DUBLIN CITY UNIVERSITY

Extraordinary Promotion Scheme for Senior Academic Staff
Outline, Procedures, Criteria and Guidelines
September 2013

Section I: Outline of Scheme

Introduction

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

Currently, the University is operating under the terms of the Employment Control Framework (ECF) for the Higher Education Sector, which has been in place since 2009, and is facing another ECF compulsory reduction in staff numbers this year.

During the course of the ECF, a total of forty academic staff were promoted (across all levels). Following a hiatus of three years, DCU has reinstated the **Lecturer to Senior Lecturer Promotion** process over the past two years. In that time, ten promotions were made through the process and a number of others through the **Targeted Promotion to Senior Lecturer** process. However, the number of promotions of more senior academic staff has been low.

The current situation under ECF is that, provided that there are sufficient non-exchequer funds available and that the required permanent reductions in staff numbers are achieved, DCU is permitted to promote staff within the confines of the framework.

In May 2013 the President reiterated DCU's commitment to recognising and retaining its excellent staff. With this objective in mind, and facilitated by the acquisition of substantial non-exchequer funds, he announced plans to establish this scheme, the **Extraordinary Promotion Scheme for Senior Academic Staff**

The scheme is now ready to be implemented on a once-off basis, in the first instance.

Purpose

The University is a very diverse institution and its effective functioning and reputation depend on wide and varied contributions from staff. The overall purpose of this scheme 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.

The scheme is focused on promotions from **Senior Lecturer** (**SL**) to **Associate Professor** (**AP)** and from **Associate Professor (AP)** to **Professor** (**P**). It is a unique

initiative that offers **up to 10** internal promotions at **each** level and shall be open to all eligible, internal staff. It is important to note that the scheme is intended to complement the regular promotion policies and procedures

It has been constructed to maximise the number of staff who can benefit within the resources available. As a consequence, while providing an initial salary increase by virtue of a step up from one salary scale to another, this scheme shall require a hold on increments thereafter for up to 5 years, in the first instance. This requirement shall be kept under review in the context of the external funding environment for universities.

It should be noted that, for senior roles such as AP and P, **"leadership"** is particularly important for the University and must be visible in any credible application for promotion to AP or P levels.

Call for applications

This document accompanies the Call for Applications. The effective date of the promotion for successful applicants shall be the 1st January 2014.

Eligibility to apply for promotion

A. Academic staff members at **Senior Lecturer** grade may apply for promotion to **Associate Professor** grade.

Applicants

- shall have completed **three years** at Senior Lecturer grade
- shall be employed on a
    - permanent full-time contract, at Senior Lecturer grade, OR
    - on a fixed-term full-time contract, at Senior Lecturer grade, that extends at least to the end of 2014.

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

Applicants

- shall have completed **three years** at Associate Professor grade
- shall be employed on a
    - permanent full-time contract, at Associate Professor grade, OR
    - on a fixed-term full-time contract, at Associate Professor grade, that extends at least to the end of 2014.

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

Principles

This **Extraordinary Promotion Scheme for Senior Academic Staff** 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 School, Faculty, University, Community and Profession)**

To be deemed suitable for promotion within this scheme, an academic staff member shall be required to demonstrate that, in these three domains, s/he has had sustained high achievement at his/her current level of appointment 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 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 the capacity to perform at the next level (AP or P, respectively) and the case for promotion shall be based on achievement and quality beyond that expected for the satisfactory performance of duties at his/her current level.

While applicants are required to provide some information concerning their whole career, it is essential that they focus on, and provide a clear account of, their progress and achievements in the recent past (e.g. in the previous 5 years, or since their last appointment or promotion). Evidence of an upward trajectory in performance that would warrant promotion to the next level should also be provided.

Strategic focus

It is important that the University's mission and values, described in *DCU Strategic Plan 2012-17: Transforming Lives and Societies*, are fully expressed 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.

The DCU mission is *to transform lives and societies through education, research and innovation*

- by developing creative, analytical, enterprising and socially-responsible citizens,
- by creating and translating knowledge to address major global challenges,
- by leading public debate and providing critical analysis on areas of societal importance, and
- by engaging with enterprise for the benefit of our students, our region and the wider economy.

The DCU Values state that

- We are committed to excellence in education, research and innovation
- We provide a student-centric, supportive learning environment
- We recognise that our achievements are built on the expertise and commitment of our staff
- We encourage social inclusion and diversity
- We are committed to making a positive impact on our local, national and global communities
- We are ethical, accountable and transparent in our operations

In order to ensure that there is coherence between our stated mission and values and our internal promotion policies and schemes, the University is articulating in this document the type of focus and behaviours that it wishes to encourage in its senior academic staff and thus the type of focus and behaviours it wishes to reward through internal promotion.

