Progression Across the Merit Bar Policy

Lecturer

Approval Path	
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Index

1. Progression Across the Merit Bar Scheme (the "Scheme")

1.1 Purpose and Objectives

University College Cork's Academic Progression and Promotion schemes are designed to recognise and reward excellence in the performance of academic staff, which supports delivery of the University's vision across all areas of academic endeavour, as well as the specific ambitions of the University's strategic plan. University College Cork ("UCC") is committed to supporting outstanding staff, conducting leading edge education and research. The academic progression and promotion schemes seek to promote, encourage and reward staff who demonstrate excellent leadership and innovation in their area of expertise, support and enhance the educational experience of students, while building partnerships locally nationally and internationally. The progression process is evidence-based, as assessed by the criteria set out in the Scheme, in the context of national and international standards.

As a research-led institution providing an outstanding educational experience to students, the University recognises and values both research and teaching carried out at the highest level. In addition to ensuring opportunities are provided to acquire experience appropriate to supporting applications for progression and promotion, the University is committed to recognising the engagement of staff with external partners, and acknowledges the changing roles of those practice-based or oriented members of staff who particularly support that endeavour. The overall objectives of the progression and promotion schemes are to:

- Progress and promote on the basis of performance, achievement, impact and merit;
- Operate procedures that are fair and thorough and are perceived to be such;
- Ensure equity as far as possible whilst recognising the different opportunities and norms pertaining to different disciplines; and
- Operate procedures expeditiously.

1.2 University College Cork's Commitment to Equality, Diversity and Inclusion

UCC is committed to being a fully inclusive global university which actively recruits, supports and retains colleagues from all sectors of society. Equality, Diversity and Inclusion (EDI) are core values under UCC's strategic plan *UCC 2022 – Delivering a Connected University*. UCC holds a Bronze Athena SWAN award in recognition of our commitment to advancing equality in higher education. We value diversity as well as celebrate, support and thrive on the contributions of all our employees and the communities they represent. We are proud to be an equal opportunities employer and encourage applications from everybody, regardless of age, care-giving status, disability, ethnicity, gender and/or gender identity or expression status, nationality, marital status/civil partnership, pregnancy and maternity, race, religion/creed, and/or sexual orientation. We value the enrichment that comes from a diverse community and

seek to promote equality, prevent discrimination and protect the human rights of each individual in line with equality legislation.

The LPEB and the College Level Boards described in this Policy shall receive mandatory gender equality and unconscious bias training. In addition, the Chairs of the LPEB and the College Level Boards under this Policy shall undertake "EDI Champion Training" provided by the University's Equality, Diversity and Inclusion Unit.

1.3 Eligibility to Apply

The following are eligible to apply under the Scheme:

All Lecturers at or above the Qualifying Point (as described below) in the salary scale for Lecturer, holding a current appointment at UCC and with a Doctorate from a recognised institution (or equivalent evidence of high-level research achievement), providing they have completed probation in post at UCC and have at least three years continuous service as a Lecturer, two of which are in UCC, as at the closing date for applications in a given call.

The Qualifying Point of the salary scale for Lecturer below the merit bar shall be the point in the scale which is specified for a given call at the time of advertisement for that call.

Eligibility to partake in the Scheme is confirmed by Human Resources following the closing date for receipt of applications.

For eligibility purposes, a sabbatical period (paid or unpaid) will count as recognised service. Where an employee is or has been seconded to another role, inclusion of the secondment period for the purposes of calculating continuous service will be assessed on a case by case basis, having due regard to the relevance of the secondment role to the underlying academic appointment and the delivery of the University's vision and strategy across all areas of academic and research endeavour.

1.4 Threshold Based Scheme

The Scheme is a threshold based Scheme such that successful candidates will be required to satisfy the criteria set out in the Scheme to the required level in order to be progressed across the merit bar.

2. Progression Across the Merit Bar Boards

2.1 Lecturer Progression and Establishment Board ("LPEB")

Pursuant to its Terms of Reference, the LPEB shall assess full applications submitted by Lecturers meeting the eligibility criteria in section 1.3 above, for progression from Lecturer below the merit bar to Lecturer above the merit bar, in accordance with this Policy and shall make recommendations thereon to the President. The LPEB shall, in

performing its functions under this Policy, comprise the membership set out in section 4.3 of the Terms of Reference for the LPEB such that the Deputy President and Registrar shall act as Chair.

The LPEB shall prepare a report on the operation of the Scheme following each round of the Scheme's operation or at least every four years where a call under the Scheme has not taken place in that period.

