

## DUBLIN CITY UNIVERSITY

### Promotion to Associate Professor

#### Policy, Procedures, Criteria and Guidelines – 2018

### Section I: Policy

#### Introduction

The University is committed to rewarding, retaining and attracting staff of outstanding quality who perform in ways that contribute to its reputation, nationally and internationally. High performing academic staff are the cornerstone of the University and a range of strategies are available to recognise, reward and retain such staff appropriately. Promotion, through an effective and rigorous process, is one of these strategies and one of great importance.

#### Purpose

The University is a very diverse institution and its effective functioning and reputation depend on wide and varied contributions from staff. The **Assistant Professor** grade is the normal academic career grade within the University. The overall purpose of this policy for promotion to the next grade, that of **Associate Professor**, is to enable the University to develop and retain the best talent within the organisation and to provide excellent academic staff with career advancement opportunities.

#### Call for applications

Where constraints allow, the University shall issue an **annual call**, for applications for promotion from Assistant Professor to Associate Professor level. The number of such promotions shall be indicated in the calling notice. The effective date of the promotion for successful applicants shall be the 1<sup>st</sup> October.

#### Eligibility to apply for promotion

Academic staff members at Assistant Professor grade may apply for promotion to Associate Professor grade.

#### Applicants

- shall have completed their probationary period (normally one year) at Assistant Professor grade
- shall be employed on a
  - permanent full-time contract, at Assistant Professor grade, OR
  - on a fixed-term full-time contract, at Assistant Professor grade, that extends at least to the end of the calendar year in which the application is being made
- and shall have already completed a PhD/Doctorate.

*In the very unusual case of an applicant without a PhD, detailed justification for the absence of this qualification must form part of the application.*

In the case of a staff member on a fixed-term full-time contract, at Assistant Professor grade, a promotion approval shall **not** be interpreted as any undertaking by the University that an extension of contract was intended or approved.

### **Principles**

The Associate Professor promotion process is a University-wide, merit-based, competitive process.

Within DCU, core academic activity is classified into 3 broad **domains**:

- **Teaching and Learning**
- **Research and Scholarship, and**
- **Service and Contribution to University and Society**

To be deemed suitable for promotion to Associate Professor, a staff member shall be required to demonstrate that, in these three domains, s/he has had sustained high achievement at Assistant Professor level and has the valid expectation of future excellence.

The University recognises that members of staff do not have identical opportunities to engage in the full range of academic activities. Thus academic profiles at the same level of appointment may inevitably be constructed in different ways. However the University expects all staff to contribute to its three domains of core activity.

Applicants shall be required to provide **evidence of their capacity and potential to perform at the Associate Professor level** and the case for promotion shall be based on achievement and quality beyond that expected for the satisfactory performance of an Assistant Professor's duties.

While applicants are required to provide information concerning their whole career, it is essential that they provide a clear account of their progress and achievements in the recent past (e.g. in the previous 4 – 6 years, or since their last appointment or promotion), and **evidence of an upward trajectory in performance** that would warrant promotion to the next level, i.e. continuing progress commensurate with the promotion being sought.

### **Strategic focus**

#### ***DCU Strategic Plan 2017 - 2022: Talent, Discovery and Transformation***

The DCU Strategic Plan 2017 – 2022 is available to view via the following link <https://www.dcu.ie/external-strategic-affairs/strategic-plan.shtml>.

It is important that DCU's stated mission and values are fully articulated through its policies for internal promotion so that staff (a) understand the significance of the institutional mission and values, and (b) receive appropriate recognition for working continuously to ensure that our stated mission and values are realized.

In order to ensure that there is coherence between our stated mission and values and our internal promotion policies, the University's **Academic Promotions Committee (APC)**, on behalf of the University, is articulating in this document the type of focus and behaviours that DCU wishes to encourage in its senior academic staff and thus the type of focus and behaviours it wishes to reward, enhance and develop through internal promotion to Associate Professor.

