies and regularly evaluates and develops teaching methods and skills towards their continuous improvement.
- Utilises available, relevant technologies in their teaching and maintains currency with developments in this area.
- Organises and structures their teaching logically to help maximise learning and ensure a good student experience.
- Keep students engaged through research-led teaching and incorporating current topics into teaching and informing their teaching by what is going on in the wider environment and including external input.
- Demonstrates a commitment to students and engages with and is accessible to students.
- Carries out grading of assessments in a timely manner and in accordance with discipline and university procedures.
- Provides constructive and timely feedback and advice to students.
- Balances a concern for students with a focus on being consistent and equitable in their treatment.
- Benchmarks teaching programmes against those in other universities and aims to ensure they are of a high standard.
- Works with students to prevent plagiarism and puts systems in place to detect and manage plagiarism.

Competency 3: Contribution to School, University and Community

The applicant values and operates in a collegiate manner, within their own discipline, school and university and also within the wider external community. The applicant actively seeks to build effective networks and contributes their time and expertise across the/his School, College, the University and externally either within their professional remit or otherwise.

- Actively builds strong internal and external networks and collaborative links.
- Participates in cross discipline working groups in addition to taking on roles in external institutions/agencies (with the necessary University approval in place)
- Takes time to build up positive working relationships with others and treats everyone fairly and with respect.

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- Assumes administrative/organisational roles and tasks to help ensure the smooth running of the School/Discipline
- Is proactive in assuming responsible roles on committees or as representative at discipline/school/college/university level and works to develop the skills needed to perform these roles effectively.
- Makes an effort to understand and take account of different people's views and perspectives.
- Contributes outside the university to relevant professional bodies, the local community, and voluntary organisations.
- Encourages students to get involved in relevant internal and external groups, where appropriate
- Supports colleagues internally and in other universities in initiating collaborative research programmes.
- Possesses the skills required to balance the university's requirements with those of the broader professional external community.

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APPENDIX 2:

Assessment of applications where leave has been stated.

Purpose:

The purpose of this provision is to recognise the way in which some selection criteria will exclude statistically more women and carers and adapt the criteria accordingly. A staff member, who has experienced time out from their job for maternity, adoptive, parental, sick/disability and carer's leave, will not be expected to produce the same quantity of output as a comparable staff member who has not taken time out.

It is open to applicants to provide details of documented leave to date in their application, and where documented leave has been indicated in an application, the Progression Board will assess output relative to opportunity, i.e. academic output will be counted on a pro-rata basis for a staff member who has taken leave for maternity, adoptive, paternity, parental, sick/disability and carer's leave.

Application:
It is the responsibility of the applicant to ensure that all documented leave is categorised under a particular leave scheme and captured in the relevant table on the Progression Application Form.

The Progression Board will adjust their expectations of achievement/output produced by the applicant, in line with the proportion of leave taken. In the specific case of maternity and adoptive leave, the Board is advised to include an allowance for the individual re-adjusting to work after leave, up to one year for each period of maternity/adoptive leave.

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APPENDIX 3:
PROGRESSION ASSESSMENT FORMS

PROGRESSION ASSESSMENT REPORT

TRANSITION FROM LECTURER/ASSISTANT PROFESSOR (BELOW THE BAR), TYPE A TO
LECTURER/ASSISTANT PROFESSOR (ABOVE THE BAR) <u>CONTRACT TYPE A</u>

Name:	**Post Title:**
School:	**College:**
Date of Appointment:	**Date Probation successfully completed:**
Date of Assessment:	

Learning, Teaching & Assessment	Score	Weighting	**TOTAL**
		X 6	

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Evidence of Learning, Teaching & Assessment and Comments for Feedback (in completing this section, the Board should make particular reference to the relevant school norms and to the statement of competencies set out in Appendix 1 that relate to Learning, Teaching and Assessment)

Research and Scholarly Standing	Score	Weighting	**TOTAL**
		X 2	

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Evidence of Research and Scholarly Standing and Comments for Feedback (in completing this section, the Board should make particular reference to the relevant school norms and to the statement of competencies set out in Appendix 1 that relate to Research and Scholarly Standing)

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Contribution to School, University and Community	Score	Weighting	**TOTAL**
		X 2	

Evidence of Contribution to School, University and Community and Comments for Feedback (in completing this section, the Board should make particular reference to the relevant school norms and to the statement of competencies set out in Appendix 1 that relate to Contribution to School, University and Community)

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The Board is reminded of its obligation to consider any documented leave identified by the applicant in its assessment of the application.

