

GUIDELINES FOR ACADEMIC PROMOTIONS

Academic Promotions Guidelines – Teaching and Learning and Leadership Tracks

Senior Lecturer/Associate Professor (Contract Type A)
Professor in (Teaching & Learning and Leadership tracks)
Established Professor (Teaching & Learning and Leadership tracks)



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The Guidelines offered in this document are intended to assist in composing an application for promotion to Senior Lecturer/Associate Professor (contract type A), and Professor in, or Established Professor in the Teaching and Learning track. (For the Research/Scholarship track see separate guidelines. Those applying in the Leadership track may use either set, as appropriate). The guidelines give indicators of what might be expected at these levels, which is significantly above the normal expectations at lecturer level, but the range of examples given is not intended to be exhaustive. The guidelines are set out by criterion and should be read in conjunction with the separate documents which outline the criteria for promotion at each level. The terms on which the application may be deemed successful are indicated in the separate criterion document for each track, and on the front of the relevant application form.

In all cases candidates must indicate clearly their own contribution to any activity that they reference. This includes their precise role as members/leaders of committees, in working groups, editorial roles, securing grant income, etc. In respect of research income, for example, the terminology used in the application for promotion to describe the applicant's role should be exactly as used on the grant application. It also includes clearly indicating the applicant's portion of any joint research award. *Sustained trajectory is important: Candidates in all cases are expected to show that they have been in recent years, and are currently, performing at the level to which they are seeking promotion and that they are likely to continue to perform at that level. This applies to each of the criteria and to all disciplines.*

In some cases, it may be that an activity may reasonably be included under more than one heading in an application. It will be for each applicant to determine where to include such information on the application form, remembering that information may be cross-referenced but should not be duplicated: the Promotions Committee will not give credit twice for the same activity. In this context the teaching portfolio, student feedback and IRIS profile are seen as supporting evidence, not duplication.

GUIDELINES FOR ACADEMIC PROMOTIONS

In order to be promoted candidates are normally required to be assessed as having achieved all of the criteria for the grade and pathway on which they have applied. If a candidate fails to achieve a single non-core criterion, they may nevertheless establish a prima facie case 'in the round', where their achievements in a majority of other criteria are, in the academic judgement of Promotions Committee, significantly above the required level. Core and non-core criteria are clearly indicated on the application form and in the criteria documents.

In the event that a significant amount of inaccurate and/or duplicated material is included, the Promotions Committee may decide not to consider the application further.

Deputy President and Registrar as Chair of the Promotions Committees (APC and EPPC)
2 July 2025

GUIDELINES FOR ACADEMIC PROMOTIONS

Core Criteria			
Area	Indicators of Substantial Achievement	Indicators of Outstanding Achievement	Indicators of Exceptional Achievement
Research and Scholarship	For Senior Lecturer Type A only: Reflecting the contract of Lecturer Contract A, your research and scholarly activity is understood to refer to research and other forms of scholarship associated with research-informed teaching and with keeping up to date with developments in pedagogy and your discipline. This may include pedagogic research, research as traditionally conceived in the discipline, or a combination of the two. This may include • Research-based enhancements to pedagogy and teaching • Research findings from the classroom • publications in leading international journals and conferences and in peer-reviewed book chapters • authored books and/or monographs from leading publishers	A sustained, outstanding record of high-quality pedagogic research outputs, or pedagogic and other research outputs, recognised for originality, significance and rigour, leading to national or international standing and recognition, including a significant proportion of pedagogic research outputs. These publications will have had a demonstrable impact on the field of Teaching and Learning/pedagogy, and may also include publications in the academic discipline (as evidenced by metrics appropriate to the discipline). This may include • Research-based enhancements to pedagogy and teaching • Research findings from the classroom • publications in leading international journals and conferences and in peer-reviewed book chapters • authored books and/or monographs from leading publishers • edited volumes, etc.	A sustained, exceptional record of high-quality pedagogic research outputs, or pedagogic and other research outputs, recognised for originality, significance and rigour, leading to national or international standing and recognition. These publications will have had a demonstrable impact on the field of Teaching and Learning/pedagogy, and may also include publications in the academic discipline (as evidenced by metrics appropriate to the discipline). This may include • Research-based enhancements to pedagogy and teaching • Research findings from the classroom • publications in leading international journals and conferences and in peer-reviewed book chapters • authored books and/or monographs from leading publishers • edited volumes, etc. • research reports • building and maintaining successful