2.2   College Progression Across the Merit Bar Boards ("College Level Board")

Each of the Colleges of the University shall establish a College Progression Across the Merit Bar Board to perform the functions outlined herein.

2.2.1   Terms of Reference

• To consider and assess applications from Lecturers for progression from Lecturer below the merit bar to Lecturer above the merit bar, and determine a shortlist of candidates from the College for the LPEB, to be invited to full application stage;

• To provide a Review Report (as described further in section 5.7 below) for the LPEB's consideration at full application stage, in respect of each candidate from the College, which the College Level Board has shortlisted for full application stage;

• To nominate external reviewers for each shortlisted candidate (as described in section 5.8 below)

• To carry out these tasks in accordance with the terms of the Scheme set out in this Policy;

• To ensure consistency of approach and application of this Policy under the guidance of the LPEB; and

• Report at the end of each round to the LPEB on the operation of the Scheme at College level.

2.2.2   Membership of College Level Board

Each of the four Colleges shall have a College Progression Across the Merit Bar Board with membership that is independent from that of the LPEB.

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

respective area, as required, which may draw membership from outside the College where necessary.

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

The membership of the College Level Board shall have equal representation of males and females where possible, with the aim of a minimum of 40% representation of females on the Board and a minimum of 40% representation of males on the Board. It is acknowledged however, that by virtue of the Board being comprised of certain individuals holding positions ex-officio, the foregoing representation levels may not be possible in all circumstances. The Board shall receive mandatory gender equality and unconscious bias training.

Where an eligible candidate is not aligned to a specific School within the University (e.g. by virtue of holding a position in the University outside the College and School structure) (referred to in this section as an "**Additional Applicant**"), the Deputy President and Registrar, as Chair of the LPEB in the context of this Policy, shall nominate one of the College Level Boards to act as the designated College Level Board for the purposes of performing that Board's functions under this Policy in respect of that Additional Applicant and "candidate from a College" or like terms in this Policy shall be construed accordingly in respect of an Additional Applicant. To ensure parity of treatment with other applicants being considered by the nominated College Level Board, the University Management Team member to which the Additional Applicant's unit is aligned (the "**Additional Applicant's UMT Representative**") (or such University Management Team member's nominee, where the Additional Applicant's UMT Representative is unable to attend) and the head of the Additional Applicant's unit (being the equivalent of a Head of School for that Additional Applicant) shall be co-opted to the designated College Level Board as members for the sole purpose of the consideration of the Additional Applicant's application by the College Level Board and preparation of the Candidate Review Report (as described in section 5.7 below) by the College Level Board in respect of such Additional Applicant. The Additional Applicant's UMT Representative and head of unit aforesaid may be in attendance for consideration of applicants other than the Additional Applicant by the College Level Board but shall not be members of the Board for the consideration of such other applications or preparation of associated Candidate Review Reports, beyond the Additional Applicant(s) for which they have been co-opted. During the consideration of the Additional Applicant's application by the College Level Board, the Additional Applicant's UMT Representative may temporarily assume the Chair of that College Level Board for the duration of such discussion.

Where the head of the Additional Applicant's unit is either the actual Additional Applicant UMT Representative or the Additional Applicant themselves, the Additional Applicant UMT Representative may nominate another head/leader from within the Additional Applicant UMT Representative's functional area for co-option to the

College Level Board as set out above as the deemed head of unit for the Additional Applicant.

2.3 Conduct of Business

2.3.1 Quorum

The quorum for meetings of the LPEB pursuant to this Policy shall be as provided in the Terms of Reference for the LPEB. Conduct and potential conflicts of interest of LPEB members are governed by the established Code of Conduct applicable to the LPEB.

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

2.3.2 Notes

Members of the LPEB and the College Level Boards may record notes during the assessment process so as to assist in recall and discussion for the purposes of decision making in the process. Such notes and scores will not form part of the final record of the respective Boards' decision and will be destroyed once the final consensus decision of the respective Boards is recorded.

3. Calls

Applications for Progression Across the Merit Bar shall be invited every two years unless otherwise directed by Governing Body on the recommendation of the Finance Committee, following advice from the University Management Team.

At the time of advertisement for a call for Progression Across the Merit Bar, a Criteria Assessment Guide and Rubric shall be published by Human Resources for the College Levels Boards and the LPEB to assist them in applying the criteria. The Criteria Assessment Guide and Rubric shall also be made available to applicants.

4. Progression in Exceptional Circumstances

It is accepted that in exceptional circumstances, it may be necessary to review an application for Progression Across the Merit Bar outside the normal timetable. In such circumstances, following a consultation process which will include at least the Head of School, Head of College and the Deputy President and Registrar, the application will

be referred to the LPEB. The normal criteria and eligibility requirements used for progression will be applied.