A focus on the following **seven** characteristic dimensions – which reflect individual achievement, innovation and leadership – is deemed to be crucial for both the **Teaching and Learning** and **Research and Scholarship** domains:

- Quality and Productivity
- Innovation and Creativity
- Knowledge Transfer and Dissemination
- National and International Recognition
- Leadership and Responsibility
- Capacity Development and Mentorship
- Social or Economic Impact or Enterprise Awareness

The domain of **Service and Contribution** to University and Society is deemed to be appropriately addressed by a focus on the following **three** characteristic dimensions:

- Leadership and Responsibility
- Capacity Development and Mentorship
- Social or Economic Impact or Enterprise Awareness

## **Section II: Procedures**

### **Preparing an application**

Applicants shall use the appropriate application form

#### **Promotion to the Grade of Associate Professor 2018: Application Form**

and the guidelines in Section IV of this document are provided to assist in its completion. Applications shall be submitted on or before the stipulated deadline (date and time). **Late applications shall not, under any circumstances, be accepted for consideration.**

### **Nominating and contacting an external referee**

Applicants are required to submit, with their applications, the names and contact details of **one external referee** – who should be an eminent academic or professional expert in the applicant's field.

**Members of an applicant's Faculty Review Panel or of the APC may not be an external referee for any applicant who is to be considered by that panel or committee, unless there are exceptional circumstances approved by the Deputy President, as Chair of APC.**

It is the applicants' responsibility to confirm the willingness and availability of their external referee to supply a reference by the stipulated deadline. **Late references shall not normally be pursued by HR.**

### **Taking advice**

Applicants are encouraged to take advice when applying for promotion. Heads of School – or in the case of applicants from the DCU Business School (DCUBS), the Dean – have a supportive role to play in advising staff on how they can best advance to the grade of Associate Professor. This may include mentoring both throughout the period leading up to an application for promotion as well as during the making of the application itself. Applicants may, in some cases, prefer to be mentored and advised by a senior colleague other than the Head of School/ Dean DCUBS, and this is acceptable. The Head of School/Dean DCUBS shall be informed of such an arrangement.

The Deputy President, as Chair of the APC and in conjunction with the Human Resources Department, shall provide advice on procedural issues, including the requirements in relation to the preparation and completion of applications at an Application Information Session following the formal announcement of a promotion call.

Please note that the applicant's Head of School shall be asked by the Director of Human Resources to provide a reference. In the case of applicants from DCUBS, the Dean shall be requested to provide the reference. The request shall be made of the current Head of School/Dean DCUBS if he/she has been in post for a minimum of six months. If the current Head of School/Dean DCUBS has been in post for a period of less than six months, applicants may opt to nominate the previous Head of School/Dean DCUBS.

### **Consideration of the applications**

Applications are first considered by the Faculty Review Panel from the applicant's faculty and then by the Academic Promotions Committee

#### **(a) The Faculty Review Panel (FRP)**

This shall comprise:

- the Dean of Faculty (who shall be the Chair of FRP)
- the Head of School for each school in the Faculty
- one member of academic staff (Associate Professor grade or above) from each school (elected by the **academic** staff members from that school who are on permanent full-time contracts or fixed-term full-time contracts of 3 or more years duration)
- a Dean from another faculty in the University (nominated by the APC), and
- one external member (normally a professor from another university), nominated by the Dean of Faculty.

Due to structural differences, the FRP in the DCUBS shall be comprised as follows:

- the Dean of Faculty (who shall be the Chair of FRP)
- The Deputy Dean of Faculty
- two members of Faculty (Associate Professor grade or above, and elected by the **academic** staff members from the DCUBS who are on permanent full-time contracts or fixed-term full-time contracts of 3 or more years duration)
- a Dean from another faculty in the University (nominated by the APC), and
- two external members (normally professors from other universities), nominated by the Dean of Faculty.

Both genders shall be represented on the FRPs.

The FRP shall use the Criteria and Guidelines detailed in **Sections III and IV** below, the external reference and the reference from the Head of School (or the Dean of DCUBS) to assist in the assessment of the applications from within that Faculty. These guidelines are designed for use by the FRPs for assessment and comparative purposes.

The functions of the FRP shall be: to consider and evaluate all applications by applicants from within that Faculty and to assign moderated scores to all those applicants (in accordance with the criteria in Section III below); and on the basis of these scores, to determine which applicants are deemed eligible for promotion. The Chair of the FRP shall submit the names and scores, in rank order, of those applicants to the Chair of the APC in writing, together with a **ranked list of all the applicants** from within the Faculty.