GUIDELINES FOR ACADEMIC PROMOTIONS

	• edited volumes, etc. • research reports • building and maintaining successful international research collaborations, etc. This list is not exhaustive. This record will be appropriate to disciplinary norms, and may include sole, major or senior authorship of high-impact publications. Where publications are included, candidates should indicate clearly the extent of their lead authorships in the accompanying narrative. Please note that original research is not required at this level. However, those ultimately aiming for advancement to professorial level on this track will at that stage be required to have published pedagogic research (see guidelines in the columns to the right). Where an applicant has a mixture of sole authored and multi-authored outputs, the proportion of each will be factored into the discussion around the minimum number of outputs required. Policy papers may be included provided they meet the definition of research papers outlined in the first 2 paragraphs of this box. It is for the applicant to demonstrate explicitly that this is the case.	• research reports • building and maintaining successful international research collaborations, etc. This list is not exhaustive. This record will be appropriate to disciplinary norms, and will include a significant proportion of sole, major or senior authorship of high-impact publications. An outstanding record will vary from discipline to discipline but would typically be at least 1.5 times the norms for Senior Lecturer/Associate Professor. 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. Candidates should indicate clearly the extent of their lead authorships in the accompanying narrative. Where an applicant has a mixture of sole authored and multi-authored outputs, the proportion of each will be factored into the discussion around the minimum number of outputs required. Policy papers may be included provided they meet the definition of research papers outlined in the first 2 paragraphs of this box. It is for the	international research collaborations, etc. This list is not exhaustive. This record will be appropriate to disciplinary norms, and will include a high proportion of sole, major or senior authorship of high-impact publications. An exceptional record will vary from discipline to discipline but would typically be at least double the norms for Senior Lecturer/Associate Professor. 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. Candidates should indicate clearly the extent of their lead authorships in the accompanying narrative. Where an applicant has a mixture of sole authored and multi-authored outputs, the proportion of each will be factored into the discussion around the minimum number of outputs required. Policy papers may be included provided they meet the definition of research papers outlined in the first 2 paragraphs of this box. It is for the applicant to demonstrate explicitly that this is the case.
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GUIDELINES FOR ACADEMIC PROMOTIONS

	For Professor in (Teaching & Learning track, and Leadership track): A substantial record of high-quality research outputs recognised for originality, significance and rigour, leading to national or international standing and recognition, as appropriate to contract. This may include pedagogic research, research as traditionally conceived in the discipline, or a combination of the two. This may include • publications in leading international journals and conferences and in peer-reviewed book chapters • authored books and/or monographs from leading publishers • edited volumes, etc. • research reports • building and maintaining successful international research collaborations, etc. This list is not exhaustive. This record will be appropriate to disciplinary norms, and will include sole, major or senior authorship of high-impact publications. A substantial record would include a consistent and sustained record of	applicant to demonstrate explicitly that this is the case.	
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GUIDELINES FOR ACADEMIC PROMOTIONS

	research publication as follows: • In disciplines where multi-authored papers are the norm: normally a minimum of 20-25 papers in high-quality, peer-reviewed outlets, slightly less if a monograph is included, the number to be dependent on the quality of the outlets; • In disciplines where sole-authored outputs are the norm: normally a minimum of 10-15 sole authored papers in high-quality peer-reviewed outlets, slightly less if a monograph is included, the number to be dependent on the quality of the outlets. Demonstration of publication quality 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, substantial personal contribution. Candidates should indicate clearly the extent of their lead authorships in the accompanying narrative. Where an applicant has a mixture of sole authored and multi-authored outputs, this will be factored into the discussion around the minimum number of outputs required. Policy papers may be included provided		
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GUIDELINES FOR ACADEMIC PROMOTIONS

	they meet the definition of research papers outlined in the first 2 paragraphs of this box. It is for the applicant to demonstrate explicitly that this is the case.		
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GUIDELINES FOR ACADEMIC PROMOTIONS