5.   Making an Application

While it is the responsibility and prerogative of an eligible candidate seeking progression to submit an application in a given round using the procedures outlined in this Policy, applicants are strongly recommended to discuss any proposed application with their Head of School in advance, for advice and guidance.

5.1   Two Stage Process

The Scheme consists of a two stage process as follows:

(i) Submission of an Expression of Interest by candidates and shortlisting of candidates at College level by the College Level Board; and

(ii) Submission of a full application by shortlisted candidates to the LPEB.

Applicants should note that expressions of interest and/or full applications will not be accepted after the specified time on the closing date for such submissions as described in section 7.1 below.

5.2   Stage One: Expression of Interest/Shortlisting Stage

An Expression of Interest comprises of a concise five page CV which includes a summary of significant achievements under each heading: Learning and Teaching, Research and Innovation, and Contribution to Academic Citizenship and Engagement and a link to the candidate's profile (via IRIS or equivalent). It shall be accompanied by a list of top five publications or other research outputs; a Statutory Leave Form where applicable (as outlined in section 5.4 below); and where applicable, a Personal Circumstances/COVID-19 Impact Statement (as outlined in section 5.5 below).

Following consideration of the Expressions of Interest, each College Level Board shall shortlist those candidates in their respective College deemed by the Board to have established a prima facie case for progression. To establish a prima facie case for progression, candidates must satisfy all of the essential criteria as set out in Appendix 1 of this Policy. Shortlisted candidates will then be invited by the LPEB to make a full application.

Candidates not shortlisted will be notified at this stage and will receive written feedback from the College Level Board with the option of requesting an in-person feedback session with the Head of College as Chair of the College Level Board and their Head of School. There is no appeal at the Expression of Interest/Shortlisting stage.

5.3   Stage Two: Full Application Stage

Candidates who have been deemed to have established a prima facie case for progression, and so shortlisted by the College Level Board, shall be invited by the LPEB to submit a detailed application form with all supporting documentation/artefacts.

A completed application shall consist of the following;

> • Form Prog1(FULL) comprising of 10 pages submitted by the shortlisted candidate; and

> • The College Level Board's Review Report (as described further in section 5.7 below) submitted by the College Level Board to the LPEB.

The Form Prog1(FULL) comprises of 10 pages divided between the three criteria areas of Learning and Teaching, Research and Innovation and Contribution to Academic Citizenship & Engagement. Candidates shall use the template Form Prog1(FULL) provided. Specifically in each of these three areas, a portfolio of evidence against the criteria set out in the Scheme shall be provided as follows:

> -A Research and Innovation Portfolio of no more than 5 pages (inclusive of all supporting documentation/ artefacts, but excluding the publication list).

> This should reflect the research approach and profile of the candidate, and be organised in sections corresponding to the Research and Innovation criteria detailed in Appendix 2.

> -A Learning and Teaching Portfolio of no more than 3 pages (inclusive of all documentation/ artefacts to support claims made in relation to the criteria for progression). This should reflect teaching activity and be organised in sections corresponding to the Learning and Teaching criteria detailed in Appendix 2.

> -A Contribution to Academic Citizenship and Engagement Portfolio consisting of no more than 2 pages (inclusive of all documentation/ artefacts to support claims made in relation to the criteria for progression). This should be reflective of the level of contribution made by the candidate to academic citizenship as well as professional contribution to the community and industry, and should be organised in sections corresponding to the Contribution to Academic Citizenship and Engagement criteria detailed in Appendix 2.

The College Level Board's Review Report (as described further in section 5.7 below) comprises a structured review report (not more than 2 pages) setting out a review of the candidate against the criteria as set out in the Scheme with reference to disciplinary norms and inclusive of 1 page from the candidate's Head covering learning and teaching, student feedback, research outputs and contributions.

The presentation of false or misleading information in support of an application will render the application null and void.

Some or all of the documents listed in Appendix 2 as indicative activity may be used in the portfolios to support claims made by a candidate for progression. A set of indicative

activities and achievements is given under each of the three categories in Appendix 2. These are indicative rather than prescriptive and any further disciplinary-specific activities relevant to these criteria which candidates have submitted may be considered by the College Level Board and the LPEB, using their academic judgement.

It should be noted that there is an expectation that all applicants will be able to demonstrate collegiality, collaborative working and their academic progress since appointment at UCC in their application for progression across the merit bar.