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

The domain of **Service and Contribution** to the University, the Discipline and the Community is deemed to be appropriately addressed by a focus on the following **four** characteristic dimensions:

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

Section II: Procedures

Preparing an application

Applicants shall use the appropriate application form

Extraordinary Promotion Scheme for Senior Academic Staff: Application Form

and the guidelines in Section IV of this document are provided to assist in its completion.

Applications shall be submitted to the DCU Human Resources (HR) Department on or before the stipulated deadline (**4pm October 11th 2013**). **Late applications shall not, under any circumstances, be accepted for consideration.**

Taking advice

Applicants are encouraged to take advice from senior colleagues and academic collaborators 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 through promotion.

The HR Department shall be available to provide advice on procedural issues, including the requirements in relation to the preparation and completion of applications.

Nominating and contacting external assessors

Applicants are required to submit, with their applications, the names and contact details (telephone numbers and email addresses) of **two external** (i.e. to DCU) **assessors –** who should be eminent academic or professional experts in the applicant's field – including **one external assessor who is familiar with the areas of, and can comment upon, the applicant's teaching.** For each of the two external assessors an **Assessor Nomination Form** must be completed (attached to the Application Form mentioned above)

Nominated assessors should not have close links with the applicant: they should not be nor have been work colleagues or research collaborators; they should not be nor have been postgraduate or postdoctoral supervisors; they should not be recent employees of DCU.

External assessors should be chosen carefully and applicants must bear in mind that external assessors should normally be from a level higher than the applicant's current standing. Prospective external assessors should be able to attest to the standing of the national and, where relevant, the international profile of the applicant.

External assessors shall be provided with an electronic copy of an application by HR; however, it is the applicants' responsibility to confirm the willingness and availability of their external assessors to supply a report by the stipulated deadline. **Late external assessors' reports shall NOT be pursued by HR.**

Referees

Please note that the applicant's Head of School shall be asked by the Director of HR 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*].

Applicants are also requested to submit, with their applications, the names and contact details (telephone numbers and email addresses) of **two referees.** Referees are NOT provided with any details of the application by HR. For those applicants who are selected to proceed to the second stage of the assessment process (see the following sub-section) HR shall contact the nominated referees seeking references.

Consideration of the applications

Applications shall be assessed in a two stage process:

1. Initial review
2. Formal interview

First stage: Initial Review

All applications shall first be considered by a specially convened **Extraordinary Promotions Review Committee** (**EPRC**), comprising four DCU Emeritus Professors and two senior external members (who shall be Professors or Emeritus Professors).

HR shall advise each applicant, via email, of the membership of the EPRC at least seven days before the date of the first EPRC meeting.

The EPRC shall use the **Criteria and Guidelines** detailed in Sections III and IV below, the **external assessors' reports**, and the **Head of School reference** to assist in the assessment and comparison of the applications. References from referees shall not be considered at this stage.

This first stage is **competitive** and the functions of the EPRC shall be: to consider and evaluate all applications (in accordance with the criteria in Section III below); and to select (i) at most **10 applicants for promotion to Associate Professor** and (ii) at most **10 applicants for promotion to Professor** to proceed to the second stage of assessment. The Chair of the EPRC shall submit, in writing, the names of all those selected applicants to the Deputy President and the Director of HR.

Second stage: Formal Interview

The second stage is **non-competitive**. Each applicant selected by the EPRC for progression to the second stage of the assessment process shall be invited to an interview. The interview board shall be convened by the University in accordance with norms appropriate to these levels of appointments. At the interview, each candidate shall be assessed for promotion on his/her own **merit** against the agreed criteria**.**

The interview boards shall take into account **references** from nominated referees and the Head of School as well as the **external assessors' reports**.

Notification of outcome

All applicants shall be advised in writing of the outcome of their application as soon as possible after the Governing Authority has approved the recommendations of the interview boards.

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.

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 School, Faculty, University, Community and Profession

Framework for Assessment of Applications					
			Domains		
			1	**2**	**3**
			Teaching and Learning	**Research and Scholarship**	**Service and Contribution** to School, Faculty, University, Community and Profession
Dimensions	1	Quality and Productivity	**Assessment**	**Assessment**	
	2	Knowledge Transfer and Dissemination			
	3	National and International Recognition			
	4	Innovation and Creativity			**Assessment**
	5	Leadership and Responsibility			
	6	Capacity Development and Mentoring			
	7	Social and Economic Impact and Enterprise Awareness			

Domains 1 and 2

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

- Knowledge Transfer and Dissemination

- National and International Recognition

- Innovation and Creativity

- Leadership and Responsibility

- Capacity Development, and Mentorship

- Social and Economic Impact and Enterprise Awareness

Domain 3

Performance and attainment in the Service and Contribution domain shall be assessed across the final four dimensions:

- Innovation and Creativity

- Leadership and Responsibility

- Capacity Development and Mentorship

- Social and Economic Impact and Enterprise Awareness

Indicative levels of performance attainment in the core activity domains of academic staff.