	Creative Lectureships	Creative Lectureships	Creative Lectureships
	For applicants who hold an academic post in the creative arts this may include, in addition or instead of scholarly work as outlined above: Work published, produced, or performed by a significant, internationally recognized body, organization, or institution. For creative writers, this would include major publishing houses for poetry or fiction (e.g. Random House, Faber, Éditions Gallimard, Aufbau-Verlag; Arts Council funded publishers in Ireland). For dramatists, this would include plays performed by major theatre companies (e.g. the Abbey, Druid Theatre, other Arts Council-funded organisations in Ireland, and their international equivalents), or in significant international theatre festivals (such as Dublin Theatre Festival, Galway International Arts Festival, and their international equivalents). For film-makers, this would include feature films or documentaries given significant international distribution, or shown in major international festivals (e.g. Dublin Film Festival, Galway Film Fleadh and their international equivalents). For composers, this would include performances of their	For applicants who hold an academic post in the creative arts this may include, in addition to or instead of scholarly work as outlined above: Work published, produced, or performed by a significant, internationally recognized body, organization, or institution. For creative writers, this would include major publishing houses for poetry or fiction (eg. Random House, Faber, Éditions Gallimard, Aufbau-Verlag; Arts Council funded publishers in Ireland). For dramatists, this would include plays performed by major theatre companies (eg. the Abbey, Druid Theatre, other Arts Council-funded organisations in Ireland, and their international equivalents), or in significant international theatre festivals (such as Dublin Theatre Festival, Galway International Arts Festival, and their international equivalents). For film-makers, this would include feature films or documentaries given significant international distribution, or shown in major international festivals (e.g. Dublin Film Festival, Galway Film Fleadh and their international equivalents). For composers, this would include performances of their work in major national and international venues (e.g. National Concert Hall, National Opera House, and their international equivalents, or in	For applicants who hold an academic post in the creative arts this may include, in addition to or instead of scholarly work as outlined above: Work published, produced, or performed by a significant, internationally recognized body, organization, or institution. For creative writers, this would include major publishing houses for poetry or fiction (eg. Random House, Faber, Éditions Gallimard, Aufbau-Verlag; Arts Council funded publishers in Ireland). For dramatists, this would include plays performed by major theatre companies (eg. the Abbey, Druid Theatre, other Arts Council-funded organisations in Ireland, and their international equivalents), or in significant international theatre festivals (such as Dublin Theatre Festival, Galway International Arts Festival, and their international equivalents). For film-makers, this would include feature films or documentaries given significant international distribution, or shown in major international festivals (e.g. Dublin Film Festival, Galway Film Fleadh and their international equivalents). For composers, this would include performances of their work in major national and international venues (e.g.

GUIDELINES FOR ACADEMIC PROMOTIONS

	work in major national and international venues (e.g. National Concert Hall, National Opera House, and their international equivalents, or in significant festivals, or by significant orchestras or groups, or recordings of their work by significant record companies. For digital, visual and/or multidisciplinary artists, this would include significant exhibitions in internationally recognised entities (such as galleries or festivals), or other forms of internationally significant performance, publication, exhibition, or other dissemination. The international recognition given to the work (as evidenced by, for example, substantial reviews, translations by major international presses, international prizes, or other indicators of significant esteem) should be understood as a professional editorial process which is the de facto equivalent of a peer review process. This may also include publications in leading international journals and conferences and in peer-reviewed book chapters, authored books and/or monographs from leading publishers, edited volumes, research reports, etc. This record will be appropriate to disciplinary norms, and will include sole, major or	significant festivals, or by significant orchestras or groups, or recordings of their work by significant record companies. For digital, visual and/or multidisciplinary artists, this would include significant exhibitions in internationally recognised entities (such as galleries or festivals), or other forms of internationally significant performance, publication, exhibition, or other dissemination. The international recognition given to the work (as evidenced by, for example, substantial reviews, translations by major international presses, international prizes, or other indicators of significant esteem) should be understood as a professional editorial process which is the de facto equivalent of a peer review process. This may also include publications in leading international journals and conferences and in peer-reviewed book chapters, authored books and/or monographs from leading publishers, edited volumes, research reports, etc. This record will be appropriate to disciplinary norms, and will include sole, major or senior authorship of high-impact publications. Evidence may also include work which has been widely and positively reviewed in significant journals, magazines, or the national and international press. This would include reviews in appropriate academic journals, where such exist, but also in internationally	National Concert Hall, National Opera House, and their international equivalents, or in significant festivals, or by significant orchestras or groups, or recordings of their work by significant record companies. For digital, visual and/or multidisciplinary artists, this would include significant exhibitions in internationally recognised entities (such as galleries or festivals), or other forms of internationally significant performance, publication, exhibition, or other dissemination. The international recognition given to the work (as evidenced by, for example, substantial reviews, translations by major international presses, international prizes, or other indicators of significant esteem) should be understood as a professional editorial process which is the de facto equivalent of a peer review process. This may also include publications in leading international journals and conferences and in peer-reviewed book chapters, authored books and/or monographs from leading publishers, edited volumes, research reports, etc. This record will be appropriate to disciplinary norms, and will include sole, major or senior authorship of high-impact publications. Evidence may also include work which has been widely and positively reviewed in
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GUIDELINES FOR ACADEMIC PROMOTIONS