5.4 Inclusion of Statutory Leave

In this Scheme, "Statutory Leave" refers to maternity leave, paternity leave, parental or adoption leave, carer's leave and/or any other protected leave which may be provided for in legislation enacted by the State from time to time.

The University acknowledges that periods during which an individual may have been on Statutory Leave may have impacted on an individual's performance as judged against the progression criteria.

The Progression Across the Merit Bar Scheme Leave Form issued by Human Resources, must be used by all candidates who wish to have Statutory Leave taken into account at the time of expression of interest and if shortlisted, at full application stage. In assessing applications, documented evidence which is submitted as part of the Progression Across the Merit Bar Scheme Leave Form will be reviewed.

Details submitted as part of the Progression Scheme Leave Form will be shared with College Level Board members, LPEB members, the Human Resources Department and where applicable, members of the Academic Promotions Appeals Board.

Statutory Leave details submitted pursuant to a Progression Across the Merit Bar Scheme Leave Form are a consideration which the Boards shall take into account, in assessing a candidate's merit in the specific criteria listed below relative to their opportunity to accrue that merit. The decision as to how to Statutory Leave shall be taken into account shall be made by the relevant Board based on the principles outlined herein.

In assessing a candidate's merit relative to their opportunity to accrue that merit at shortlisting stage, consideration shall be given to the impact of Statutory Leave when assessing those essential criteria listed in Appendix 1 which are denoted with an asterisk *.

At full application stage, the impact of Statutory Leave will be considered when determining an appropriate level attained (Exemplary, Good, Developing, Premature Application) under those criteria listed in Appendix 2 which are denoted with an asterisk *.

For example, in respect of assessing output of publications, a lecturer who has been in post for 11 years and has taken three periods of maternity leave will have a weighting applied. This weighting will be used to notionally understand what the candidate would have produced in 11 years but for the periods of Statutory Leave taken. Accordingly, if

the candidate produced 16 publications over 11 years with three years of Statutory Leave, s/he is judged with a weighting of $11 \div 8 = 1.375$. Notional publication total is thus $16 \times 1.375 = 22$ publications. The candidate will be assessed based on the total publication level attained relative to the Scheme requirements and discipline norms.

As an example in respect of assessing timetabled undergraduate and/or postgraduate class contact teaching hours, a lecturer who has been in post for 5 years and has taken three periods of maternity leave will have a deemed total of timetabled undergraduate and/or postgraduate class contact teaching hours attributed to any years for which the candidate has requested that Statutory Leave they have availed of be taken into account. This formula will be used to notionally understand what timetabled undergraduate and/or postgraduate class contact teaching hours the candidate would have had in in the five years immediately prior to the call for progression but for the periods of Statutory Leave taken. Accordingly, if the candidate had an annual average of 50 timetabled undergraduate and/or postgraduate class contact teaching hours in years for which consideration of Statutory Leave is not sought by the applicant, a notional total of 50 timetabled undergraduate and/or postgraduate class contact teaching hours will be attributed to any years in the five years immediately prior to the call for progression for which the candidate has requested that Statutory Leave they have availed of would be taken into account.

The onus is on the candidate to ensure that Human Resources is made aware at the time of submission of the candidate's expression of interest, of any Statutory Leave and the impact this has had on their output.

5.5 Personal Circumstances/Covid-19 Impact Statement

Candidates may elect to submit a Personal Circumstances/Covid-19 Impact Statement (of up to 1 page). The candidate's Personal Circumstances/Covid-19 Impact Statement must specify which of the three criteria category areas has been impacted.

Candidates are not required to describe specific details about sensitive issues (e.g. medical information) in such a statement. Where it is important to share sensitive details of the relevant circumstances in order for such circumstances to be fully understood, staff may share this information in private discussion with the College Level Board Chair or LPEB Chair or the Chair's Nominee.

In this Scheme, "personal circumstances" refers to a career disruption caused by personal circumstances that involves a prolonged interruption or poses a significant impact to a staff member's capacity to work. This includes, but is not limited to: disruptions caused by major illness/injury, carer responsibilities, disability, and personal impactful life event/trauma.

The University acknowledges the contributions of staff made during the Covid-19 pandemic. Candidates may elect to submit details of the effects of the Covid-19 pandemic on the individual's opportunities during that time. For example, this may include but is not limited to: access to laboratories and other resources, access to

primary data or opportunities to travel abroad to disseminate research or personal circumstances.

The Personal Circumstances/Covid-19 Impact Statement shall be taken into account in the overall assessment of applications by the College Level Boards and the LPEB however, the statement shall not be attributed with the Statutory Leave weighting formulae described in section 5.4 above as part of Boards' assessments.

