



**Faculty Promotions Report**  
**18<sup>th</sup> May 2016 – 31<sup>st</sup> August 2017**

## INTRODUCTION

As set out in our strategy, UCD values excellence and understands that excellent performance requires excellent people working in a supportive environment. The strategy states that:

*“UCD will continue to attract excellent and diverse students, faculty and staff from around Ireland and around the world and will put in place appropriate support measures to develop and retain the members of our community”.*

The strategy commits to working to ensure that the University’s faculty and staff are enabled to achieve their full potential and are appropriately rewarded for their contribution.

The purpose of this report is to provide an update on the Faculty Promotion process for the period 18<sup>th</sup> May 2016 – 31<sup>st</sup> August 2017. The report is in 4 sections - the background to the implementation of the faculty promotion process, implementation, outcomes of applications for promotion and an outline of next steps.

## 1 BACKGROUND TO THE IMPLEMENTATION OF THE FACULTY PROMOTION PROCESS

In mid-2015, the UMT approved the establishment of the Faculty Development, Reward and Recognition (FDRR) Working Group which having reviewed best practice internationally made a number of recommendations in relation to changing the Academic Promotions process that was in place at that time.

As a result of these recommendations, the following key changes to the promotion process for faculty were implemented:

- The introduction of a rolling promotions process, whereby candidates apply for promotion when they are ready, via InfoHub, following consultation and input from their Head of School and College Principal.
- Applications for promotion are assessed by a single committee. The Faculty Promotions Committee (FPC) (see Appendix I) meets on a monthly-basis approximately 10 times a year to assess applications. When assessing applications, the FPC are informed by, but not bound by, the comments of the Head of School and College Principal and the reports of External Assessors.
- The creation of the Development Framework for Faculty (see Appendix II) against which applications are judged. Candidates are expected to make a clear and unequivocal evidence informed case that they are currently performing at the level to which they are applying, and that they have the drive and capacity to continue performing at that level. 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

dimension. Taken in the round, with due consideration for discipline differences, Associate Professors are 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.

- The Faculty Promotion process is built on the principle of self-reflection. Prior to application, candidates are advised to talk with their Head of School and/or other colleagues to proactively consider their readiness for promotion. Part of the conversation with the Head of School is in relation to the candidate's overall development.
- Heads of School and College Principals provide a short commentary on the candidate's application for promotion. The commentary should be an objective and non-judgemental assessment of the candidate and their achievements, placed in the context of the discipline. The commentary by the Head of School and/or College Principal should neither be a Reference nor a Recommendation. A candidate can review commentaries and has a 'right to reply'.
- When the Performance for Growth process is established, candidates must have engaged, and be up to date with, their Performance for Growth review in advance of an application being submitted. An agreed development plan will form part of the submission for promotion.
- The University welcomes applications for promotion from faculty who hold part-time roles. The FPC expects that the quality of a part-time academic's output and achievements would be equal to that of a full-time academic, however, it recognises that the quantity of output and achievements is likely to be less for a part-time member of faculty. In making its assessments, the FPC takes into account the amount of time that has been available to candidates for the completion of their duties and allows for appropriate adjustments in terms of expected outputs.
- Faculty no longer need to be tenured to apply for promotion.
- Notes and relevant minutes are available to candidates on request following the conclusion of the process including written and oral feedback. This feedback supports the communication of the promotion decision so that the candidate has sufficient clarity, and a link has been developed between the feedback received and the Performance for Growth process, when established, so that feedback is incorporated into an individual's development plan. External assessors' reports are provided in confidence (within the framework of FOI legislation) and as such are retained by HR and candidates may apply for them under FOI.
- Candidates and Heads of School nominate External Assessors for approval by the FPC.
- There is no internal quota system in place for Faculty promotions.

## 2 IMPLEMENTATION

Membership of the Faculty Promotions Committee is proposed by the President and approved by the Governing Authority.

- Once established the membership of the Committee will rotate on a 3-year basis, i.e. three new members will join, and three members will leave.
- Membership of the FPC is subject to review by the President
- Each member of the FPC has undertaken Unconscious Bias Training.

The selection of the President's nominees ensures that there is gender representation on the Committee. It is the University's ambition to have a minimum of 40% of either gender on the Faculty Promotions Committee. The quorum for a meeting of the Faculty Promotions Committee is 7.

A number of workshops have been held to provide advice on the process to potential applicants considering applying for promotion. Briefing sessions were also held for Heads of School and College Principals. Going forward, workshops for candidates will continue to be held 3 times a year and briefing session for Heads of School will be included in the new Head of School Induction Programme.

An on-line Development Workspace has been developed to allow faculty to view key metrics relating to their professional and career development and enables faculty to assess their readiness and prepare for promotion.

## 3 OUTCOME OF APPLICATIONS FOR PROMOTION (18<sup>th</sup> May 2016 – 31<sup>st</sup> August 2017)

Since the launch of the Faculty Promotion process, 77 applications for promotion were assessed by the Faculty Promotions Committee during the period 18<sup>th</sup> May 2016 – 31<sup>st</sup> August 2017.

57 applicants were promoted (for a full list see Appendix III) which is 74% of the total number of applications.

### Percentage of applications by decision up to 31<sup>st</sup> August 2017

| Decision     | Lecturer/Assistant Professor > Associate Professor | Associate Professor > Professor | Professor > Full Professor | Total |
|--------------|--|---------------------------------|----------------------------|-------|
| Successful   | 73%  | 70%                             | 90%                        | 74%   |
| Unsuccessful | 27%  | 30%                             | 10%                        | 26%   |
| Total        | 100%   | 100%                            | 100%                       | 100%  |

33 of the 77 applications for promotion were from women with the remaining 44 applications from men.