	senior authorship of high-impact Publications. Evidence may also include work which has been widely and positively reviewed in significant journals, magazines, or the national and international press. This would include reviews in appropriate academic journals, where such exist, but also in internationally recognized periodicals or magazines (e.g. Times Literary Supplement, New York Review of Books for writers; Sight and Sound or similar for film-makers; Classical Music or similar for composers; American Theatre or similar for dramatists), or in the national and international press. (Reviews for specialist blogs or fan sites would not normally be accepted, but may be considered as evidence of Service, as a form of public engagement.) Evidence might also include significant critical or reflective work in the public sphere. This could include the writing of literary or critical essays, cultural journalism, substantial reviewing, regular and significant media work, etc.	recognized periodicals or magazines (e.g. Times Literary Supplement, New York Review of Books for writers; Sight and Sound or similar for film-makers; Classical Music or similar for composers; American Theatre or similar for dramatists), or in the national and international press. (Reviews for specialist blogs or fan sites would not normally be accepted, but may be considered as evidence of Service, as a form of public engagement.) Evidence might also include significant critical or reflective work in the public sphere. This could include the writing of literary or critical essays, cultural journalism, substantial reviewing, regular and significant media work, etc.	significant journals, magazines, or the national and international press. This would include reviews in appropriate academic journals, where such exist, but also in internationally recognized periodicals or magazines (e.g. Times Literary Supplement, New York Review of Books for writers; Sight and Sound or similar for film-makers; Classical Music or similar for composers; American Theatre or similar for dramatists), or in the national and international press. (Reviews for specialist blogs or fan sites would not normally be accepted, but may be considered as evidence of Service, as a form of public engagement.) Evidence might also include significant critical or reflective work in the public sphere. This could include the writing of literary or critical essays, cultural journalism, substantial reviewing, regular and significant media work, etc.
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GUIDELINES FOR ACADEMIC PROMOTIONS

Teaching and Learning	A substantial contribution to teaching, supervision and mentoring of students at most or all levels in the School. This will be evidenced as effective teaching, supervision and mentoring (including projects and minor theses up to MA/MSc) of students at most or all levels in the School, achievements in curriculum design/innovation to overcome special challenges (breadth of courses, difficulty of material, student engagement, enabling student access etc.). Student feedback must also be included, as should a statement of the candidate's teaching philosophy.	An outstanding contribution to teaching, supervision and mentoring of students at most or all levels in the School. This will be evidenced as effective teaching, supervision and mentoring (including projects and minor theses up to MA/MSc) and substantive innovations in curriculum design and delivery (face-to-face, blended and online), recognised as making a major contribution to the subject or discipline. This may include, among other things: • The introduction of an entirely new area of teaching to the subject • Significant achievements in curriculum design/innovation to overcome special challenges (breadth of courses, difficulty of material, student engagement, enabling student access etc.). • Leadership or major role in initiation and completion of major course reviews. • Contribution to developments in pedagogy and research in higher education beyond the university (nationally and/or internationally). Student feedback must also be included, as should a statement of the candidate's teaching philosophy	An exceptional contribution to teaching, supervision and mentoring of students at most or all levels in the School. This will be evidenced as effective teaching, supervision and mentoring (including projects and minor theses up to MA/MSc) and exceptional innovations in curriculum design and delivery (face-to-face, blended and online), recognised as making a major contribution to the subject or discipline. This may include, among other things: • The introduction of an entirely new area of teaching to the subject • Major achievements in curriculum design/innovation to overcome special challenges (breadth of courses, difficulty of material, student engagement, enabling student access etc.). • Leadership in initiation and completion of major course reviews • Leading Contribution to developments in pedagogy and research in higher education beyond the university (nationally and/or internationally). Student feedback must also be included, as should a statement of the candidate's teaching philosophy
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GUIDELINES FOR ACADEMIC PROMOTIONS