5.6 Electronic Submission

All expressions of interest and full applications should be submitted electronically via the designated portal at the time of the call. At full application stage, candidates will be invited to electronically submit their top five peer-reviewed publications or other research outputs. In exceptional circumstances, hardcopies may be considered. The Board reserves the right to verify any information submitted by the candidate.

5.7 Input from College Level Boards

The College Level Board will provide a Candidate Review Report for each applicant shortlisted in their College. In completing the Review Report (using a template format provided by Human Resources), the College Level Board is required to endorse the accuracy of the information detailed in the application form relating to class size, contact hours and similar factual data and provide a review of the candidate against the Stage One: Expression of Interest/Shortlisting Stage criteria as set out in Appendix 1, the disciplinary context and the names of three external reviewers (as described in section 5.8 below). Candidate Review Reports for shortlisted candidates are submitted by the College Level Board to the LPEB.

5.8 External Reviewers: Role, Selection and Reports

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

The Secretary to the LPEB shall nominate two of the External Reviewers to each provide a detailed report to the LPEB on the candidate's application. These reports should detail observations of the External Reviewer on all aspects of the candidate's submission. The External Reviewers shall be asked to assess in particular the candidate's research portfolio, publication record and profile, and shall receive an electronic file containing same. The External Reviewers shall also be asked to comment on the impact of the candidate's achievements as detailed in their portfolios. The five top peer-reviewed publications or research outputs selected and submitted by the candidate shall also be sent to the External Reviewers electronically. Any connections of the nominated External Reviewers to UCC, or to the candidate, must be declared by candidates and/or the External Reviewer. Both External Reviewer Reports shall be considered by the Board as a distinct part of its deliberations.

6.   The Assessment Process

All applicants for Progression Across the Merit Board shall be assessed against the criteria outlined in the Scheme herein as set out in Appendix 1 (in respect of Stage One) and Appendix 2 (in respect of Stage Two) using all the available documentation, against criteria grouped under three broad areas:

 • Learning & Teaching

 • Research and Innovation

 • Contribution to Academic Citizenship and Engagement

Criteria are sub-categorised under these areas in Stage Two as follows:

Research & Innovation	Learning & Teaching	Contribution
Profile/ Record – Research Output (*currency*)	Profile/ Record – planning, delivery and assessment (*currency*)	Profile/ Record – Output (*currency*)
Collaborations	Quality & Impact	Public Output
Quality	Innovation	Quality & Impact
Impact	CPD	University/ Discipline Service/External Engagement/ Reputation
Innovation & Entrepreneurship	Leadership – Roles and Responsibilities	Leadership – Roles and Responsibilities
Leadership – Roles and Responsibilities		

In reference to each of the three areas, the candidate will be rated across each of the three broad category areas as achieving one of the following overall ratings:

1.   Exemplary

A candidate shows contributions and achievements of outstanding quality and breadth across all criteria areas in a sustained and regular manner.

2.   Good

A candidate shows regular contributions and achievements of good quality and breadth by satisfying all essential criteria and evidencing consistent performance in criteria outside those listed as essential criteria.

3. Developing

A candidate satisfies all the essential criteria but does not demonstrate 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.

4. Premature application

A candidate who does not satisfy all the essential criteria at Stage One or who does not demonstrate evidence of achievement and/or a consistency of achievement in criteria outside the essential criteria at Stage Two.

It is acknowledged that these criteria will be updated in this Policy from time to time in line with the evolution of requirements in the three board category areas. Such updates, if any, will be notified in the copy of the Policy published at the time of a call.

To be progressed across the merit bar, candidates must score a minimum of the rating "Good" overall for all three of the broad category areas (Learning and Teaching, Research and Innovation and Contribution to Academic Citizenship and Engagement).

7. Closing Date and Notification

7.1 Closing Dates

The closing date for applications at Stage One: Expression of Interest/Shortlisting Stage in a given round will be not less than one month from the date of issuing of the call for Progression Across the Merit Bar.

The closing date for applications of shortlisted candidates at Stage Two: Full Application Stage will be not less than two months from the date of invitation from the LPEB to shortlisted candidates to submit a full application.

All documentation and supporting evidence must be submitted electronically to the Secretary of the Board by the specified time and date for the submission at a given stage of the process. No supplementary materials will be accepted after the closing date and time, unless specifically requested by the relevant Board.

7.2 Notification

The Secretary of the LPEB (or his/her representative) shall inform each candidate at full application stage of the LPEB's recommendation in his/her case.

