

Development Framework for Faculty

The UCD Development Framework for Faculty is a tool that should be used by faculty to reflect both personally and within the context of a development conversation on their strengths and opportunities for growth. This framework identifies a number of dimensions under each of the categories of Faculty achievement listed below. Within each dimension is a series of indicators to provide faculty with examples of the types of activities in which they may be involved. The list of indicators is not exhaustive, nor is it expected that a candidate will have engaged with all indicators. It is intended for illustrative purposes.

Research, Scholarship and Innovation

- Qualifications
- Publication, Outputs and Profile
- Research Funding
- Research Supervision and Management
- Research Culture
- Innovation and Impact

Teaching and Learning

- Facilitating Student Learning
- Curriculum Design, Assessment and Development
- Scholarship of Teaching and Learning
- Enhancement of Practice: Personal and Professional Development

Leadership and Contribution

- Administration and Leadership
- Recruitment and Outreach
- Building Community
- Building Support
- Professional/Clinical Service
- Public and Professional Engagement

Faculty can assess their current position on the framework across the various dimensions. The framework has been developed on the basis that all Faculty including Lecturers/Assistant Professors are expected to be working, at a minimum, at the level of satisfactory achievement across each of the dimensions listed. Taken in the aggregate, with due consideration for disciplinary norms, Associate Professors are normally expected to be working at the level of substantial achievement, Professors at the level of outstanding achievement and Full Professors at the level of exceptional achievement. It is **not** expected that faculty at higher grades would necessarily be working at levels of substantial, outstanding or exceptional achievement across all dimensions but that activity at a higher level in one area could balance against less activity in another dimension.

Faculty seeking Promotion

The UCD Development Framework for Faculty should be used as a guide for faculty seeking promotion. Faculty members applying for promotion are **not** expected to have engaged in all the indicators listed in the framework but are expected in the aggregate to demonstrate that they meet the standard for promotion to which they are applying. While the Faculty Promotions Committee will consider a candidate's full career record, particular emphasis will be placed on the body of work and achievement since their last promotion or appointment.

Research, Scholarship and Innovation				
Dimensions	Indicators of Satisfactory Achievement	Indicators of Substantial Achievement	Indicators of Outstanding Achievement	Indicators of Exceptional Achievement
Qualifications	Ph.D. or equivalent doctoral qualification, or equivalent evidence of high-level research (or, in exceptional circumstances, professional) achievement.	→	→	→
	For clinical academics, relevant European or American Board certification.	→	→	→
Publications, Outputs and Profile (Demonstration of publication quality and impact may include, but is not limited to, citations, reviews and prizes, all as appropriate to the discipline. In the case of multi-authored	A sustained record of high-quality peer-reviewed publication in journals, conferences, book chapters, books and/or monographs, as appropriate to disciplinary norms.	A substantial and sustained record of high-quality peer-reviewed publication in journals, conferences, book chapters, books and/or monographs. This record will be appropriate to disciplinary norms, and will include sole, major or senior authorship of high-impact publications.	An outstanding and sustained record of high-quality peer-reviewed publication in journals, conferences book chapters, books and/or monographs. This body of work will have had significant impact within the discipline or across disciplines, marking the individual out as a leader in a particular area or areas of research.	An exceptional and sustained record of high-quality peer-reviewed publication in journals, conferences, book chapters, books and/or monographs. The body of work will have an impact, coherence and an intellectual signature that has earned the individual a recognised reputation as an international leader in their discipline or across disciplines.