**Percentage of total applications by gender up to 31<sup>st</sup> August 2017**

| Gender | Lecturer/Assistant Professor > Associate Professor | Associate Professor > Professor | Professor > Full Professor | Total |
|--------|--|---------------------------------|----------------------------|-------|
| Female | 50%  | 30%                             | 40%                        | 43%   |
| Male   | 50%  | 70%                             | 60%                        | 57%   |
| Total  | 100%   | 100%                            | 100%                       | 100%  |

The **Gender Equality Action Plan (GEAP)** introduced the following gender equality targets in promotion, with the measure being at least in proportion to the number of women at the grade below (cascade model) which is to be monitored on an annual basis. The GEAP targets for 2017 along with the percentage of actual promotions for female faculty using the cascade model are as follows:

|  | Promotion from Lecturer/Assistant Professor > Associate Professor | Promotion from Associate Professor > Professor | Promotion from Professor > Full Professor |
|--|---|--|---|
| GEAP Target                              | 50.8%   | 36.2%  | 32.2%                                     |
| Percentage of Eligible Candidates        | 50.32%  | 37.25  | 29.63                                     |
| Percentage of Promoted Female candidates | 56.25%  | 43.75%   | 33.3%                                     |

For the period 18<sup>th</sup> May 2016 to 31<sup>st</sup> August 2017, the gender equality targets have been exceeded across all three levels. GEAP targets for the period 1<sup>st</sup> September 2017 to 31<sup>st</sup> August 2018 will be set shortly by the GEAP group.

**Percentage of applications received broken down by college up to 31<sup>st</sup> August 2017**

| College                        | Applications for Promotion to Associate Professor |             | Applications for Promotion to Professor |             | Applications for Promotion to Full Professor |             |             |
|--------------------------------|---|-------------|---|-------------|--|-------------|-------------|
|                                | F   | M           | F                                       | M           | F  | M           |             |
| Arts & Humanities              | 32%   | 5%          | 14%                                     | 25%         | 25%  | 0%          | 18%         |
| Business                       | 0%  | 0%          | 14%                                     | 0%          | 0%   | 0%          | 1%          |
| Engineering & Architecture     | 0%  | 18%         | 0%                                      | 31%         | 0%   | 0%          | 12%         |
| Health & Agricultural Sciences | 36%   | 9%          | 14%                                     | 25%         | 25%  | 0%          | 21%         |
| Science                        | 14%   | 36%         | 14%                                     | 6%          | 25%  | 33%         | 21%         |
| Social Sciences & Law          | 18%   | 32%         | 44%                                     | 13%         | 25%  | 67%         | 27%         |
| <b>Total</b>                   | <b>100%</b>                                       | <b>100%</b> | <b>100%</b>                             | <b>100%</b> | <b>100%</b>                                  | <b>100%</b> | <b>100%</b> |

Of the 57 successful applicants, 28 were women and 29 were men.

**Percentage of successful applications by college up to 31<sup>st</sup> August 2017.**

| College                        | Associate Professor |             | Professor   |             | Full Professor |             | Total       |
|--------------------------------|---------------------|-------------|-------------|-------------|----------------|-------------|-------------|
|                                | Promoted            |             | Promoted    |             | Promoted       |             |             |
|                                | F                   | M           | F           | M           | F              | M           |             |
| Arts & Humanities              | 39%                 | 7%          | 14%         | 22%         | 0%             | 0%          | 19%         |
| Business                       | 0%                  | 0%          | 14%         | 0%          | 0%             | 0%          | 2%          |
| Engineering & Architecture     | 0%                  | 21%         | 0%          | 45%         | 0%             | 0%          | 12%         |
| Health & Agricultural Sciences | 27%                 | 7%          | 14%         | 22%         | 33.3%          | 0%          | 18%         |
| Science                        | 17%                 | 29%         | 14%         | 11%         | 33.3%          | 33%         | 21%         |
| Social Sciences & Law          | 17%                 | 36%         | 44%         | 0%          | 33.3%          | 67%         | 28%         |
| <b>TOTAL</b>                   | <b>100%</b>         | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b>    | <b>100%</b> | <b>100%</b> |

**Percentage of successful applications by age by 31<sup>st</sup> August 2017.**

| Age                       | Associate Professor |      | Professor |      | Full Professor |      | Total |
|---------------------------|---------------------|------|-----------|------|----------------|------|-------|
|                           | Promoted            |      | Promoted  |      | Promoted       |      |       |
|                           | F                   | M    | F         | M    | F              | M    |       |
| <b>30-39 years of age</b> | 22%                 | 7%   | 0%        | 23%  | 0%             | 0%   | 12%   |
| <b>40-49 years of age</b> | 61%                 | 43%  | 42%       | 33%  | 67%            | 0%   | 44%   |
| <b>50-59 years of age</b> | 17%                 | 43%  | 29%       | 44%  | 33%            | 83%  | 37%   |
| <b>60-65 years of age</b> | 0%                  | 7%   | 29%       | 0%   | 0%             | 17%  | 7%    |
| <b>Total</b>              | 100%                | 100% | 100%      | 100% | 100%           | 100% | 100%  |

**Percentage of unsuccessful applications by age up to 31<sup>st</sup> August 2017.**

| Age                       | Associate Professor       |      | Professor                 |      | Full Professor            |      | Total |
|---------------------------|---------------------------|------|---------------------------|------|---------------------------|------|-------|
|                           | Unsuccessful applications |      | Unsuccessful applications |      | Unsuccessful applications |      |       |
|                           | F                         | M    | F                         | M    | F                         | M    |       |
| <b>30-39 years of age</b> | 0%                        | 38%  | 0                         | 14%  | 0%                        | 0%   | 20%   |
| <b>40-49 years of age</b> | 75%                       | 62%  | 0                         | 43%  | 0%                        | 0%   | 55%   |
| <b>50-59 years of age</b> | 25%                       | 0%   | 0                         | 43%  | 100%                      | 100% | 25%   |
| <b>60-65 years of age</b> | 0%                        | 0%   | 0                         | 0%   | 0%                        | 0%   | 0%    |
| <b>Total</b>              | 100%                      | 100% | 100%                      | 100% | 100%                      | 100% | 100%  |