Contribution and Citizenship	a. Internal Substantial organisational, leadership or management contributions to the Academic Unit and, where there has been opportunity, to the College and University. This might include, but is not limited to: Vice-Dean roles; (Associate) Head of School and/or Discipline; (Associate) Research Director; course directorship; chairing or membership of committees such as Athena SWAN Sat or working groups; organising of open days; leadership of a project; strategic and operational planning; contributions to quality, sustainability, equality, diversity and inclusion, and the professional development of others; organisation of class schedules and exams; co- ordination of field work or laboratories; chairing of working groups, contribution to strategic university-wide initiatives etc.	a. Internal Outstanding and sustained evidence of high quality organisational, leadership or management skills which have contributed to the Academic Unit, the College and the University. Such roles might include, among others: outstanding leadership at School/College and/or Programme level in the delivery of substantive and lasting programme change. For example: Course Directorship, (Associate) Head of School and/or Discipline; (Associate) Research Director; (Vice-)Dean; Committee or Working Group Chair, outstanding contributions to other activities at School and College level, including committees and working groups; leadership roles in quality, sustainability, equality, diversity and inclusion, and the professional development of others; membership and/or leadership of senior university committees or working groups; significant contribution to strategic university-wide initiatives, responsibility for a substantial laboratory or other facility, etc.	a. Internal Exceptional and sustained evidence of high quality organisational, leadership and management skills which have contributed to the Academic Unit, the College and the University. Such roles might include, among others: transformational Course Directorship, (Associate) Head of School and/or Discipline; (Associate) Research Director; (Vice-)Dean; Committee or Working Group Chair, exceptional contributions to other activities at School and College level, including committees and working groups; leadership roles in quality, sustainability, equality, diversity and inclusion, and the professional development of others; membership and/or leadership of senior University committees or working groups; significant contribution to strategic university-wide initiatives, responsibility for a substantial laboratory or other facility, etc.
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GUIDELINES FOR ACADEMIC PROMOTIONS

	b. External Substantial contribution to intellectual, cultural, social or economic life externally to the University, at regional, national or international level, including external engagement activities for and on behalf of the University that are beyond the confines of academic engagement, i.e. other than purely with other third-level institutions. This should be clearly linked to your role in the University.	b. External Outstanding and sustained contribution to intellectual, cultural, social or economic life externally to the University, at regional, national or international level, including external engagement activities for and on behalf of the University that are beyond the confines of academic engagement, i.e. other than purely with other third-level institutions. This should be clearly linked to your role in the University.	b. External Exceptional and sustained contribution to intellectual, cultural, social or economic life externally to the University, at regional, national or international level, including external engagement activities for and on behalf of the University that are beyond the confines of academic engagement, i.e. other than purely with other third-level institutions. This should be clearly linked to your role in the University.