<p>publications, there must be a clear articulation of the personal contribution)</p>	<p>Other high-quality research outputs such as clinical studies/trials, creative/cultural contributions, datasets, policy papers and/or software, as appropriate to disciplinary norms in disciplines where such outputs are relevant.</p>	<p>A substantial record of high-quality research outputs such as clinical studies/trials, creative/cultural contributions, datasets, policy papers and/or software, as appropriate to disciplinary norms in disciplines where such outputs are relevant.</p>	<p>An outstanding and sustained record of high-quality research outputs such as clinical studies/trials, creative/cultural contributions, datasets, policy papers and/or software, as appropriate to disciplinary norms in disciplines where such outputs are relevant. This body of work will have had significant impact within the discipline, marking the individual out as a leader in a particular area or areas of research.</p>	<p>An exceptional and sustained record of high-quality research outputs such as clinical studies/trials, creative/cultural contributions, datasets, policy papers and/or software, as appropriate to disciplinary norms in disciplines where such outputs are relevant. The body of work will have an impact and coherence that has earned the individual a recognised reputation as an international leader in their discipline.</p>
	<p>Indicators of esteem in research and scholarship, as appropriate to the discipline.</p>	<p>Indicators of substantial esteem in research and scholarship, as appropriate to the discipline. Examples include:</p> <ul style="list-style-type: none"> ● A track record of invited lectures and visiting appointments, along with prizes and honours 	<p>Indicators of outstanding esteem in research and scholarship, as appropriate to the discipline. Examples include:</p> <ul style="list-style-type: none"> ● Invited lectures and visiting appointments at leading international institutions, keynote lectures at major international conferences, major prizes and honours 	<p>Indicators of exceptional esteem in research and scholarship, as appropriate to the discipline. Examples include:</p> <ul style="list-style-type: none"> ● Highly prestigious invited lectures and visiting appointments, keynote lectures at the leading international conferences, and particularly prestigious prizes and honours

	<p>Active membership of national or international societies or committees, where these relate to the research and scholarly work of the individual.</p>	<ul style="list-style-type: none"> • Membership at an elevated grade (e.g. senior membership or equivalent) and participation in leadership activities of leading national or international societies or committees, where these relate to the research and scholarly work of the individual. 	<ul style="list-style-type: none"> • Membership of prestigious selective societies or elevation to leadership positions, fellowship or equivalent in leading international societies or committees, based on outstanding performance in research and scholarship. 	<ul style="list-style-type: none"> • Membership of the most prestigious selective societies or elevation to key leadership positions, fellowship or equivalent in leading international societies or committees, based on exceptional performance in research and scholarship.
	<p>Contribution to the organisation of research through activities such as:</p> <ul style="list-style-type: none"> • Contributing to the organisation of conferences and workshops • Regularly serving as a reviewer for journals and conferences 	<p>Significant contribution to the organisation of research, through activities such as:</p> <ul style="list-style-type: none"> • Contributing to the organisation of national and international conferences • External examining of research degrees at national and international universities • Participating in advisory and review panels • Participating in international collaborations • Regularly serving as a reviewer for journals • Refereeing proposals/completed books for international book publishers 	<p>Effective leadership in the organisation of research, through activities such as:</p> <ul style="list-style-type: none"> • Editorial positions • Leadership roles within international research collaborations • Organising and hosting major conferences • Participation in international advisory and review panels in relation to research and scholarship 	<p>Senior and effective leadership in the organisation of research, through activities such as:</p> <ul style="list-style-type: none"> • Chairing major conferences • Leading international research collaborations • Leading international advisory and review panels in relation to research and scholarship • Senior editorial positions