**Percentage of recommendations, by college, approved by the President up to 31<sup>st</sup> August 2017**

| College                        | Associate Professor |             |              |             | Professor   |             |              |             | Full Professor |             |              |           |
|--------------------------------|---------------------|-------------|--------------|-------------|-------------|-------------|--------------|-------------|----------------|-------------|--------------|-----------|
|                                | Promoted            |             | Not Promoted |             | Promoted    |             | Not Promoted |             | Promoted       |             | Not Promoted |           |
|                                | F                   | M           | F            | M           | F           | M           | F            | M           | F              | M           | F            | M         |
| Arts & Humanities              | 38%                 | 7%          | 0%           | 0%          | 14%         | 22%         | 0%           | 29%         | 0%             | 0%          | 100%         | 0%        |
| Business                       | 0%                  | 0%          | 0%           | 0%          | 14%         | 0%          | 0%           | 0%          | 0%             | 0%          | 0%           | 0%        |
| Engineering & Architecture     | 0%                  | 21%         | 0%           | 12.5%       | 0%          | 44%         | 0%           | 13%         | 0%             | 0%          | 0%           | 0%        |
| Health & Agricultural Sciences | 28%                 | 7%          | 75%          | 1%          | 14%         | 22%         | 0%           | 29%         | 33.3%          | 0%          | 0%           | 0%        |
| Science                        | 17%                 | 29%         | 0%           | 50%         | 14%         | 12%         | 0%           | 0%          | 33.3%          | 33%         | 0%           | 0%        |
| Social Sciences & Law          | 17%                 | 36%         | 25%          | 25%         | 44%         | 0%          | 0%           | 29%         | 33.3%          | 67%         | 0%           | 0%        |
| <b>Total</b>                   | <b>100%</b>         | <b>100%</b> | <b>100%</b>  | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>0%</b>    | <b>100%</b> | <b>100%</b>    | <b>100%</b> | <b>100%</b>  | <b>0%</b> |

**Percentage of Prima Facie Cases not established, by gender, up to 31<sup>st</sup> August 2017**

| Gender | L/AP -P | AP – P | P - FP | Total |
|--------|---------|--------|--------|-------|
| Female | 14%     | 0%     | 100%   | 17%   |
| Male   | 86%     | 100%   | 0%     | 83%   |
| Total  | 100%    | 100%   | 100%   | 100%  |

The following table shows the minimum, maximum and average time in months taken for different stages in the faculty promotions process.

In addition, there were 14 cases where, due to volume, applications were not assessed at the first available committee meeting which in all 14 cases was 24<sup>th</sup> January 2017. In 11 of these cases the completed applications along with external assessors' reports were assessed at the FPC meeting on 20<sup>th</sup> February 2017 and the remaining 3 applications were assessed at the FPC meeting in March 2017.

| Stage of Promotion Process  | Min.  | Max. | Ave. |
|---|-------|------|------|
| Time taken from submission to commentator 1 to Presidents' Approval in months | 3.5   | 11.3 | 6.7  |
| Time taken from submission to HR to President's Approval in months            | 2.8   | 9.7  | 5.3  |
| Time with External Assessors in months  | 1.2   | 7.2  | 3.4  |
| Time with Commentators in months  | 1 day | 3.5  | 1.3  |

The following tables show data in relation to the number of external assessor reports that were requested and received.

Of the 77 applications received the Faculty Promotions committee agreed that 65 applications established a prima facie case.

|  | L/AP -AP           |             | AP – P and P -FP  |             | TOTAL |
|--|--------------------|-------------|-------------------|-------------|-------|
| Number of applications for promotion to Associate Professor where prima facie case was established | 37                 |             | 28                |             | 65    |
| Number of potential External Assessor nominees submitted   | Candidates:<br>111 | HoS:<br>148 | Candidates:<br>84 | HoS:<br>140 | 483   |

|  |     |
|--|-----|
| Percentage of External Assessors excluded by the FPC ( <i>e.g. perceived conflict of interest, geographical spread, ranking of institution etc</i> ) | 34% |
| Percentage of External Assessors available to provide a report   | 65% |
| Percentage of available External Assessors who were asked to provide a report  | 67% |
| Percentage of External Assessors asked who provided the report   | 88% |
| Percentage of nominated External Assessors who provided a report   | 40% |

The table below provides information on applications where additional external assessor nominations were required because the original list of nominations had been exhausted.

|   | L-AP | AP-P | P-FP | Total |
|---|------|------|------|-------|
| Number of applications where further External Assessor nominations were needed to allow the FPC to select the required number | 3    | 2    | 2    | 7     |
| Number of additional External Assessors contacted in relation to the above  | 4    | 7    | 5    | 16    |
| Number of successful candidates where additional External Assessor nominations were required                                  | 3    | 1    | 2    | 6     |

## 4 NEXT STEPS

### 4.1 Appeals

Revisions to the Appeals process were agreed on the 10<sup>th</sup> November 2017 and the Faculty Promotions Policy has been updated to reflect these revisions. The updated Policy will be forwarded to the Academic Council (AC) for endorsement at its November 2017 meeting and to the Governing Authority for approval at its meeting in December.

The proposed FPAC will be composed of five members, to be appointed as follows and approved by the Governing Authority:

- A non-Governing Authority Full Professor Emeritus (recently retired) to be appointed as Chair from a short-list of potential candidates by agreement of UCD management and the trade unions;
- Two senior academic members of UCD faculty (at the rank of full Professor, one male and one female) to be appointed by the President;
- One member of UCD faculty (at the rank of full Professor) to be elected by Academic Council;
- One member of UCD faculty (at the level of full Professor) to be nominated by IFUT and SIPTU.

The small number of unsuccessful candidates who have indicated that they wish to appeal the outcome of their application for promotion will not be disadvantaged in relation to the proposed timeline for the appeals process.

### 4.2 Faculty Promotion Review Group

A Faculty Promotions Review Group (FPRG) has been established and will be responsible for conducting a review of the current faculty promotion process. This review is sponsored by the Registrar. The FPRG will make recommendations, through the Registrar, to the University Management Team, and changes in policy and procedure will be approved by the Governing Authority, following consultation with Academic Council.

The FPRG will be composed of five members of UCD Faculty at the rank of Full Professor to be appointed by the Registrar. There will be gender representation on the FPGR with a minimum of 40% of either gender.

The FPGR will:

- Review the current faculty procedures including:
  - Prima facie case assessments;
  - The number of external assessors required;
  - The support to be provided to Heads of School and Candidate to avoid potential conflicts of interest.
- Review the current faculty promotions policy including:

- Placing greater emphasis on the future plans of the candidate;
- Putting more emphasis on achievements since last promotion;
- Emphasising the difference in expectation around trajectory for each level of promotion;
- Reapplication from unsuccessful applicants;

The FPRG will consult with the following key stakeholders on their experience of their process:

- The Faculty Promotions Committee
- Candidates, both successful and unsuccessful
- Heads of Schools
- College Principals
- External Assessors

To ensure that this review is as inclusive as possible, the Equality Diversity and Inclusion (EDI) Group and the trade unions representing Faculty will be invited to comment on the current process.