**(b) The Academic Promotions Committee (APC)**

The Academic Promotions Committee (APC) of the University comprises

- the Deputy President (Chair)
- the Vice-President for Academic Affairs (Registrar)
- the Vice-President for Research and Innovation
- the Director of Human Resources
- the Dean (or a professor nominated by the Dean) from each of the faculties in the University, and
- one Professor/Full Professor from each of the five faculties (normally at least two female and two male), nominated by DCU Academic Council.

The APC sits a number of times (normally four) each year. When, as part of the 'Promotion to Associate Professor' procedures, it sits to consider the applications for promotion and the recommendations for promotion from the FRPs a senior academic from another university is added to the membership.

In order to ensure that there are at least two professors of each gender on the committee, up to two shall be co-opted, either internally or externally, as appropriate.

The functions of the APC (when, as part of the 'Promotion to Associate Professor' procedures, it sits to consider the applications for promotion and to receive the written submissions of the FRPs) shall be: to adjudicate on the fairness of the FRP processes; to consider and evaluate in detail the applications of all those applicants deemed eligible for promotion by the FRPs, while normally retaining the ranking order from the FRPs; taking the shared view of the APC members into account, to identify the highest ranking applicants overall and produce an agreed university-wide ranking of those applicants; and to recommend in writing to the President the highest ranked applicants in accordance with the number of promotions indicated in the calling notice.

The APC may seek further clarification on any matter relating to the FRP submissions, prior to forwarding its recommendations to the President.

### **Notification of outcome**

All applicants shall be advised in writing of the outcome of their application as soon as possible after the President has approved the recommendations of the APC.

### **Equal opportunities**

In line with the University's equal opportunities policy, the panels/committees shall be concerned to ensure that only relevant considerations are taken into account in reaching decisions. Care shall be taken to ensure that equal opportunity factors are taken into account when each area of activity is considered.

In this context, when an applicant's record is being reviewed, consideration shall be given to any special circumstances that may have resulted in a lack of opportunity for an applicant to perform to their full potential in any area of activity. For example, time away from work, because of family responsibilities or because of chronic illness, could have delayed career development.

Where an applicant has taken maternity leave/sick leave or other leave for family reasons, the FRPs and the APC shall endeavour to consider these periods on a pro rata basis in order best to reflect the candidate's contributions over actual years worked. The overall approach shall take into consideration quality of work rather than just quantity.

### **Appeals procedure**

Any applicant shall be entitled to make an appeal to the President, but only in respect of an alleged irregularity in procedure. An appeal must be made within 10 working days of the applicant being notified of the outcome of the application

The President, in the first instance, shall require the relevant Dean and the Director of Human Resources to discuss the matter with the applicant.

If the matter cannot be resolved at that level, the President shall nominate an external senior academic to investigate the appeal and to make a determination as to whether any material irregularity (i.e., which could reasonably have influenced the outcome under appeal) took place.

In the event that no material irregularity is found, then the President shall disallow the appeal. In the event that the determination is that there had been a material irregularity, the President shall refer the application to the APC for reconsideration.

### Section III: Criteria

Applicants shall be assessed and scored across the three domains of core academic activity within the University:

- Domain 1 Teaching and Learning
- Domain 2 Research and Scholarship
- Domain 3 Service and Contribution: to University and Society

Framework for Assessment of Applications			Domains		
			1	2	3
			Teaching and Learning	Research and Scholarship	Service and Contribution to University and Society
Dimensions	1	Quality and Productivity	Assessment	Assessment	Assessment
	2	Innovation and Creativity			
3	Knowledge Transfer				
4	Recognition				
	5	Leadership and Responsibility			
	6	Capacity Development and Mentoring			Assessment
	7	Social or Economic Impact or Enterprise Awareness			

#### Domains 1 and 2 (scored out of 100)

In line with the DCU strategic plan and the values we espouse, performance and attainment in these domains shall be assessed across the following 7 dimensions:

- Quality and Productivity
- Innovation and Creativity
- Knowledge Transfer and Dissemination
- National and International Recognition
- Leadership and Responsibility
- Capacity Development, and Mentorship
- Social or Economic Impact or Enterprise Awareness