Research Funding	Engagement with the process of initiating peer-reviewed research funding, consistent with opportunities available.	Peer-reviewed competitively-won national or international funding as a principal investigator or co- investigator, funding a substantial project or programme.	Peer-reviewed competitively-won national or international funding as principal investigator (or as a co- investigator in very large national and international collaborations), from funding sources that are recognised within the discipline to be particularly prestigious and/or competitive.	Peer-reviewed competitively-won national or international funding as principal investigator of a national or international collaboration of the highest prestige, competitiveness and scale.
Research Supervision and Management	Successful involvement in the supervision and examination of research at Masters and/or PhD level as appropriate to disciplinary norms. This may include contributions to research supervision and examination more broadly within the university, for example, acting as internal examiner of PhD students or equivalent; membership or chairing of RSPs; engagement in Research Supervision Development programme	A substantial track record of research supervision, particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, as appropriate to disciplinary norms. This may be demonstrated through for example, <ul style="list-style-type: none"> • Acting as principal supervisor for PhD students or equivalent • Clearly defined substantial co-supervision of PhD students or equivalent • Substantial principal supervision of Research Masters or Equivalent Contribution to research supervision and examination more broadly within the university, for example, acting as internal examiner of PhD students or equivalent; membership or chairing of RSPs;	A record of research supervision, particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, that is outstanding in scale and/or quality. This may be demonstrated by, for example: <ul style="list-style-type: none"> • Awards and positions secured by doctoral and postdoctoral researchers • Invitations to host visiting doctoral and postdoctoral researchers • Steps taken in support of career development of doctoral and postdoctoral researchers within the group and within the university 	A record of research supervision, particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, that is exceptional in scale and/or quality. This may be demonstrated by, for example: <ul style="list-style-type: none"> • Highly competitive awards and positions secured by doctoral and postdoctoral researchers • Prestigious mentorship awards won by the individual, • Steps taken in support of career development of doctoral and postdoctoral researchers within the group and within the university that advance best practice in supervision

		engagement in Research Supervision Development programme.		
	Where appropriate, taking steps to build a structured research group/team.	Leading and managing a successful and structured research group/team.	Leading and managing a successful and structured research group/team that is outstanding in success and/or scale.	Leading and managing a research group/team in a manner that is exceptional in success and/or scale and advancing best practice in research leadership and management.
	Satisfactory engagement in collaborative research.	Substantial involvement in research collaborations that have delivered defined outcomes and impact.	Outstanding involvement in research collaborations that have delivered strong outcomes and impact.	Exceptional achievement in leading research collaborations that have delivered important outcomes and impact.
	Where appropriate, taking steps to develop research infrastructure to the benefit of the university.	Substantial involvement in the successful development of research infrastructure to the benefit of the university.	Outstanding involvement in the delivery and successful management of research infrastructure to the benefit of the university	Exceptional leadership in the delivery and successful management of major research infrastructure to the benefit of the university.
Research Culture	Supporting a positive research culture in ways appropriate to the discipline, for example through: <ul style="list-style-type: none"> ● Actions to promote EDI in research ● Attending events in support of a positive research culture ● Undertaking training in research integrity, data privacy, etc. 	Substantial involvement in advancing a positive research culture in ways appropriate to the discipline, for example through: <ul style="list-style-type: none"> ● Actions and effectiveness in promoting EDI in research ● Membership of a relevant university committee ● Supporting colleagues in their research development ● Taking demonstrable steps to advance interdisciplinary engagement beyond one's own 	Outstanding involvement in advancing a positive research culture inside and/or outside the university in ways appropriate to the discipline, for example through: <ul style="list-style-type: none"> ● Championing actions and effectiveness in promoting EDI in research ● Championing and delivering novel initiatives with demonstrable impact on research culture 	Exceptional leadership in advancing a positive research culture inside and/or outside the university in ways appropriate to the discipline, for example through: <ul style="list-style-type: none"> ● International reputation for leadership in advancing interdisciplinary engagement ● Recognised leadership in promoting EDI in research ● Taking on a major leadership role with transformational impact ● Winning a prestigious award in the area of research culture