Any revision to the Faculty Promotion Policy recommended by the FPRG as result of the review will be brought through the appropriate approvals processes

## APPENDIX I

| Faculty Promotions Committee Membership |                                  |
|---|----------------------------------|
| Professor Mark Rogers, Chair            | Registrar and Deputy President   |
| Professor Geraldine Butler              | Science                          |
| Professor Hugh Campbell                 | Engineering & Architecture       |
| Professor Michael Gilchrist             | Engineering & Architecture       |
| Professor Alun Jones                    | Social Sciences and Law          |
| Professor Margaret Kelleher             | Arts & Humanities                |
| Professor Grace Mulcahy                 | Health and Agricultural Sciences |
| Professor Ian O'Donnell                 | Social Sciences and Law          |
| Professor Bill Roche                    | Business                         |
| Professor Vera Regan                    | Arts and Humanities              |

## APPENDIX II

### 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:

| CATEGORY                             | DIMENSION  |
|--------------------------------------|--|
| RESEARCH, SCHOLARSHIP AND INNOVATION | ○ Qualifications   |
|                                      | ○ Publication and Profile  |
|                                      | ○ Research Funding   |
|                                      | ○ Research Supervision and Management                            |
|                                      | ○ Innovation and Impact  |
| TEACHING AND LEARNING                | ○ Engagement with Student Learning                               |
|                                      | ○ Enhancement of Practice: Personal and Professional Development |
|                                      | ○ Enhancement of Practice: Personal and Professional Development |
|                                      | ○ Scholarship Dissemination and Esteem                           |
| LEADERSHIP AND CONTRIBUTION          | ○ Administration and Leadership                                  |
|                                      | ○ Recruitment and Outreach                                       |
|                                      | ○ Building Community   |
|                                      | ○ Building Support   |
|                                      | ○ Professional Service   |

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 are expected to be working, at a minimum, at the level of satisfactory achievement across each of the dimensions listed. Taken in the round, with due consideration for discipline differences, Associate Professors are 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 would balance against less activity in another dimension.

The UCD Development Framework for Faculty should be used as a guide for faculty seeking promotion. Faculty members applying for promotion are expected to demonstrate that they meet the standard for promotion based on their performance during their period of appointment at UCD. While the Faculty Promotions

Committee will have regard to a candidate’s full career record, emphasis will be placed on the body of work and achievement since their last promotion or appointment.

Candidates for promotion must demonstrate clearly that, in the round, they are currently working at the level to which they are seeking to be promoted, and that they have the drive and capacity to continue working at this level.

The indicators as set out in the framework are an indicative, **but not exhaustive**, guide that illustrate the kinds of activities that may be appropriate to support a case for promotion. Other activities, appropriate for the discipline, that demonstrate achievement within a dimension may be presented. Faculty members seeking promotion would not be expected to illustrate achievements on every detailed indicator, but a case would normally be expected to include evidence of satisfactory achievement on all dimensions and evidence of achievement at higher levels in a significant proportion of the dimensions, consistent with disciplinary norms.

| <b>Research, Scholarship and Innovation</b> |   |                                       |                                       |                                       |
|---|---|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>Dimensions</b>                           | Indicators of Satisfactory Achievement  | Indicators of Substantial Achievement | Indicators of Outstanding Achievement | Indicators of Exceptional Achievement |
| <b>Qualifications</b>                       | Ph.D. or equivalent doctoral qualification, or equivalent evidence of high-level research (or, in exceptional circumstances, professional) achievement. | →                                     | →                                     | →                                     |
|   | For clinical academics, relevant Board certification.   | →                                     | →                                     | →                                     |

| <b>Research, Scholarship and Innovation</b> |  |  |   |   |
|---|--|--|---|---|
| <b>Dimensions</b>                           | Indicators of Satisfactory Achievement   | Indicators of Substantial Achievement  | Indicators of Outstanding Achievement   | Indicators of Exceptional Achievement   |
| <b>Publication<sup>1</sup> and Profile</b>  | A sustained record of publication in leading international journals and conferences, peer-reviewed book chapters, books and/or monographs, as appropriate to disciplinary norms. | A substantial and sustained record of publication in leading international journals and conferences and in peer-reviewed book chapters, books and/or monographs from leading publishers. 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 publication in leading international journals and conferences and in peer-reviewed book chapters, books and/or monographs from leading publishers. 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. | An exceptional and sustained record of publication in leading international journals and conferences and in peer-reviewed book chapters, books and/or monographs from leading publishers. The body of publications will have an impact, coherence and an intellectual signature that has earned the individual a widespread reputation as a leader in their discipline. |
|   | Indicators of esteem in research and scholarship, as appropriate to the discipline.  | Indicators of substantial esteem in research and scholarship, as appropriate to the discipline.<br>Examples include <ul style="list-style-type: none"> <li>• A track record of invited lectures and visiting appointments, along with prizes and honours.</li> </ul>   | Indicators of outstanding esteem in research and scholarship, as appropriate to the discipline.<br>Examples include <ul style="list-style-type: none"> <li>• Invited lectures and visiting appointments at leading international institutions, keynote lectures at major international conferences, major</li> </ul>                                  | Indicators of exceptional esteem in research and scholarship, as appropriate to the discipline.<br>Examples include <ul style="list-style-type: none"> <li>• Highly prestigious invited lectures and visiting appointments, keynote lectures at the leading international conferences, and particularly</li> </ul>  |

<sup>1</sup> Demonstration of publication quality and impact may include, but is not limited to, citations, journal impact factors, reviews and prizes, all as appropriate to the discipline. In the case of multi-authored publications, there must be a clear and outstanding personal contribution.