Level 8
- **indicates an exceptional level of performance, consistent with someone operating at Personal Chair level.**

Level 7
- **indicates an excellent level of performance, at the upper end of Associate Professor expectations and indicating an applicant who is poised for further career advancement.**

Level 6
- **indicates an exceptional level of performance, consistent with someone operating at Associate Professor level.**

Level 5
- **indicates an excellent level of performance, at the upper end of Senior Lecturer expectations and indicating an applicant who is poised for further career advancement.**

Level 4
- **indicates a very good level of performance (i.e. as required at Senior Lecturer level)**

Level 3
- **indicates a good level of performance (i.e. at the upper end of Lecturer expectations and the minimum required to be considered for a Senior Lecturer position) .**

Level 2
- **indicates a satisfactory level of performance (i.e. as required at Lecturer level) .**

Level 1
- **indicates the minimum level of performance (i.e. as required at Lecturer level) .**

Eligibility for consideration for promotion

To be deemed eligible for consideration for promotion from **Senior Lecturer to Associate Professor** an applicant must be deemed to be

(a) at or above *Level 4* in all three domains, and

(b) at or above *Level 5* in at least two domains.

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

(a) at or above *Level 6* in all three domains, and

(b) at or above *Level 7* in at least two domains.

Section IV: Guidelines – presenting a case for promotion

This section contains information for applicants applying for promotion to the next grade of appointment. 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 AP or P levels.

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 relevant levels.

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

- The work undertaken (the <u>quality</u> of content or input) and the outcomes of that work (<u>productivity</u>, 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 and economic impact and enterprise awareness.

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

Guide to completing your application.

Remember that the best guide for a good application is "less is more".

Firstly, the application form is designed to accommodate achievements in widely differing disciplines, and different levels of promotion. This means that many sections will be unimportant or less important to your case. Do not try to complete every section in detail; it is not expected. Put effort into those sections where your case is strong.

Secondly, even for those sections that are relevant to your application, stick to the big points rather than trying to be exhaustive everywhere. Adding lots of small details will not add significantly to your case, and could well distract the reader from your strong points.

The page limit of 20 is a maximum, and most applications can be completed in fewer pages. If you find yourself squeezing text to fit it in, consider first whether you are cluttering your application with too many fine details. By analogy with money, the sum you carry is made up almost wholly of the notes in your wallet or pocket, to which a fistful of coins contributes little.

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. .

Please note: In each of the following three sub-sections, dealing with the 3 domains, **u**nder each dimension descriptor 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.

Domain 1 – Teaching and Learning

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*

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 (e.g. QuEST); 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; numbers of projects supervised for final-year undergraduate and postgraduate taught students.

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 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; 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 etc.; 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..

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.

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; 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 and Economic Impact and 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

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 an applicant will be expected to demonstrate a high level of achievement in the advancement of the discipline.

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 (types: books, book chapters, refereed journal articles, refereed conference presentations etc- 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 etc; number of creative works, designs and working models; proprietary and non-proprietary technical reports, training manuals, computer software, instrumentation, measurement, psychometric or evaluation instruments.

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; 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 etc.; international research networks; external research thesis examining; other external impact factors.

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.

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 and Economic Impact and 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; 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 School, Faculty, University, Community and Profession

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 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.

Innovation and Creativity

Applicants should document and demonstrate both innovation and creativity in the context of service and contribution. Examples of innovation and creativity may include:

> Developing new engagement opportunities with stakeholders; initiatives that foster engagement with the community; alumni initiatives; creative actions in furthering professional bodies; cultivating external support for university initiatives; developing good relationships with external policy makers; cultivating strategic links with other universities; fostering events that attract favourable media attention; promoting the university; pursuing new markets for the university , e.g. overseas; instigating major process change.

Leadership and Responsibility

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:

> Executive Dean, Head of School, Associate Dean, Administrative service of substantial significance to the governance of the University and its element units; major positions of leadership and responsibility within the University;

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 Mentoring

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 and Economic Impact and Enterprise Awareness

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, the media, professions, alumni; workshop and conference organisation; exhibition 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.