		<p>School/Unit/discipline to address major societal challenges</p> <ul style="list-style-type: none"> ● Taking demonstrable steps to embed a positive research culture, for example through arranging structured training for a research group 	<ul style="list-style-type: none"> ● Leadership in advancing interdisciplinary engagement ● Leadership or sustained membership of relevant university committees – e.g. university research ethics committees 	
Innovation and Impact	Engagement with research-driven innovation, as appropriate to disciplinary norms.	<p>A substantial record of research driven innovation, which may include:</p> <ul style="list-style-type: none"> ● A demonstrable innovation within or across disciplines ● Consultancy activities that advance the University's mission ● Involvement in a campus company development programme, with successful outcomes ● Successful engagement with the patenting or licensing of intellectual property 	<p>An outstanding record of research driven innovation, which may include:</p> <ul style="list-style-type: none"> ● A demonstrable innovation within or across disciplines with notable impact ● Award of patents with notable impact ● Consultancy activities that advance the University's mission with notable impact ● Formation and successful running of a campus company with notable impact ● Licensing of intellectual property with notable impact 	<p>An exceptional record of research driven innovation with particular significance or scale, which may include:</p> <ul style="list-style-type: none"> ● A demonstrable, paradigm-shifting, innovation within or across disciplines ● Award of patents with exceptional impact ● Consultancy activities that advance the University's mission with exceptional impact ● Formation and successful running of a campus company with exceptional impact ● Licensing of intellectual property with exceptional impact

	<p>Delivering cultural, economic, environmental, health, intellectual, political, social or technological impact based on research and scholarly activity. Pathways to impact may include:</p> <ul style="list-style-type: none"> ● Active involvement in professional, cultural or community organisations ● Delivering creative works of particular repute ● Informing and contributing to policy debate ● Professional/clinical practice 	<p>Delivering substantial cultural, economic, environmental, health, intellectual, political, social or technological impact based on research and scholarly activity. Pathways to impact may include:</p> <ul style="list-style-type: none"> ● Contribution at a senior level to professional, cultural or community organisations ● Delivering creative works of national repute ● Informing and contributing to policy debate at a high level or scale ● Informing professional/clinical practice ● Providing expert advice to government, industry and other organisations 	<p>Delivering outstanding cultural, economic, environmental, health, intellectual, political, social or technological impact based on research and scholarly activity, earning for the individual a reputation for leadership. Pathways to impact may include:</p> <ul style="list-style-type: none"> ● Delivering creative works of international or major national repute ● Leadership of professional, cultural or community organisations ● Providing expert advice to government, industry and other organisations, at a very high level or scale ● Significantly advancing professional/clinical best practice nationally or internationally 	<p>Delivering exceptional cultural, economic, environmental, health, intellectual, political, social or technological impact based on research and scholarly activity, earning for the individual a widespread reputation as one of the international leaders in their discipline. Pathways to impact may include:</p> <ul style="list-style-type: none"> ● Delivering creative works of the highest international repute ● Leadership of the most significant international professional or cultural organisations ● Providing expert advice at the highest level to government, industry and other organisations ● Transforming professional/clinical best practice internationally
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Teaching and Learning				
Dimensions	Indicators of Satisfactory Achievement	Indicators of Substantial Achievement	Indicators of Outstanding Achievement	Indicators of Exceptional Achievement
Facilitating Student Learning	<p>Sustained and satisfactory engagement of teaching and learning material for students, including student engagement activities outside the classroom. For example</p> <ul style="list-style-type: none"> ● Active engagement in School/College Programme board activities ● Adopting inclusive teaching, learning and assessment approaches appropriate to supporting diverse student cohorts. ● Contributing directly to supervision and student education or research in a clinical or professional workplace setting. ● Consistent record of effective engagement with the learning activities of the student body ● Using effective approaches for facilitating student learning, including the adoption of technology 	<p>Sustained and substantial engagement in teaching and learning material for students, including student engagement activities outside the classroom, recognised as making an important contribution to the subject/discipline. For example:</p> <ul style="list-style-type: none"> ● Effective approaches to enhancing student learning through formative feedback opportunities (face-to-face/in-class settings/outside class settings/online). ● Establishing new inclusive and accessible learning opportunities with substantial and sustained contribution to the delivery of continuing professional development, part time/flexible learning opportunities and/or lifelong learning initiatives ● Facilitating learning within and beyond the classroom at School or Programme 	<p>Substantive and successful engagement in teaching and learning material for students, including student engagement activities outside the classroom, recognised as making a major contribution to the wider teaching and learning environment. For example:</p> <ul style="list-style-type: none"> ● Development of TEL to facilitate student learning at College level or across diverse programmes ● Leadership in engagement with the student body – e.g. implementing structured advising and/or mentoring programmes for students; creating a significant staff-student partnership ● Nationally recognised contributions to new inclusive learning opportunities 	<p>Transformative leadership and implementation of major teaching and learning innovations, with significant and recognised pedagogic impact. For example:</p> <ul style="list-style-type: none"> ● Internationally recognised contributions to new inclusive learning opportunities ● National and international leadership in student learning in subjects and/or programmes, in light of advances/developments in the discipline/profession ● Recognised leadership for the development and use of innovative approaches e.g. TEL at university/national/international levels ● Strategic influence and impact on the development of organisational infrastructure necessary to enable and support teaching and learning with the University/nationally/internationally