GUIDELINES FOR ACADEMIC PROMOTIONS

Other Criteria			
Research and Scholarship			
Area	Indicators of Substantial Achievement	Indicators of Outstanding Achievement	Indicators of Exceptional Achievement
Research Leadership	Substantial external research leadership, service on national/international bodies, advisory and review panels, participation in international collaborations, etc. This could include membership of public policy bodies, consultations, industrial groups, economic, education and other review groups, prestigious invitations to review manuscripts and other roles that are based on research expertise. Candidates should outline clearly the nature of their roles and address the extent to which their activities can be seen to constitute leadership. The extent to which any committee membership or reviewing role included here constitutes leadership must be clearly demonstrated. <i>N.B.: Research Funding leadership is considered under the criterion "Research</i>	Outstanding, sustained external research leadership, service on national/international bodies, associate/editorial roles, advisory and review panel membership and leadership, leadership role in international collaborations, etc. This may include leadership roles in external bodies such as national and international working groups, arts organisations, industrial groups, economic, education and other review groups, think tanks, chairing major conferences, etc., such roles to be based on research expertise. The standard required here is a significant step-up from that required at the level of SL/AP. Candidates should outline clearly the nature of their roles and address the extent to which their activities constitute outstanding leadership. The extent to which any	Exceptional external research leadership, service on national/international bodies, editorial roles, advisory and review panel membership and leadership, leadership roles in international collaborations, etc. This may include leadership of external bodies such as national and international working groups, arts organisations, industrial groups, economic, education and other review groups, think tanks, chairing major conferences, etc., such roles to be based on research expertise. Candidates should outline clearly the nature of their roles and address the extent to which their activities constitute exceptional leadership. The extent to which any committee membership or reviewing role included here constitutes leadership must be clearly demonstrated by indicating what changed as a result of their leadership.

GUIDELINES FOR ACADEMIC PROMOTIONS

	<i>Funding”, unless the candidate is able to demonstrate significant leadership achievements beyond the successful conclusion of the funded project.</i>	committee membership or reviewing role included here constitutes leadership must be clearly demonstrated by indicating what changed as a result of their leadership. <i>N.B.: Research Funding leadership is considered under the criterion “Research Funding”, unless the candidate is able to demonstrate significant leadership achievements beyond the successful conclusion of the funded project.</i>	<i>N.B.: Research Funding leadership is considered under the criterion “Research Funding”, unless the candidate is able to demonstrate significant leadership achievements beyond the successful conclusion of the funded project.</i>
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GUIDELINES FOR ACADEMIC PROMOTIONS

Postgraduate Students and Postdoctoral Researchers	Substantial record of successful supervision to completion of doctoral students or successful supervision of postdoctoral researchers or a combination thereof. This should be commensurate to the success of your College and its disciplines in securing funding at the appropriate level, recognising that in some disciplines (e.g. Arts and Humanities) the postgraduate culture is stronger, while in other disciplines the postdoctoral tradition may be stronger. a. Postgraduate Students In all cases you should indicate your role as supervisor or co-supervisor. You should note that a doctorate is only regarded as completed when the final, corrected if applicable, copy has been submitted to the University and award letter issued to the student. If you commenced supervision after the beginning of the student's supervisory period, this should be clearly	Outstanding and sustained record of successful supervision to completion of doctoral students or successful supervision of postdoctoral researchers or a combination thereof. This should be commensurate to the success of your College and its disciplines in securing funding at the appropriate level, recognising that in some disciplines (e.g. Arts and Humanities) the postgraduate culture is stronger, while in other disciplines the postdoctoral tradition may be stronger. a. Postgraduate Students In all cases you should indicate your role as supervisor or co-supervisor. You should note that a doctorate is only regarded as completed when the final, corrected if applicable, copy has been submitted to the University and award letter issued to the student. If you commenced supervision after the beginning of the student's supervisory	Exceptional and sustained record of successful supervision to completion of doctoral students or successful supervision of postdoctoral researchers or a combination thereof. This should be commensurate to the success of your College and its disciplines in securing funding at the appropriate level, recognising that in some disciplines (e.g. Arts and Humanities) the postgraduate culture is stronger, while in other disciplines the postdoctoral tradition may be stronger. a. Postgraduate Students In all cases you should indicate your role as supervisor or co-supervisor. You should note that a doctorate is only regarded as completed when the final, corrected if applicable, copy has been submitted to the University and award letter issued to the student. If you commenced supervision after the beginning of the student's supervisory period, this should be clearly indicated along with the precise length of time
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GUIDELINES FOR ACADEMIC PROMOTIONS

