



## ACADEMIC PROMOTIONS SCHEME

### SENIOR LECTURER/ASSOCIATE PROFESSOR

#### CRITERIA

A basic principle of promotion is that all candidates are seen to contribute significantly to teaching and learning, research/scholarship, and other duties, thus fulfilling the basic elements of collegiality as academics in the University. Within this framework all candidates must address the three core criteria in Section 1 of this document, along with five additional criteria from section 2. A successful application is thus required to address eight criteria in total, as appropriate to the discipline of the applicant.

Where a candidate fails to achieve one single criterion from section 2 (Additional Criteria) of the application but is deemed to have a) achieved all other criteria in both sections, and b) is deemed by the panel to have sufficient compensating strengths in the round, the panel may deem the prima facie case nevertheless to have been met. This proviso applies solely to section 2 of the criteria. In all circumstances the essential criteria that are in section 1 must be deemed to have been achieved in order for a prima facie case to be established.

The consistent use of the word “substantial” reflects the level of achievement that is expected at Senior Lecturer/Associate Professor level, in line with the use of the terms in at least one other Irish university.

***Candidates should not include the same achievement or evidence under more than one heading in their application.***

## 1. Core Criteria

*Substantial achievement in research and scholarship, teaching and learning, and contribution to the discipline and university must include evidence of all of the following, details as appropriate to the discipline and contract:*

### **i. Research and Scholarship**

A substantial record of research outputs recognised for originality, significance and rigour, leading to national or international standing and recognition.

### **ii. Teaching and Learning**

A substantial contribution to teaching, supervision and mentoring of students at most or all levels in the School.

### **iii. Contribution**

#### **a. Internal**

Substantial organisational, leadership or management contributions to the Academic Unit and, where there has been opportunity, to the College and the University.

#### **b. External**

Substantial contribution to intellectual, cultural, social or economic life externally to the University and externally to academia, at regional, national or international level, including external engagement activities for and on behalf of the University.

*It is emphasised that at all times the criteria above shall be measured by the Committee as appropriate to the discipline of each applicant.*

## 2. Additional Criteria

*Substantial achievement or a consistently high level of achievement in five of the following, details as appropriate to the discipline:*

- i. Substantial external research leadership, service on national/international bodies, refereeing roles, etc.
- ii. Substantial record of successful supervision to completion of doctoral students or successful supervision of postdoctoral researchers or a combination thereof.
- iii. An excellent track record of securing research funding.
- iv. Evidence of substantial impact of research, eg through public dissemination, engagement with public sector, society, industry, commercialisation of research, etc, as appropriate to the discipline.
- v. National/International standing in the discipline as evidenced by involvement in learned societies, funding agencies, journals, invitations to give keynote addresses, etc. External Examining of research theses.
- vi. Substantial evidence of maintaining theoretical currency in teaching, as evidenced by peer-reviewed articles and/or reports on pedagogic research, incorporation of up-to-date methodologies in the relevant discipline or more widely, etc.
- vii. Substantial evidence of innovation in teaching, including development and implementation of entirely new and original teaching materials, especially involving innovative methodologies and/or content. Demonstrate clearly the nature and extent of the innovation, including referencing the salient literature.
- viii. National standing in teaching and learning, as evidenced by, for example, research funding, the award of prizes, external examining and involvement at senior level in the subject nationally through professional and accreditation bodies or other national or international groups focused on the delivery of quality and excellence in teaching and student learning.
- ix. Substantial successful dissemination and uptake by others of curriculum development/ innovation through, for example, conference presentations, workshops, publications or web sites. This could include evidence of collaboration with colleagues in other HEIs on joint projects.
- x. Substantial success in securing external funding for pedagogic research or for innovation and development of teaching and learning.

*It is emphasised that at all times the criteria above shall be measured by the Committee as appropriate to the discipline of each applicant.*