| <b>Research, Scholarship and Innovation</b> |  |   |   |  |
|---|--|---|---|--|
| <b>Dimensions</b>                           | <b>Indicators of Satisfactory Achievement</b>  | <b>Indicators of Substantial Achievement</b>  | <b>Indicators of Outstanding Achievement</b>  | <b>Indicators of Exceptional Achievement</b>   |
|   |  |   | prizes and honours.   | prestigious prizes and honours.  |
|   | Active membership of national or international societies or committees, where these relate to the research and scholarly work of the individual.   | 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.  | 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.  | 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"> <li>• Regularly serving as a reviewer for journals and conferences</li> <li>• Contributing to the organisation of conferences and workshops</li> </ul> | <p>Significant contribution to the organisation of research, through activities such as</p> <ul style="list-style-type: none"> <li>• External examining of research degrees at national and international universities</li> <li>• Regularly serving as a reviewer for leading journals</li> <li>• Contributing to the organisation of national and international conferences</li> <li>• Participating in international collaborations</li> <li>• Participating in advisory and review panels</li> </ul> | <p>Effective leadership in the organisation of research, through activities such as</p> <ul style="list-style-type: none"> <li>• Editorial positions in leading international journals</li> <li>• Organising and hosting major conferences</li> <li>• Leadership roles within international research collaborations</li> <li>• Participation in international advisory and review panels</li> </ul> | <p>Senior and effective leadership in the organisation of research, through activities such as</p> <ul style="list-style-type: none"> <li>• Senior editorial positions in leading international journals</li> <li>• Chairing major conferences</li> <li>• Leading international research collaborations</li> <li>• Leading international advisory and review panels</li> </ul> |

| <b>Research, Scholarship and Innovation</b> |   |   |   |  |
|---|---|---|---|--|
| <b>Dimensions</b>                           | Indicators of Satisfactory Achievement  | Indicators of Substantial Achievement   | Indicators of Outstanding Achievement   | Indicators of Exceptional Achievement  |
| <b>Research Funding</b>                     | 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.   |
| <b>Research Supervision and Management</b>  | Successful involvement in the supervision and examination of research at Masters and/or PhD level as appropriate to disciplinary norms. | A substantial track record of research supervision, particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers.<br><br>Contribution to research supervision and examination more broadly within the university. | 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"> <li>• Awards and positions secured by doctoral and postdoctoral researchers</li> <li>• Invitations to host visiting doctoral and postdoctoral researchers</li> <li>• Steps taken in support of career development of doctoral and postdoctoral researchers within the group and within the university.</li> </ul> | 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"> <li>• Prestigious mentorship awards won by the individual, highly competitive awards and positions secured by doctoral and postdoctoral researchers</li> <li>• Invitations to host visiting doctoral and postdoctoral researchers</li> <li>• Steps taken in support of career development of doctoral and postdoctoral researchers within the</li> </ul> |

| <b>Research, Scholarship and Innovation</b> |  |  |   |   |
|---|--|--|---|---|
| <b>Dimensions</b>                           | Indicators of Satisfactory Achievement   | Indicators of Substantial Achievement  | Indicators of Outstanding Achievement   | Indicators of Exceptional Achievement   |
|   |  |  |   | group and within the university that advance best practice in supervision.  |
|   | 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.                                   |
| <b>Innovation and Impact</b>                | Engagement with research-driven innovation, as appropriate to disciplinary norms                     | A substantial record of research driven innovation, which may include:   | An outstanding record of research driven innovation, which may include:   | An exceptional record of research driven innovation with significance or scale, which may include:  |

| <b>Research, Scholarship and Innovation</b> |  |   |  |   |
|---|--|---|--|---|
| <b>Dimensions</b>                           | <b>Indicators of Satisfactory Achievement</b>  | <b>Indicators of Substantial Achievement</b>  | <b>Indicators of Outstanding Achievement</b>   | <b>Indicators of Exceptional Achievement</b>  |
|   |  | <ul style="list-style-type: none"> <li>• Successful engagement with the patenting or licensing of intellectual property</li> <li>• Involvement in a campus company development programme, with successful outcomes</li> <li>• Consultancy pursued through University channels</li> </ul>  | <ul style="list-style-type: none"> <li>• Award of patents with notable impact</li> <li>• Licensing of intellectual property with notable impact</li> <li>• Formation and successful running of a campus company with notable impact</li> <li>• Consultancy pursued through University channels with notable impact</li> </ul>  | <ul style="list-style-type: none"> <li>• Award of patents with exceptional impact</li> <li>• Licensing of intellectual property with exceptional impact</li> <li>• Formation and successful running of a campus company with exceptional impact</li> <li>• Consultancy pursued through University channels with exceptional impact</li> </ul>   |
|   | <p>Delivering intellectual, cultural, social or economic impact based on research and scholarly activity. Pathways to impact may include:</p> <ul style="list-style-type: none"> <li>• Informing the public and contributing to policy debate</li> <li>• Active involvement in professional, cultural or community organisations</li> <li>• Professional/clinical practice</li> <li>• Delivering creative works of repute</li> </ul> | <p>Delivering substantial intellectual, cultural, social or economic impact based on research and scholarly activity. Pathways to impact may include:</p> <ul style="list-style-type: none"> <li>• Informing the public and contributing to policy debate at a high level or scale</li> <li>• Providing expert advice to government, industry and other organisations</li> <li>• Contribution at a senior level to professional, cultural or community organisations</li> <li>• Informing professional/clinical practice</li> <li>• Delivering creative works of national repute</li> </ul> | <p>Delivering outstanding intellectual, cultural, social or economic 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"> <li>• Providing expert advice to government, industry and other organisations, at a very high level or scale</li> <li>• Leadership of professional, cultural or community organisations</li> <li>• Significantly advancing professional/clinical best practice nationally or internationally</li> <li>• Delivering creative works of international or major national</li> </ul> | <p>Delivering exceptional intellectual, cultural, social or economic 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"> <li>• Providing expert advice at the highest level to government, industry and other organisations</li> <li>• Leadership of the most significant international professional or cultural organisations</li> <li>• Transforming professional/clinical best practice internationally</li> <li>• Delivering creative works of the</li> </ul> |

| <b>Research, Scholarship and Innovation</b> |  |                                       |                                       |                                       |
|---|--|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>Dimensions</b>                           | Indicators of Satisfactory Achievement | Indicators of Substantial Achievement | Indicators of Outstanding Achievement | Indicators of Exceptional Achievement |
|   |  |                                       | repute                                | highest international repute          |