Successful candidates shall receive formal notification regarding his/her Progression Across the Merit Bar after its approval by the President. A Progression takes effect from the first day of the next month, following the approval of the President.

Unsuccessful candidates at full application stage shall be provided with written feedback including their overall rating across the three broad criteria areas assessed.

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

Following issuing of written feedback, unsuccessful candidates at full application stage have the option to avail of an in person feedback session with the Deputy President and Registrar (Chair of the LPEB for the purposes of assessing applications under this Policy), their Head of College and their Head of School. Requests for in person feedback shall be submitted to the Secretary of the LPEB within 20 business days of results of the outcome of the candidate's full application being notified to the candidate.

8.   Appeals

The Academic Promotion Appeals Board ("**APAB**") shall hear appeals in relation to the decisions taken by the LPEB at full application stage only. The decision of the LPEB is final and there is no right of appeal against the decision unless a defect in procedure can be demonstrated. In such circumstances, where an applicant can demonstrate that due process was not followed, and that this failure may have affected the outcome, the applicant should submit an appeal, in writing, to the Secretary of the APAB, stating the perceived breach and the applicant's view of how this may have influenced the outcome. Applicants who wish to submit an appeal must first request (within the timeframe for requesting such feedback) and undertake the in-person feedback described in section 7.2 above. Appeals must be submitted within 30 business days of the date of the candidate's in-person feedback session. Appeals shall be conducted in accordance with the Terms of Reference of the Academic Promotion Appeals Board as approved by Governing Body from time to time and available on the University website at http://www.ucc.ie/en/ocla/govbod/committees/academic/

9.   Date in Force

9.1   Date in Force

This Policy and the Scheme outlined herein shall come into force immediately on its adoption by Governing Body.

9.2   Repeal of Former Schemes

This Policy on Progression Across the Merit Bar is in substitution of and supersedes any prior schemes for Progression Across the Merit Bar (or part thereof as the case may be) dealing with the same subject matter including in particular but not limited to any prior Policy for Progression Across the Merit Bar adopted by Governing Body. To the extent any such prior policy (or part thereof as the case may be) is superseded by the Policy herein, that prior policy (or the superseded part as the case may be) stands repealed.

Appendix 1

Criteria at Stage One - Expression of Interest/Shortlisting Stage

*Denotes that Statutory Leave may be taken into consideration for the denoted criterion as set out in section 5.4 of the Policy.

Applicants shall be required to demonstrate evidence of sustained performance against the criteria up to the point of their application under a given call for Progression Across the Merit Bar.

Learning and Teaching

- Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities, which in total across all of the foregoing normally includes a minimum of 150 hours.*

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

- Development or adoption of innovative approaches to teaching and learning, maintains theoretical currency and demonstrates innovation and creativity in teaching methods e.g. use of technology, innovative assessments.

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

Research & Innovation

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

- Record of independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally recognised in terms of their originality, significance and contribution to the advancement of knowledge in the relevant discipline(s). These include but are not limited to: peer-reviewed publications,

proceedings, monograph(s), pedagogical research, other publications of national or international standing, or their equivalent, including recognised professional practice, creative output or other such recognised works of scholarship as relevant to the discipline.*

- Record of research funding application and, as appropriate to the discipline, securing of research funds independently or in collaboration with others. *

- Evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g. academic, industrial, cultural, societal, government, policy, practice or other communities.

- Excellence of national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc.

- Record of generating impact which may include but is not limited to: enhanced job creation, productivity, policy development, creative practice or performance, public understanding and engagement, quality of life (health, cultural, environmental, etc.), community development, reputation of UCC/Ireland, attraction of researchers of excellence, leveraging of funding, efficiencies, efficacies, professional standards, education (including human capital development) and a reduction in risks across all areas.

- Evidenced track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.

Contribution to Academic Citizenship and Engagement

- Record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.*

- Evidence of contribution resulting in tangible outputs for the School/College, University and/or Community.

- Representation of School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).

Appendix 2

Criteria at Stage Two - Full Application Stage

& Indicative Activity

Denotes that Statutory Leave may be taken into consideration for the denoted criterion as set out in section 5.4 of the Policy.

Applicants shall be required to demonstrate evidence of sustained performance against the criteria up to the point of their application under a given call for Progression Across the Merit Bar.