	enhanced learning as appropriate.	level – e.g. creating opportunities for students to engage in co-curricular activities		
Curriculum Design, Assessment and Development	<p>Sustained and satisfactory engagement with curriculum design, module development and student assessment. For example:</p> <ul style="list-style-type: none"> ● Creation of new modules/ content ● Introduction of new learning content to engage a diverse range of students ● Implementation of a variety of assessment approaches within a module/programme ● Ongoing engagement in quality enhancement of modules, drawing on relevant evidence, e.g. feedback from students, external examiner, peer review and critical self-reflection 	<p>Sustained and substantial commitment to curriculum design, module development and student assessment recognised as making an important contribution to the subject/ discipline. For example:</p> <ul style="list-style-type: none"> ● Achievements in curriculum design/innovation to overcome special challenges (e.g. breadth of courses, difficulty of material, diversity of learners, student engagement, enabling student inclusion etc.) ● Developing new curricula approaches to widening participation at Programme/School level ● Development of new clinical educational frameworks ● Implementation of a variety of assessment 	<p>Substantive and successful innovations in curriculum design, module development and student assessment, recognised as making a major contribution to the wider teaching and learning environment. For example:</p> <ul style="list-style-type: none"> ● Demonstrated outstanding leadership at College and/or programme level in substantive and lasting programme change (e.g. SHTL/VPTL/Associate Dean) ● Development of new clinical educational frameworks ● Facilitation of external co-delivery of curricula with community/ industry partners ● Innovative approaches responding to Quality Review/ Professional Accreditation Bodies 	<p>Transformative leadership and implementation of curriculum design, module development and student assessment, with significant and recognised pedagogic impact. For example:</p> <ul style="list-style-type: none"> ● Creation of significant programmes which have enhanced the national and/or international reputation of the university. ● Development of assessment or evaluation instruments and tools to support ongoing curriculum review and improvement at University/national or international levels ● Development of new clinical educational frameworks ● Evidence based review, (re)design and