**Domain 3 (scored out of 50)**

Performance and attainment in the Service and Contribution to University and Society domain shall be assessed across the final three dimensions:

- Leadership and Responsibility
- Capacity Development and Mentorship
- Social or Economic Impact or Enterprise Awareness

Scores consistent with the indicative levels of performance, as shown below, shall be assigned to each applicant:

<b>Indicative level of performance attainment in the core academic activity domains</b>	<b><u>Score</u> Domains 1 &amp; 2</b>	<b><u>Score</u> Domain 3</b>
<b>Level 6</b> <ul style="list-style-type: none"> <li>• indicates an exceptional level of performance, consistent with someone operating at Professor or Full Professor level</li> </ul>	<b>85 -100</b>	<b>42 -50</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>• indicates an outstanding level of performance, at the upper end of Associate Professor expectations and indicating an applicant who is poised for further career advancement</li> </ul>	<b>70 - 84</b>	<b>35 – 42</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>• indicates a sustained level of performance as required at Associate Professor level</li> </ul>	<b>55 – 69</b>	<b>27 – 34</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>• indicates a level of performance at the upper end of Assistant Professor expectations and the minimum required to be considered for an Associate Professor position, noting that 50 is the minimum score required to be considered for an Associate Professor position</li> </ul>	<b>40 - 54</b>	<b>20 - 26</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>• indicates a satisfactory level of performance (i.e. as required at Assistant Professor level)</li> </ul>	<b>25 -39</b>	<b>12 -19</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>• indicates the minimum level of performance (i.e. as required at Assistant Professor level)</li> </ul>	<b>10 - 24</b>	<b>5 - 11</b>

An applicant's total score shall be the sum of the three domain scores. **The total scores shall therefore be positioned on a scale running from 25 to 250.**

**Eligibility for consideration for promotion**

To be deemed eligible for consideration for promotion to Associate Professor an applicant must achieve

- (a) **a total score equal to or greater than 150**
- (b) **a score equal to or greater than 50 in both domains 1 and 2, and**
- (c) **a score equal to or greater than 25 in domain 3**

An applicant who has been deemed not to be eligible for consideration for promotion – not having achieved the minimum standard (as defined above) – shall be required to wait for a **nominal period of 2 years** prior to submitting a further application, i.e. shall be required to wait for the next-plus-one ‘Call for Applications’, essentially skipping one call. Should a situation arise where the University decides not to issue a call the ‘waiting period’ shall take account of that and it shall be assumed that a call has been made.

## **Section IV: Guidelines – presenting a case for promotion**

This section contains information for applicants applying for promotion to the grade of Associate Professor. It provides a **guide** on how to report activities, their quality, the degree of internal and external recognition, and specific issues and requirements relating to each. The guidelines are designed to assist staff in preparing applications for promotion.

Applicants are advised to refer frequently to the **Framework for Assessment of Applications** in Section III above. The articulation of one's profile and contribution to the 3 domains in the context of the relevant dimensions (and their descriptors) should greatly assist in the building of a clear and robust application for promotion. **It should be noted that the Leadership and Responsibility dimension is particularly important for the University** and performance along this dimension must be visible in any credible application for promotion to Associate Professor.

### **Documenting a case**

Applicants making a case for promotion should document the work they have undertaken, their progress and their achievements within each domain with particular reference to the relevant dimensions. In this context, applicants should aim to demonstrate that they have a worthy record of achievement, sustained over time. The level of achievement shall be assessed in relation to the expectations of performance at the Associate Professor level.

It is strongly advised that applicants should structure their submissions in such a way that assessors (i.e. members of FRP or APC as appropriate) can evaluate an applicant's case for each domain, using the Framework, mentioned earlier and elaborated upon below.

- The work undertaken (the quality of content or input) and the outcomes of that work (productivity, or results or output).
- The innovation and creativity involved.
- How this work has led to and / or facilitated knowledge transfer and dissemination.
- How the work is evaluated or recognised by peers, or the broader community (recognition).
- The role which the applicant has taken from the perspective of leadership and responsibility.
- Capacity development and mentorship within the University, with students or the broader community. (Direct contribution to building a skill base, knowledge framework, consortium, group, team, programme of effort, collaborative network (internal or external to the University). Effectively, demonstrate an enduring contribution and impact to the University, community and /or the profession).
- An analysis of the contribution of the activity in terms of social or economic impact or enterprise awareness.