Learning and Teaching

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

- Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities, which in total across all of the foregoing normally includes a minimum of 150 hours.*

- Evidence of teaching across a variety of different levels and in a variety of situations, as demonstrated through the results of consistent and regular course evaluation and feedback.*

- A record of effective setting and marking of assessment at undergraduate or taught postgraduate level including, but not limited to, the provision of feedback to students.*

- Evidence of commitment to research-based teaching, learning and assessment, including supervision of postgraduate minor thesis and/or supervision of undergraduate literature and research projects/coaching students in national/international case study competitions.*

Quality & Impact

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

Innovation

- Development or adoption of innovative approaches to learning and teaching, maintains theoretical currency and demonstrates innovation and creativity in teaching methods e.g. use of technology, innovative assessments.

- Training in the design and development of novel approaches to teaching and assessment, including the application of technology enhanced learning (TEL).

CPD

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

Leadership – Roles and Responsibilities

- Contribution to the planning, design and development of courses.

- Holds roles and responsibilities of leadership or of leadership support relating to Learning & Teaching.

- Demonstrated success in roles such as mentor, peer reviewer, member of Teaching and Curriculum Committees.

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

Research & Innovation

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

Profile/Record - Research Output (currency)

- Record of independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally recognised in terms of their originality, significance and contribution to the advancement of knowledge in the relevant discipline(s). These include but are not limited to: peer-reviewed publications, proceedings, monograph(s), pedagogical research, other publications of national or international standing, or their equivalent, including recognised professional practice,

creative output or other such recognised works of scholarship as relevant to the discipline.*

- Record of research funding application and, as appropriate to the discipline, securing of research funds independently or in collaboration with others. *

Collaborations

- Evidence of stakeholder engagement as appropriate to the discipline, including with national and international stakeholders/ entities e.g. academic, industrial, cultural, societal, government, policy, practice or other communities.

- Demonstrated intellectual contribution to collaborative research projects.

- Collaborative research engagement with national and international networks, which may include novel collaborations with academic, industrial, cultural, or other expertise of relevance.

- Involvement with scholarly networks outside of the University, including in research and innovation related roles.

- Demonstrable successful cross/multi/transdisciplinary collaborative research activity.

Quality

- Excellence of national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc.

- Track record, as appropriate to the discipline, of applying for/securing independent competitive research funding.

- Evidence of fostering a culture of research rigour and integrity.

Impact

- Demonstrable impact on the research field, as defined by disciplinary norms, such as: new or significant change to the advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices.

- Record of generating impact which may include but is not limited to: enhanced job creation, productivity, policy development, creative practice or performance, public understanding and engagement, quality of life (health, cultural, environmental, etc.), community development, reputation of UCC/Ireland, attraction of researchers of excellence, leveraging of funding, efficiencies, efficacies, professional standards, education (including human capital development) and a reduction in risks across all areas.

- Demonstrable commitment to Open Research.

Innovation & Entrepreneurship

- Evidenced track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research.

- Successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licences, copyright, trademarks, know how, design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each.

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

Leadership – Roles and Responsibilities

- Research leadership profile evident, either established or emerging with potential, as demonstrated by inclusion in research committees, editorial boards, advisory boards/councils, professional, guidelines, standards or regulatory organisations, etc. at national or international levels, as appropriate to discipline.

- Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers.

- Successful track record of mentorship of research students.

- Demonstrable focus on equality, diversity and inclusivity in research activities that deliver excellence through the performance of those under their supervision/in their team.

- Significant evidence of meaningfully integrating research into teaching.

Contribution to Academic Citizenship and Engagement

Profile/ Record – Output (currency):

- Record of participation in School/College administration and/or evidence of a capacity to contribute constructively to the management of School/College business.*

- Record of a developed or emerging profile within the University community or society (e.g. in local or national media), public scholarship (e.g. seminars, local or national media and other innovative communications channels).

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

Public Output

- Evidence of contribution resulting in tangible outputs for the School/College, University and/or Community.

- Record of public contribution or influence, including but not limited to education and public engagement, cultural engagement, learning exchanges and volunteering.

- Record of applying for or securing awards and/or funding relating to community contribution either internally or externally to the University.

- Co-creation of knowledge, engaged learning and engaged research and dissemination externally and to our University community (virtually and physically) for the benefit of the wider community.

Quality & Impact

- Contribution to or involvement in a major project or initiative at any level which fulfils the strategic priorities of the University, such as Equality, Diversity and Inclusion, Internationalisation and/or Civic and Community Engagement.

- Evidence of societal (policy and practice) impact through providing expertise and consultancy (e.g. witness, advisor, board member, volunteer, advocate, or engaged researcher).

- Implementation of Responsible Research and Innovation (RRI), engaged research (e.g. PPI, Citizen Science, PAR, Design Methods, Open Innovation etc.) and research to policy and practice impact, for local to global impact.