| <b>Teaching and Learning</b>     |   |  |  |  |
|----------------------------------|---|--|--|--|
| <b>Dimensions</b>                | <b>Indicators of Satisfactory Achievement</b>   | <b>Indicators of Substantial Achievement</b>   | <b>Indicators of Outstanding Achievement</b>   | <b>Indicators of Exceptional Achievement</b>   |
| Engagement with Student Learning | <p>Engagement with and delivery of effective teaching, learning and assessment (including projects and minor theses). For example</p> <ul style="list-style-type: none"> <li>• Engagement in curriculum design/innovation</li> <li>• Facilitating the integration and successful progression of students into programmes</li> <li>• Significant contribution to delivery of modules appropriate for the discipline and the workload framework of the School</li> <li>• Design of new assessment procedures suited to different learning contexts with timely and effective feedback</li> <li>• Assessment of experiential learning activities including supervision and assessment of work placements/internships.</li> </ul> | <p>Sustained and substantial commitment to effective teaching, learning and assessment (including projects and minor theses). For example</p> <ul style="list-style-type: none"> <li>• Achievements in curriculum design/innovation to overcome special challenges (breadth of courses, difficulty of material, student engagement, enabling student access etc.)</li> <li>• Creation of entirely new modules, programmes or curricula, especially when driven by new disciplinary and/or research developments</li> <li>• Awareness and application of important external developments and/or international developments in pedagogy and research in higher education.</li> </ul> | <p>Substantive and successful innovations in curriculum design and delivery (face-to-face, blended and online), recognised as making a major contribution to the subject or discipline. For example</p> <ul style="list-style-type: none"> <li>• The introduction of an entirely new area of teaching to the subject</li> <li>• Leadership or major role in initiation and completion of major course reviews</li> <li>• Contribution to developments in pedagogy and research in higher Education beyond the university (nationally and/or internationally).</li> </ul> | <p>Successful innovation, leadership and implementation of major teaching and learning innovations, with significant impact recognised internationally.</p> <p>Exceptional contributions to the achievement of the university's strategy for enhancement of education.</p> |
|                                  | <p>Consistent record of effective engagement with the student body within the School. For example</p> <ul style="list-style-type: none"> <li>• Class representatives</li> </ul>   | <p>Substantial record of engagement with the student body at School or Programme. For example</p> <ul style="list-style-type: none"> <li>• Supporting and mentoring students within the School</li> </ul>  | <p>Leadership in engagement with the student body. For example</p> <ul style="list-style-type: none"> <li>• Implementing structured mentoring programmes for students</li> <li>• Leading internship or work</li> </ul>   | <p>Transformational leadership in engagement with the student body recognised externally.</p>  |

| <b>Teaching and Learning</b>                                   |   |   |  |   |
|--|---|---|--|---|
| <b>Dimensions</b>  | <b>Indicators of Satisfactory Achievement</b>   | <b>Indicators of Substantial Achievement</b>  | <b>Indicators of Outstanding Achievement</b>   | <b>Indicators of Exceptional Achievement</b>  |
|  | <ul style="list-style-type: none"> <li>• Student Union council members</li> <li>• Peer-assisted learning</li> <li>• Other staff-student partnership activities.</li> </ul>  | <ul style="list-style-type: none"> <li>• Assisting in the management of student internships or professional work experience</li> <li>• Advising and assisting students as they seek to secure jobs and postgraduate positions.</li> </ul> | placement programmes.  |   |
|  | Engagement with the delivery of continuing professional development activity or lifelong learning initiatives particularly within one's discipline.   | Substantial and sustained contribution to the delivery of continuing professional development or lifelong learning initiatives.   | Effective leadership in the development and delivery of continuing professional development or lifelong learning initiatives.  | Sustained record of leadership in the development of successful market leading continuing professional development programmes of study. |
| Enhancement of Practice: Personal and Professional Development | Ongoing satisfactory performance as an effective university teacher.  | Substantial and validated performance as an effective university teacher. For example <ul style="list-style-type: none"> <li>• Internal or external recognition such as significant professional awards or prizes.</li> </ul>             | University or national level recognition. For example <ul style="list-style-type: none"> <li>• Fellowships in Teaching &amp; Learning</li> <li>• President's Teaching Awards</li> <li>• National teaching awards.</li> </ul> | Recognition as an international leader in university teaching and learning.   |
|  | Participation in CPD in university teaching and learning. For example <ul style="list-style-type: none"> <li>• Attendance and participation in appropriate and relevant courses in or related to teaching and learning within or outside the</li> </ul> | Active, ongoing and substantial participation in CPD in university teaching and learning. For example <ul style="list-style-type: none"> <li>• Attainment of accredited award(s) in higher education teaching</li> </ul>                  | Successful and sustained involvement in other professional development activities, in discipline-specific education and/or specialist educational approaches, which has impacted   | Exceptional contribution to national and/or international networks to support improvements in the quality of teaching and learning.     |

| <b>Teaching and Learning</b>            |  |  |  |  |
|---|--|--|--|--|
| <b>Dimensions</b>                       | <b>Indicators of Satisfactory Achievement</b>  | <b>Indicators of Substantial Achievement</b>   | <b>Indicators of Outstanding Achievement</b>   | <b>Indicators of Exceptional Achievement</b>   |
|   | university <ul style="list-style-type: none"> <li>Regular participation and contribution in seminars and/conferences in teaching and learning.</li> </ul>  | <ul style="list-style-type: none"> <li>Development activity which has had clear and substantial impact on own teaching.</li> </ul> | on teaching.   |  |
|   | Commitment to ongoing evaluation and enhancement of teaching, drawing on various sources of feedback and self-reflection and an appreciation of contemporary pedagogical theories.   | Demonstration of incorporation of contemporary pedagogical theories in teaching.   | Sustained, high quality understanding of and engagement with and to, the scholarship of teaching and learning and/or pedagogic innovation in the subject/discipline.<br><br>Enhancement of teaching and learning standards at School/College level.                    | Demonstration of an exceptional, high quality understanding of and engagement with and to, the scholarship of teaching and learning and/or pedagogic innovation in the subject/discipline. |
| Module & Programme Design & Enhancement | Effective engagement with quality enhancement processes in relation to design or revision of modules. Supported by for example <ul style="list-style-type: none"> <li>Student/peer feedback</li> <li>External examiner feedback</li> </ul> | Application of quality enhancement processes for effective innovation in the design or revision of modules/programmes.             | Outstanding leadership at School/College and/or Programme level in the delivery of substantive and lasting programme change. For example <ul style="list-style-type: none"> <li>Dean or Associate Dean for a programme</li> <li>Vice Principal Teaching and</li> </ul> | Creation of internationally recognised programmes of scale which have enhanced the international educational reputation of the university.   |