**It is recognised that the mix of achievements may vary across different disciplinary areas. The examples that follow are broadly indicative and applicants may, of course, include achievements not detailed here.**

**ACHIEVEMENT SHOULD BE LISTED AS EVIDENCE UNDER ONE DOMAIN ONLY. DO NOT REPEAT EVIDENCE IN YOUR APPLICATION.**

## **Domain 1 – Teaching and Learning (total possible score: 100)**

### **Introduction**

Effective teaching can be evidenced by:

- *Scholarly activities that have influenced and enhanced teaching and learning*
- *Development of curricula and resources that reflect a command of the field*
- *Approaches to assessment and feedback that foster independent learning*
- *Respect and support for the development of students as individuals*

**Please note:** Under each dimension descriptor below there are a number of examples / prompts. Such examples are there to assist the applicant in thinking about the type of evidence she / he may wish to draw on in developing her/his case for promotion. Applicants are not required to address all, or even most, of the examples listed under each dimension.

### **Evidence to support promotion based on performance in teaching and learning.**

Contributions should represent a body of achievement showing sustained development over time and must be documented appropriately.

Contribution to Teaching and Learning, shall be assessed using the following seven dimensions:

### **Quality and Productivity**

Applicants should document and demonstrate both quality and productivity in teaching and learning. Examples of quality and productivity may include:

- a) ***Quality of teaching:*** using student surveys on quality of teaching; evidence of student engagement; peer review evaluations; research-led approaches to teaching and learning; membership of, and contributions to, committees/working groups responsible for enhancing the quality of teaching and learning in DCU (e.g. Academic Council, Education Committee, Quality Promotion Committee or other); use of employer and alumni feedback in programme review; provision of quality feedback to students; philosophy of teaching statement; respect and support for the development of students as individuals; evidence of specific qualification in University teaching and learning such as a Graduate Diploma or Masters.

- b) Productivity in teaching:* quantity of teaching; efficiencies in programme delivery; effectiveness in teaching large classes; placement supervision; numbers of projects supervised for final-year undergraduate and postgraduate taught students.

### **Innovation and Creativity**

Applicants should document and demonstrate both innovation and creativity in teaching. Examples of innovation and creativity include:

Innovative design of delivery and assessment; innovative approaches to student feedback; novel approaches to on-line and flexible learning; taking modules provided by DCU (and others) in online learning provision; programme and module development; integrating assessment strategies with the specific aims and objectives for student learning; inclusion of feedback from student survey of teaching; student centred and consistent approach to curriculum development; contribution to new programme development; inter-disciplinary initiatives.

### **Knowledge Transfer and Dissemination**

Applicants should document and demonstrate both knowledge transfer and dissemination. Examples include:

Curriculum informed by research; curriculum informed by social and global issues; development of work placements; extracurricular knowledge transfer activities (e.g., case competitions, second-level teacher seminars); promoting active involvement of visiting lecturers/Assistant Professors and alumni for enhancing student knowledge transfer; efforts to incorporate key elements such as ethics and sustainability into taught programmes; research-driven innovations in professional practice; advice to industry/stakeholders; membership of government/agency committees; attendance and participation in relevant LIU Seminars; membership of boards or councils with significant impact in the spheres of science, culture, education or economic development, at either national or international level; publication of reports, policy documents and materials which inform practice related to the discipline; civic engagement, e.g. DCU in the Community projects, delivery of training courses; speaking at professional conferences.

### **National and International Recognition**

Applicants should document and demonstrate peer or community recognition for their teaching and learning. Examples include:

DCU-based, national and international awards for teaching; contributions to textbooks and teaching materials; presentations at major conferences on teaching and learning; external examining; writing of key textbooks; student outcomes e.g. prizes, scholarships, awards .; invited to contribute to University and external committees or review bodies; appointment to prestigious external positions e.g. member of national and international professional or subject

committees, government advisory panels, awards for civic engagement based on teaching contributions or course provision..