		<p>approaches within or across programmes</p> <ul style="list-style-type: none"> ● Substantial contribution to the development of new or restructured programmes. 	<p>recommendations with reference to Programme/curriculum content and assessment</p> <ul style="list-style-type: none"> ● Major contribution to or leadership in developing innovative assessment approaches at College/University level (e.g. online assessment, portfolio assessment) 	<p>(re)development activities, to align with advances in the discipline/profession</p> <ul style="list-style-type: none"> ● Leading contribution to international literature on the pedagogy of curriculum design, assessment and development
<p>Scholarship of Teaching and Learning</p>	<p>A satisfactory and sustained record of dissemination and best practice in teaching and learning. For example:</p> <ul style="list-style-type: none"> ● Application of relevant scholarship in teaching and learning to the (re)design and delivery of modules ● Regular participation in seminars and conferences in teaching and learning ● Sharing practices of inclusive learning 	<p>A substantial and sustained record of dissemination and best practice in teaching and learning. For example:</p> <ul style="list-style-type: none"> ● Active participation in School/College teaching and learning workshops ● Organisation of seminars and conferences in teaching and learning at School/ College level ● Preparation of learning resources which are used effectively within the School/ College 	<p>An outstanding and sustained record of dissemination and best practice in teaching and learning. For example:</p> <ul style="list-style-type: none"> ● An outstanding and sustained record of scholarly activity in the pedagogy of one's subject/ discipline. (e.g. preparation of textbooks, learning resources or peer reviewed journal articles) ● Developing and delivering teaching and learning projects at College/ University/ level ● Leadership in advancing understanding of inclusive learning and of emerging areas of pedagogy ● Organisation of seminars, conferences or workshops 	<p>An exceptional and sustained record of dissemination and best practice in teaching and learning. For example:</p> <ul style="list-style-type: none"> ● Awards/prizes for internationally recognised, significant teaching/ pedagogic innovation and leadership. ● Developing a body of work that has an intellectual signature that has earned the individual widespread reputation as a leader in pedagogy and practice. ● International recognition for innovations and leadership in teaching and pedagogy ● Invitation to participate in international teaching and learning fora ● Organisation of impactful

			in teaching and learning at College/ University/ level	international symposia/ conferences on teaching and learning.
Enhancement of Practice: Personal and Professional Development	<p>Active, ongoing and satisfactory participation in CPD in university teaching and learning. For example:</p> <ul style="list-style-type: none"> ● Active contribution to School Teaching and Learning initiatives ● Attendance and participation in appropriate and relevant courses in or related to teaching and learning within or outside the university ● Commitment to ongoing evaluation and enhancement of teaching, drawing on various sources of feedback and self-reflection and an appreciation of 	<p>Active, ongoing and substantial participation in CPD in university teaching and learning. For example:</p> <ul style="list-style-type: none"> ● Attainment of accredited qualification specific to teaching and learning in higher education <p>Contributions to the governance of teaching and learning at School/College level e.g. Programme Director, School Head of Teaching and Learning, Head of Subject</p> <p>Substantial and validated performance as an effective</p>	<p>Active, ongoing and outstanding participation in CPD in university teaching and learning. For example:</p> <ul style="list-style-type: none"> ● Creation of mentoring opportunities in teaching and learning for colleagues at College/ University/ national level <p>Leadership in the governance and strategic development of teaching and learning at School/College level, e.g. School Head of T&L/Associate Dean/VP of Teaching & Learning, Head of Subject</p>	<p>Active, ongoing and exceptional participation in CPD in university teaching and learning. For example:</p> <ul style="list-style-type: none"> ● Active and impactful membership of international committees which focus on professional development/ enhancement of university education ● Development of organisational infrastructure to enable and support professional development at University/national/ International levels

	contemporary pedagogical theories	<p>university teacher. For example College Level Teaching and Learning Award; Internal or external recognition such as professional awards, prizes or fellowships.</p> <ul style="list-style-type: none"> • Subject/Programme External Examiner at other institutions nationally 	<ul style="list-style-type: none"> • Leading events on education, undertaking peer reviews and leading educational initiatives within or outside the University • Outstanding and validated performance as an effective university teacher. For example - University level Teaching and Learning Award, external recognition such as professional awards, prizes or senior fellowships. • Subject/Programme External Examiner at other institutions internationally 	<ul style="list-style-type: none"> • Exceptional contribution to and/or leadership of national and/or international teaching and learning networks to enhance practice and/ or professional development • Impactful leadership in building collaborative and collegial approaches to education innovation and change at University/national/international levels • Recognition as a leader in university teaching and learning at national/international level e.g. national and international awards and fellowships
Leadership and Contribution				
Dimensions	Indicators of Satisfactory Achievement	Indicators of Substantial Achievement	Indicators of Outstanding Achievement	Indicators of Exceptional Achievement
Administration and Leadership	<p>Contribution to the effective administration and functioning of the university. For example:</p> <ul style="list-style-type: none"> • Active membership of school/college/ institute/university committees and boards. 	<p>Substantial and sustained commitment to the university through active and successful membership of major committees and boards. Leadership within the university, demonstrated by, for example:</p>	<p>Outstanding contribution to the university through a significant, sustained and successful leadership role at the level of Head of School or equivalent. For example,</p>	<p>Exceptional contribution to the university through a significant, sustained and successful leadership role at UMT level, or through exceptional success as a Head of School or equivalent. For example:</p>