The Board is asked to confirm that it has considered any documented leave identified in the application, in its assessment by ticking the box below:

A minimum total score (post-weighting) of 30 is required for progression to be recommended.
A requirement of 'Satisfactory' in *all three areas* is normally required also for the Board to make a positive recommendation.

Panel Recommendation for Progression: YES / NO (please circle to indicate decision)

Signed: (1) _____   **(2)** _____

          (3) _____   **(4)** _____

          (5) _____   **Date** _____

The Board of Assessors shall evaluate and report on the applicant's performance as demonstrated in their application, in their presentation and during interview, in each of the areas in accordance with the following scoring system:

The maximum score in each area set out will be 5

- A score of 1 is a 'Poor' score
- A score of 2 is a 'Fair' score
- A score of 3 is a 'Satisfactory/Good' score
- A score of 4 is a 'Very Good' score
- A score of 5 is an 'Excellent' score

Criteria against which applications to progress to Lecturer (above the bar) will be assessed	Minimum total score normally to be reached in area to be deemed *satisfactory* for <u>type A</u> posts

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Learning, Teaching & Assessment	**18**
Research and Scholarly Standing	**6**
Contribution to School, University and Community	**6**

PROGRESSION ASSESSMENT REPORT

TRANSITION FROM LECTURER/ASSISTANT PROFESSOR (BELOW THE BAR), TYPE B TO
LECTURER/ASSISTANT PROFESSOR (ABOVE THE BAR), <u>CONTRACT TYPE B</u>

Name:	**Post Title:**
School:	**College:**
Date of Appointment:	**Date Probation successfully completed:**
Date of Assessment:	

Research and Scholarly Standing	Score	Weighting	**TOTAL**
		X 4	

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Evidence of Research and Scholarly Standing and Comments for Feedback (in completing this section, the Board should make particular reference to the relevant school norms and to the statement of competencies set out in Appendix 1 that relate to Research and Scholarly Standing)

Learning, Teaching & Assessment	Score	Weighting	**TOTAL**
		X 4	

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Evidence of Learning, Teaching & Assessment and Comments for Feedback (in completing this section, the Board should make particular reference to the relevant school norms and to the statement of competencies set out in Appendix 1 that relate to Learning, Teaching and Assessment)

Contribution to School, University and Community	Score	Weighting	**TOTAL**

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		X 2	

Evidence of School, University and Community and Comments for Feedback (in completing this section, the Board should make particular reference to the relevant school norms and to the statement of competencies set out in Appendix 1 that relate to School, University and Community)

The Board is reminded of its obligation to consider any documented leave identified by the applicant in its assessment of the application.

The Board is asked to confirm that it has considered any documented leave identified in the application, in its assessment by ticking the box below:

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A minimum total score (post-weighting) of 30 is required for progression to be recommended.
A requirement of 'Satisfactory' in *all three areas* is normally required also for the Board to make a positive recommendation.

Panel Recommendation for Progression: YES / NO (please circle to indicate decision)

Signed: (1) _____   **(2)** _____

(3) _____   **(4)** _____

(5) _____   **Date** _____

The Board of Assessors shall evaluate and report on the applicant's performance as demonstrated in their application, in their presentation and during interview, in each of the areas in accordance with the following scoring system:

The maximum score in each area set out will be 5

- A score of 1 is a 'Poor' score
- A score of 2 is a 'Fair' score
- A score of 3 is a 'Satisfactory/Good' score
- A score of 4 is a 'Very Good' score
- A score of 5 is an 'Excellent' score

Criteria against which applications to progress to Lecturer (above the bar) will be assessed	Minimum total score normally to be reached in area to be deemed *satisfactory* for <u>type B</u> posts
Research and Scholarly Standing	**12**
Learning, Teaching & Assessment	**12**
Contribution to School, University and Community	**6**