- Ongoing implementation of curricular and student experience based external engagement activities (e.g. community based learning, community engaged research, lifelong and life wide learning, student volunteering).

- Contribution to the community, profession, industry and public service at local, regional, national and international level e.g. neighbourhood, community and regional development and regeneration, lifelong learning, access to education, volunteering and supporting civil society organisations.

- Application of research informed practices, experience and expertise to addressing societal challenges at a local, regional, national or global level e.g. contribution to collaborative projects and initiatives under the UN Sustainable Development Goals.

- Utilisation of the knowledge, learning, research and practice capabilities of the University's staff, students and networks to promote and bring about change that has impact on the environment, society or matters ranging of local to global societal importance.

- Awards or accolades nominated for or gained through academic citizenship and community engagement either internal or external to UCC.

University/ Discipline Service/External Engagement/Reputation

- Representation of School/College/University on external bodies, developing connections and partnerships with external organisations (in the private or public sector, or voluntary or community organisations).

- Contribution to activities related to student activity e.g. recruitment, such as school visits, hosting, open days, summer schools, websites, brochures and other school liaison initiatives at School/ College/ University level.

- Commitment to, and involvement in initiatives that promote the University's Community Engagement strategic aims, including promotion of best practice in community engagement.

- Active membership of School/College/University committees.

- Participation in administrative or management activities outside of the School, for example at College/University level, on boards, committees, working groups or a project team.

Leadership – Roles and Responsibilities

- Active membership of School/College committees.

- Participation outside of the academic unit in service to the University or in administration and management at College or University level.

- Demonstrates activities or behaviours which promote or role model diversity and inclusion and the values of the University.

- Involvement in improving and/or streamlining University management, processes or approaches e.g. Green Campus, Sustainable Development Goals, Civic Engagement Rankings, Reviews, improvement related working groups.

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

Learning and Teaching

- Report from Head of School, in consultation with relevant bodies, to verify particulars such as sizes of groups and levels taught and number of hours taught

- Feedback from student evaluation questionnaires (In order to systematically monitor quality of student learning when using student surveys, average or above average scores for relevant items must be reached for three out of five years in all units taught)

- External independent evaluation feedback from referees

- Evidence of assessment strategies to promote student learning, including artefacts or a case study of good practice.

- Excerpts from novel materials developed to teach the programme more effectively which have impacted on student learning

- Excerpts from module/programme materials demonstrating incorporation of current Learning & Teaching research into teaching activities and evidence of learning outcomes

- Evidence of record of dissemination of excellence could include but is not limited to; participation in and contribution to University Learning and Teaching events; preparation of textbooks and/or sustainable/reusable learning resource which are used effectively within the University; and/or publication in peer reviewed journals, conferences and books that achieve demonstrable impact and should mark the individual out as a leader in pedagogy and practice

- Certificates or transcripts of professional development undertaken, duration of the course(s), reflection and changes made as a consequence

- Examples of innovative assessment tasks, of participation in initiatives to enhance standards of student learning.

Research & Innovation

- Evidence of publication quality and impact may include, but is not limited to, citations, journal impact factors, reviews and prizes, as appropriate to the discipline. In the case of multi-authored publications, there must be clear evidence of personal contributions, for e.g. 1st author, last author etc.

- External reviewers'/ academic practitioners' evaluations of the quality and impact of an applicant's publication record in relation to the specific discipline.

- Invitations to conferences, other Universities or Industry/Service organisations or relevant international bodies such as galleries, festivals, technical fora to disseminate findings.

- National and/or international awards.

- Funding of the work by public bodies, research institutes, Arts organisations and /or other reputable bodies.

- Dissemination in leading venues / galleries/ festivals / media organisations nationally and internationally.

- Critical and media impact of the work, including awards.

- Significant award of research grants with national and/or international partners.

- Evidence of role in research collaborations and their outcomes and impact.

- Evidence of role in securing competitively won funding for a substantial project or programme.

Contribution to Academic Citizenship and Engagement

- Testimonials from reliable internal referees that can attest to the scale and effectiveness of candidate's positive contribution to a supportive work environment and well- being of staff and/or to student welfare.

- Evidence of significant administrative tasks / workloads undertaken and delivered to conclusion.

- Minutes of meetings or letter from Chair of a committee to confirm presence at committee meetings and attest to level of contribution.

- Documented evidence of commitment to University strategic objectives of promoting equality, diversity and inclusion.

- Letters of special recommendation or commendation relating to service contributions.

- Statements from expert peers (community, government or industry partners) that show outcome or quality of involvement.

- Other forms of written validation confirming the achievements and activities of the candidate.