	<ul style="list-style-type: none"> • Demonstrable activity to address the issues of equality, diversity and inclusion 	<ul style="list-style-type: none"> • Chairing committees and boards. • Demonstrated positive and sustained contributions to fostering an inclusive environment and raising awareness of equality, diversity and inclusion at the School or programme level (e.g., membership of committee winning or implementing the recommendations of an Athena Swan or equivalent awards) 	<ul style="list-style-type: none"> • Demonstrated outstanding contributions to fostering an inclusive environment and raising awareness of equality, diversity and inclusion at the College level (e.g., leadership of committee winning Athena Swan or equivalent awards) • Effective role in mentoring faculty 	<ul style="list-style-type: none"> • Evidence of exceptional leadership in and/or demonstrated commitment to gender equality and the broader equality, diversity and inclusion agenda at the University, national or international level • Leadership role in mentorship of faculty
Recruitment and Outreach	Participation in open days and other recruitment activities.	<p>Substantial and sustained commitment to recruitment activities, for example:</p> <ul style="list-style-type: none"> • Effective organisation of open days and student recruitment activity • Representing the university internationally and supporting the recruitment of students, particularly international and under-represented student cohorts 	<p>Outstanding commitment to recruitment, outreach activities, through sustained commitment to and leadership in activities such as:</p> <ul style="list-style-type: none"> • Student recruitment at significant scale, particularly international students and under-represented student cohorts 	<p>Exceptional commitment to recruitment, outreach activities, through sustained commitment to and leadership of activities such as:</p> <ul style="list-style-type: none"> • Activities that advance international best practice and achieve international recognition for the individual and for the university • Transformational initiatives in student recruitment

<p>Building Community</p>	<p>Sustained commitment to enhancing an inclusive university community, for example through:</p> <ul style="list-style-type: none"> ● Extracurricular activities in support of students and the wider university community ● Participation in conferring ceremonies and other major externally facing events for the university community 	<p>Substantial and sustained commitment to enhancing an inclusive university community, for example through:</p> <ul style="list-style-type: none"> ● Contributing to the organisation of major events for the university community. ● Engagement with the development of faculty and staff ● Leadership in the support of students and student activities 	<p>Outstanding and sustained commitment to enhancing an inclusive university community, delivering significant progress towards the university's objectives and advancing best practice nationally.</p>	<p>Exceptional and sustained achievements in enhancing an inclusive university community, delivering transformational results that advance international best practice and achieve international recognition for the individual and for the university.</p>
<p>Building Support</p>	<p>Representing the university at meetings with agencies, industry, visitors and potential donors if and when required.</p> <p>Where appropriate, taking steps to develop research and/or teaching infrastructure to the benefit of the university.</p>	<p>Substantial involvement in building support among external partners for university developments, leading to outcomes such as scholarships, funded positions, infrastructure or other developments that benefit the university.</p> <p>Substantial involvement in the successful development of research and/or teaching infrastructure to the benefit of the university.</p>	<p>Outstanding involvement in a leadership team that secures funding for, and successfully delivers, a major infrastructure development within the university.</p> <p>Outstanding involvement in the delivery and successful management of research and/or teaching infrastructure to the benefit of the university.</p> <p>Successful leadership with sustainable growth in clinical services and income</p>	<p>Exceptional leadership of a team that secures funding for, and successfully delivers, a major development within the university outside the individual's own research area.</p> <p>Exceptional leadership in the delivery and successful management of major research and/or teaching infrastructure to the benefit of the university.</p>