| <b>Teaching and Learning</b>          |  |   |   |  |
|---------------------------------------|--|---|---|--|
| <b>Dimensions</b>                     | <b>Indicators of Satisfactory Achievement</b>  | <b>Indicators of Substantial Achievement</b>  | <b>Indicators of Outstanding Achievement</b>  | <b>Indicators of Exceptional Achievement</b>   |
|                                       | <ul style="list-style-type: none"> <li>Quality reviews.</li> </ul>   |   | Learning.   |  |
| Scholarship, Dissemination and Esteem | Application of relevant scholarship/research in teaching and learning to the design and delivery of modules. Participation and contribution in College/University teaching and learning events | <p>A substantial and sustained record of dissemination of excellence and best practice in teaching. For example</p> <ul style="list-style-type: none"> <li>Participation and substantial contribution in College/University teaching and learning events</li> <li>Preparation of textbooks or sustainable/reusable learning resource which are used effectively within the University</li> <li>Publication in peer reviewed journals, conferences and books.</li> </ul> | <p>An outstanding and sustained record of dissemination of excellence and best practice in teaching. For example</p> <ul style="list-style-type: none"> <li>Participation and outstanding contribution in University teaching and learning events</li> <li>Preparation of textbooks or sustainable/reusable learning resource which are widely adopted outside the University</li> <li>Publication in peer reviewed journals, conferences and books which achieve demonstrable impact.</li> </ul> <p>This body of work will have had significant impact within the discipline, marking the individual out as a leader in pedagogy and practice.</p> | <p>An exceptional and sustained record of dissemination of excellence and best practice in teaching. For example</p> <ul style="list-style-type: none"> <li>Participation and exceptional contribution in University teaching and learning events</li> <li>Preparation of textbooks or sustainable/reusable learning resources which become international standards for the discipline</li> <li>Award-winning publications in peer reviewed journals.</li> </ul> <p>The body of work will have an impact, coherence and an intellectual signature that has earned the individual a widespread reputation as a leader in pedagogy and practice.</p> |
|                                       |  | Indicators of substantial esteem. For   | Indicators of outstanding esteem.   | Indicators of exceptional esteem. For  |

| <b>Teaching and Learning</b> |   |  |  |   |
|------------------------------|---|--|--|---|
| <b>Dimensions</b>            | <b>Indicators of Satisfactory Achievement</b> | <b>Indicators of Substantial Achievement</b>   | <b>Indicators of Outstanding Achievement</b>   | <b>Indicators of Exceptional Achievement</b>  |
|                              |   | example <ul style="list-style-type: none"> <li>• A substantial track record of invited lectures to present on Teaching and Learning</li> <li>• Prizes and honours in Teaching and Learning.</li> </ul> | For example <ul style="list-style-type: none"> <li>• Invited lectures and visiting appointments at leading international institutions</li> <li>• Keynote lectures at major international conferences</li> <li>• Major prizes and honours.</li> <li>• Invitations to participate in international teaching and learning fora.</li> <li>• External assessor for institutional reviews</li> <li>• Demonstrable record of Professional Consultation</li> </ul> | example <ul style="list-style-type: none"> <li>• Highly prestigious invited lectures and visiting appointments</li> <li>• Awards/prizes for internationally recognised, significant teaching/pedagogic innovation and leadership</li> </ul> |

| <b>Leadership and Contribution</b>   |   |  |   |   |
|--------------------------------------|---|--|---|---|
| <b>Dimensions</b>                    | <b>Indicators of Satisfactory Achievement</b>   | <b>Indicators of Substantial Achievement</b>   | <b>Indicators of Outstanding Achievement</b>  | <b>Indicators of Exceptional Achievement</b>  |
| <b>Administration and Leadership</b> | Contribution to the effective administration and functioning of the university, for example <ul style="list-style-type: none"> <li>Active membership of school/college/institute/university committees and boards.</li> </ul> | 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 <ul style="list-style-type: none"> <li>Chairing committees and boards.</li> </ul>   | Outstanding contribution to the university through a significant, sustained and successful leadership role at the level of Head of School or equivalent   | 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.  |
| <b>Recruitment and Outreach</b>      | Participation in open days and other recruitment and outreach activities  | Substantial and sustained commitment to recruitment and outreach activities, for example <ul style="list-style-type: none"> <li>Effective organisation of open days and student recruitment activity</li> <li>Representing the university internationally and supporting the recruitment of students, particularly international and under-represented student cohorts.</li> <li>Participation in major outreach activities</li> </ul> | Outstanding commitment to recruitment and outreach activities, through sustained commitment to and leadership in activities such as <ul style="list-style-type: none"> <li>Student recruitment at significant scale, particularly international students and under-represented students</li> <li>Outreach activities that advance best practice nationally</li> </ul> | Exceptional commitment to recruitment and outreach activities, through sustained commitment to and leadership of activities such as <ul style="list-style-type: none"> <li>Transformational initiatives in student recruitment</li> <li>Outreach activities that advance international best practice and achieve international recognition for the individual and for the university</li> </ul> |
| <b>Building Community</b>            | Sustained commitment to enhancing the university community, for example through <ul style="list-style-type: none"> <li>Support for students and student</li> </ul>  | Substantial and sustained commitment to enhancing the university community, for example through <ul style="list-style-type: none"> <li>Leadership in the support of</li> </ul>   | Outstanding and sustained commitment to enhancing the university community, delivering  | Exceptional and sustained achievements in enhancing the university community, delivering transformational results that  |