### **Leadership and Responsibility**

Applicants should document and demonstrate active involvement in roles of leadership and responsibility in the areas of teaching and learning. Examples include:

Undertaking role of Programme Chair at undergraduate level and post graduate level; developing and leading new programmes through validation, accreditation, implementation and revision; creative promotion of courses and programmes; engagement with and response to external partners, experts and stakeholders; developing teams and networks to enhance and optimise course delivery; optimise use of teaching schedule and teaching resources to achieve course aims; developing programmes for HEA or EU calls in response to specific educational needs; contribution to programme boards, strategy development, periodic review panels, advisory panels, executive boards and committees; membership of steering committees; participating in and contributing to professional activities related to learning and teaching; demonstrating leadership through activities that have broad influence on the profession.

### **Capacity Development and Mentorship**

Applicants should document and demonstrate their impact on initiating and / or expanding capacity in teaching and learning in DCU. Examples include:

Contribution to Teaching and Learning seminars; mentoring of lecturers/Assistant Professors; conducting peer evaluation in Teaching and Learning; enhancing performance of demonstrators, tutors and teaching assistants; developing Education and Outreach; mentoring contributions by students for Uaneen and comparable awards; championing new strategies for DCU graduate profile e.g. adoption and development of DCU-wide modules.

### **Social or Economic Impact or Enterprise Awareness**

Applicants should document and demonstrate active involvement in a) promoting the University and b) income generation and contribution to University efficiency. Examples include:

- a) ***Promoting the University:*** Contribution to student recruitment; pastoral advice; media involvement on education issues; attendance at recruitment events, Open Days, Career Guidance teacher events, Access events, Registration events and community engagement activities.
- b) ***Income Generation and Contribution to University Efficiency:*** Responsiveness to marketing needs of programmes and University and positive steps taken to redress major issues associated with programmes e.g. drop in student numbers; professional short course; module development and delivery; fostering programmes targeted at new “markets”, willingness to teach outside standard business hours.

## **Domain 2 – Research and Scholarship (total possible score: 100)**

### **Introduction**

The research and scholarly contribution should represent a body of work, showing sustained development over time, and regarded by peers as original in concept and application. For promotion to Associate Professor an applicant will be expected to demonstrate a high level of achievement in the advancement of the discipline.

**Please note:** Under each dimension descriptor below there are a number of examples/prompts. Such examples are there to assist the applicant think about the type of evidence she / he may wish to draw on in developing her/his case for promotion. Applicants are not required to address all, or even most, of the examples listed under each dimension.

### **Evidence to support promotion based on performance in research and scholarship**

Research incorporates a range of activities relating to the conduct of research and / or publications or other outputs arising from this research. Contribution to research and scholarship will be assessed using the following seven dimensions.

#### **Quality and productivity**

Applicants should document and demonstrate both quality and productivity in research and scholarship. Examples of quality and productivity may include:

Sustained level of output over time; high-quality published output (type examples: books, book chapters, refereed journal articles, refereed conference presentations - roles and impacts specified); lead author of major text or article in prestigious journal or multiple highly cited articles; postdoctoral supervision; performances, films and new media outputs, broadcasting, commissioning; number of creative works, designs and working models; proprietary and non-proprietary technical reports, training manuals, computer software, instrumentation, measurement, psychometric or evaluation instruments.

#### **Innovation and Creativity**

Applicants should document and demonstrate both innovation and creativity in research and scholarship. Examples of innovation and creativity may include:

Original research and scholarly achievements; development of new models of research collaboration; innovative research grants awarded (roles specified); research driven consultancy pursued through University channels; invention or development of new procedures, processes and techniques; invention disclosures; number of patents and/or know-how licences.

### **Knowledge Transfer and Dissemination**

Applicants should document and demonstrate knowledge transfer and / or dissemination of their research and scholarship, other than publications listed elsewhere. Examples of knowledge transfer and dissemination may include:

Industry-led PhD programmes; company start-ups/commercialisation;  
Innovation Partnership grants; contributions to government/agency reports;  
contributions to policy and/or national developments; hosting of  
conferences/workshops/performances/exhibitions; research-driven innovations  
in professional practice.