<p>Professional/ Clinical Service</p>	<p>Providing professional/clinical services that benefit the university by, for example:</p> <ul style="list-style-type: none"> ● Working as a member of clinical team, providing referral services that contribute to educational objectives, research and clinical income generation 	<p>Substantial and sustained provision of professional/clinical services that advance best practice within the university. This may be demonstrated by, for example:</p> <ul style="list-style-type: none"> ● Achieving new or continued recognition for specialist training programmes ● Clinical management responsibility e.g. clinical team leader ● Contribution to delivery of high quality clinical practice supported by evidence of relevant professional skills ● Development of new clinical services ● Leading clinical outcomes assessment ● Links with regulatory/ advisory bodies relevant to the profession and or human or animal charities/ welfare organisations ● Serving as Discipline Leader 	<p>Development and delivery of professional/clinical services that advance best practice nationally and measurably advance progress towards university objectives. This may be demonstrated by, for example:</p> <ul style="list-style-type: none"> ● Awards and Prizes ● Developing strategy for clinical services ● Invitations to deliver keynote presentations ● Major Involvement in clinical infrastructure development ● Major role within regulatory/advisory bodies relevant to the profession and or human or animal charities/ welfare organisations ● Serving in senior positions in international clinical speciality organisations ● Successful track record in applying clinical knowledge 	<p>Development and delivery of transformational professional/clinical services that advance international best practice and achieve international recognition for the individual and for the university. This may be demonstrated by, for example:</p> <ul style="list-style-type: none"> ● Award of major international prizes or distinctions ● Exceptional and sustained contribution to clinical income generation ● Regular invitations to provide specialist clinical training internationally ● Research-led development of major new clinical practices or procedures ● Successful leadership resulting in new clinical services and income streams ● Successful and sustained track record in applying clinical knowledge to improve human or animal care (e.g. development of new clinical services, products or innovative approaches to patient care,
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				<p>diagnostics or population medicine)</p> <ul style="list-style-type: none">● Sustained track record of leadership within national/international regulatory/ advisory bodies relevant to the profession and or human or animal charities/ welfare organisations
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<p>Public and Professional Engagement</p>	<p>Participation in engaging with professional organisations and groups such that knowledge deriving from research and teaching contributes to the professional discipline.</p> <p>Participation in public engagement activities through which research, teaching and scholarly activity are influenced by and shared with the public for mutual learning.</p>	<p>Substantial and sustained commitment to engagement with professional groups and organisations at a national level, such that knowledge from research and teaching contributes to the development of the professional discipline.</p> <p>Participation in professional engagement at international level.</p> <p>Substantial and sustained commitment to public engagement activities through which research, teaching and scholarly activity are influenced by and shared with the public for mutual learning.</p>	<p>Outstanding achievement in professional engagement, through leadership role or directing of major initiatives and projects within a professional organisation at a national level, such that knowledge from research and teaching contributes to the development of the professional discipline</p> <p>Substantial and sustained commitment to professional engagement with an international organisation.</p> <p>Outstanding achievement in public engagement based on research, teaching or scholarly activity, through sustained commitment to and leadership in public engagement activities that have transformational impact at the national scale.</p>	<p>Exceptional achievement in professional engagement at an international level, through leadership roles or directing major projects with initiatives with leading organisations, such that knowledge from research and teaching contributes to the development of the professional discipline.</p> <p>Exceptional achievement in public engagement based on research, teaching or scholarly activity, through sustained commitment to and leadership in public engagement activities that have substantial impact at the international scale and have earned the individual a widespread reputation as a leader in their discipline.</p>
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