| <b>Leadership and Contribution</b>   |   |  |  |   |
|--------------------------------------|---|--|--|---|
| <b>Dimensions</b>                    | <b>Indicators of Satisfactory Achievement</b>   | <b>Indicators of Substantial Achievement</b>   | <b>Indicators of Outstanding Achievement</b>   | <b>Indicators of Exceptional Achievement</b>  |
|                                      | <p>activities</p> <ul style="list-style-type: none"> <li>• Participation in conferring ceremonies and other major events for the university community.</li> </ul>   | <p>students and student activities</p> <ul style="list-style-type: none"> <li>• Engagement with the development of faculty and staff</li> <li>• Contributing to the organisation of major events for the university community.</li> </ul>  | <p>significant progress towards the university's objectives and advancing best practice nationally.</p>  | <p>advance international best practice and achieve international recognition for the individual and for the university</p>  |
| <b>Building Support</b>              | <p>Representing the university at meetings with agencies, industry, visitors and potential donors if and when required.</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>Outstanding involvement in a leadership 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 of a team that secures funding for, and successfully delivers, a major development within the university outside the individual's own research area.</p>  |
| <b>Professional/Clinical Service</b> | <p>Providing professional/clinical services that benefit the university by, for example, working as a member of clinical team, providing referral services that contribute to educational objectives, research and clinical income generation</p> | <p>Substantial and sustained provision of professional/clinical services that advance best practice within the university. This may be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Serving as Discipline Leader</li> <li>• Achieving new or continued recognition for specialist training programmes</li> <li>• Leading clinical outcomes</li> </ul> | <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:</p> <ul style="list-style-type: none"> <li>• Invitations to deliver keynote presentations</li> <li>• Serving in senior positions in international clinical speciality</li> </ul> | <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:</p> <ul style="list-style-type: none"> <li>• Award of major international prizes or distinctions</li> </ul> |

| <b>Leadership and Contribution</b> |   |  |   |   |
|------------------------------------|---|--|---|---|
| <b>Dimensions</b>                  | <b>Indicators of Satisfactory Achievement</b> | <b>Indicators of Substantial Achievement</b>   | <b>Indicators of Outstanding Achievement</b>  | <b>Indicators of Exceptional Achievement</b>  |
|                                    |   | assessment<br><ul style="list-style-type: none"> <li>• Development of new clinical services</li> </ul> | organisations<br><ul style="list-style-type: none"> <li>• Awards and Prizes</li> <li>• Major Involvement in clinical infrastructure development</li> <li>• Developing strategy for clinical services</li> </ul> | <ul style="list-style-type: none"> <li>• Regular invitations to provide specialist clinical training internationally</li> <li>• Exceptional and sustained contribution to clinical income generation</li> <li>• Research-led development of major new clinical practices or procedures</li> </ul> |

## Appendix III

### Successful Promotions

18<sup>th</sup> May 2016 –31<sup>st</sup> August 2017

#### Promotion to Full Professor

1. Professor Dympna Devine, School of Education
2. Professor Fiona Doohan, School of Biology and Environmental Science
3. Professor Bryan Fanning, School of Social Policy, Social Work and Social Justice
4. Professor Gary McGuire, School of Mathematics and Statistics
5. Professor David Madden, School of Economics
6. Professor Jonathan Paul Malthouse, School of Biomolecular and Biomedical Science
7. Professor Tadhg O'Keeffe, School of Archaeology
8. Professor Helen Roche, School of Public Health, Physiotherapy and Population Science
9. Professor Ben Tonra, School of Politics and International Relations

#### Promotion to Professor

1. Professor David Browne, School of Mechanical and Materials Engineering
2. Professor Judith Devlin, School of History
3. Professor Niall English, School of Chemical and Bioprocess Engineering
4. Professor Judith Harford, School of Education
5. Professor Eilis Hennessy, School of Psychology
6. Professor Breandán Kennedy, School of Biomolecular and Biomedical Science
7. Professor Gethin McBean, School of Biomolecular and Biomedical Science
8. Professor Martin McNamara, School of Nursing, Midwifery and Health Systems
9. Professor Donna Marshall, School of Business
10. Professor Enda Murphy, School of Architecture, Planning and Environmental Policy
11. Professor Michelle Norris, School of Social Policy, Social Work and Social Justice
12. Professor Professor Tadhg Ó hAnnracháin, School of History
13. Professor Louise Rainford, School of Medicine
14. Professor Olaf Schmidt, School of Agriculture and Food Science
15. Professor Alexander (Sandy) Wilkinson, School of History
16. Professor Anding Zhu, School of Electrical and Electronic Engineering

## Promotion to Associate Professor

1. Associate Professor Marijke Beltman, School of Veterinary Medicine
2. Associate Professor Oliver Blacque, School of Biomolecular and Biomedical Science
3. Associate Professor Samuel Brazys, School of Politics and International Relations
4. Associate Professor Mary Casey, School of Nursing, Midwifery & Health Systems
5. Associate Professor Lucy Collins, School of English, Drama and Film
6. Associate Professor Derval Conroy, School of Languages, Cultures & Linguistics
7. Associate Professor Christopher Cowley, School of Philosophy
8. Associate Professor Catherine Cox, School of History
9. Associate Professor Orla Doyle, School of Economics
10. Associate Professor Owen Doyle, School of Agriculture and Food Science
11. Associate Professor Lindsey Earner-Byrne, School of History
12. Associate Professor Eileen Gibney, School of Agriculture and Food Science
13. Associate Professor Arturo Gonzalez, School of Civil Engineering
14. Associate Professor Claire Gormley, School of Mathematics & Statistics
15. Associate Professor Christopher Jepsen, School of Economics
16. Associate Professor Elva Johnston, School of History
17. Associate Professor Christine Linehan, School of Psychology
18. Associate Professor Vladimir Lobaskin, School of Physics
19. Associate Professor Sheila McBreen, School of Physics
20. Associate Professor Margaret McGee, School of Biomolecular and Biomedical Science
21. Associate Professor Louise McHugh, School of Psychology
22. Associate Professor Julien Mercille, School of Geography
23. Associate Professor Thomas Mohr, School of Law
24. Associate Professor Mel Ó Cinnéide, School of Computer Science
25. Associate Professor Robert Osburn, School of Mathematics & Statistics
26. Associate Professor Amanda Phelan, School of Nursing, Midwifery & Health Systems
27. Associate Professor Emilie Pine, School of English, Drama and Film
28. Associate Professor Declan Redmond, School of Architecture, Planning and Environmental Policy
29. Associate Professor Paul Rouse, School of History
30. Associate Professor Ann Sheridan, School of Nursing, Midwifery and Health Systems
31. Associate Professor Brendan Williams, School of Architecture, Planning and Environmental Policy
32. Associate Professor Nerys Williams, School of English, Drama and Film