### **National and International Recognition**

Applicants should document and demonstrate peer or community recognition for their research / scholarship. Examples of recognition may include:

Prizes and awards for research; invited plenary speaker; editorships/editorial  
boards/reviewer; critical reviews of the applicant's published or performance  
work; visiting positions; invitations to participate in commercial research,  
public policy (research) formulation, performances or exhibitions;  
memberships of international advisory boards or conferences, reviews of  
research institutes; international research networks; external research thesis  
examining; other external impact factors.

### **Leadership and Responsibility**

Applicants should document and demonstrate active involvement in roles of leadership and responsibility in the research arena. Examples of leadership and responsibility may include:

Lead research funding bids; co-ordinate EU Framework projects; lead  
significant scale research teams, multi-disciplinary research groups.

[This could be leadership of the DCU role in partnership in research  
bids/collaborations]

### **Capacity Development and Mentorship**

Applicants should document and demonstrate their impact on initiating and / or expanding capacity in research and scholarly activity in DCU. Examples of capacity development may include:

Membership or leadership of DCU research centre; enhancing performance of  
research centre and network; mentoring of researchers; contribution to  
researcher training and career development; development of supportive  
networks.



**Social or Economic Impact or Enterprise Awareness**

Applicants should document and demonstrate active involvement in a) promoting the University and b) income generation / contribution to University efficiency. Examples of economic impact and business awareness may include:

**(a) Promoting the University**

Collaboration with other universities and industry/stakeholders; engagement with external agencies; contribution to broader economic, social and cultural issues; initiating and engaging in public debate; acting as an expert witness.

**(b) Income Generation and Contribution to University Efficiency**

DCU approved consultancy services; contract research; spin-off company formation; commercialisation income

### **Domain 3 – Service and Contribution to University and Society (total possible score: 50)**

#### **Introduction**

The University expects each member of academic staff to have acknowledged expertise and to provide that expertise, through various forms of service, to the school, faculty, University, to the discipline, in a profession and / or through community engagement.

#### **Evidence to support promotion to Associate Professor on the basis of service**

Applicants for promotion must demonstrate a sustained service contribution. Sustained activity is not achieved solely by membership of school, faculty or other University committees, or being the principal investigator on a grant. It shall be necessary to demonstrate key service activity in these roles.

**Please note:** Evidence sought in this section is limited to those aspects of service that have not been covered separately under the Teaching and Learning and / or Research and Scholarship domains above. Under each dimension descriptor below there are a number of examples/prompts. Such examples are there to assist the applicant in thinking about the type of evidence she / he may wish to draw on in developing her/his case for promotion. Applicants are not required to address all, or even most, of the examples listed under each dimension.

#### **Leadership and Responsibility in University and Society**

Applicants should document and demonstrate active involvement in roles of leadership and responsibility at a range of levels: school, faculty, University, community and profession. Examples of leadership and responsibility may include:

Administrative service of substantial significance to the governance of the University and its element units; major positions of leadership and responsibility within and outside the University; membership of government/agency/committees/professional bodies; leading and implementing strategy; chairing review panels, steering committees; leading significant change; management of series of major projects or of a group of staff through sustained change; more than occasionally giving invited advice and support to peers or junior colleagues e.g. mentor, PMDS reviewer; activity as a grievance mediator/investigator; lobbying and fundraising on behalf of discipline-related worthy causes; good citizenship.

#### **Capacity Development and Mentorship in University and Society**

Applicants should document and demonstrate their impact on initiating and / or expanding capacity in service and community engagement activity in DCU. Examples of capacity development may include:

Contribution to growing the capacity of a programme, school or faculty; contributions to staff up-skilling, training and development, management of large-scale school and/or faculty research centre facility in order to release capacity for colleagues; contribute to Alumni activities, advising and mentoring in start-ups and SMEs

### **Social or Economic Impact or Enterprise Awareness in University and Society**

Applicants should document and demonstrate active involvement in a) promoting the University and b) income generation and contribution to University efficiency as an aspect of service and contribution. Examples of economic impact and business awareness may include:

#### **(a) Promoting the University**

Sustained involvement with industry/stakeholders, the media, professions, alumni; workshop and conference organisation; exhibition/performance organisation and participation; contributions to local community engagement; contributions to University external communications exercises and / or strategies.

#### **(b) Income Generation and Contribution to University Efficiency**

Recruitment of students, including international; engaging with Educational Trust activities.