	indicated along with the precise length of time you supervised. b. Postdoctoral Researchers Successful supervision of postdoctoral researchers must be evidenced. It may be evidenced by, but is not limited to: Funding applications; Joint publications; mentorship awards won by the individual; competitive awards and positions secured by doctoral and postdoctoral researchers in University of Galway or elsewhere; Invitations to host visiting doctoral and postdoctoral researchers, as appropriate to the discipline; Other steps taken in support of career development of doctoral and postdoctoral researchers within the group and within the university that advance best practice in supervision. Postgraduate and postdoctoral students currently supervised should also be included on the form in the relevant boxes as an indicator of your current trajectory in the area. (Please note that supervision claimed at another institution may need to be validated with the relevant institutional office, if counting them is required in order	period, this should be clearly indicated along with the precise length of time you supervised. b. Postdoctoral Researchers Successful supervision of postdoctoral researchers must be evidenced. It may be evidenced by, but is not limited to: Funding applications; Joint publications; mentorship awards won by the individual; competitive awards and positions secured by doctoral and postdoctoral researchers in University of Galway or elsewhere; Invitations to host visiting doctoral and postdoctoral researchers, as appropriate to the discipline; Other steps taken in support of career development of doctoral and postdoctoral researchers within the group and within the university that advance best practice in supervision. Postgraduate and postdoctoral students currently supervised should also be included on the form in the relevant boxes as an indicator of your current trajectory in the area. (Please note that supervision claimed at another institution may need to be validated with the relevant institutional office, if counting them is required in order for the criterion to be met.)	you supervised. b. Postdoctoral Researchers Successful supervision of postdoctoral researchers must be evidenced. It may be evidenced by, but is not limited to: Funding applications; Joint publications; mentorship awards won by the individual; competitive awards and positions secured by doctoral and postdoctoral researchers in University of Galway or elsewhere; Invitations to host visiting doctoral and postdoctoral researchers, as appropriate to the discipline; Other steps taken in support of career development of doctoral and postdoctoral researchers within the group and within the university that advance best practice in supervision. Postgraduate and postdoctoral students currently supervised should also be included on the form in the relevant boxes as an indicator of your current trajectory in the area. (Please note that supervision claimed at another institution may need to be validated with the relevant institutional office, if counting them is required in order for the criterion to be met.)
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GUIDELINES FOR ACADEMIC PROMOTIONS

	for the criterion to be met.) c. You should also outline your wider contribution to postgraduate and postdoctoral culture within the university. This provides important context for your supervisory activity but is not a substitute for completed supervisions. <i>N.B: No credit will be given for supervision of undergraduate, PGT or PGR Master's theses in this section.</i>	c. You should also outline your wider contribution to postgraduate and postdoctoral culture within the university. This provides important context for your supervisory activity but is not a substitute for completed supervisions. <i>N.B: No credit will be given for supervision of undergraduate, PGT or PGR Master's theses in this section.</i>	c. You should also outline your wider contribution to postgraduate and postdoctoral culture within the university. This provides important context for your supervisory activity but is not a substitute for completed supervisions. <i>N.B: No credit will be given for supervision of undergraduate, PGT or PGR Master's theses in this section.</i>
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GUIDELINES FOR ACADEMIC PROMOTIONS

Research Funding	A substantial and consistent track record of securing external research funding. This includes funding for all types of academic research including pedagogic research. Your role in securing the research funding should be clearly elaborated, and some of this should be as PI. Any internal funding secured should also be included. Recognising that the funding environment in Ireland favours certain disciplines, and somewhat less so in Europe, this, as all aspects of the scheme, will take account of disciplinary differences.	An outstanding and consistent track record of securing external research funding, including a significant amount as PI thereby demonstrating leadership in the field. This includes funding for all types of academic research including pedagogic research. Where you are not PI, your role in securing the funding should be clearly elaborated. Any internal funding secured should also be included. Recognising that the funding environment in Ireland favours certain disciplines, and somewhat less so in Europe, this, as all aspects of the scheme, will take account of disciplinary differences.	An exceptional and consistent track record of securing external research funding as PI thereby demonstrating leadership in the field. This includes funding for all types of academic research including pedagogic research. Any internal funding secured should also be included. Recognising that the funding environment in Ireland favours certain disciplines, and somewhat less so in Europe, this, as all aspects of the scheme, will take account of disciplinary differences.
Research Impact Beyond Academia	Evidence of substantial impact of research. This may be achieved through research-based engagement with government, the public sector, society, cultural bodies, scientific bodies, industry, commercialisation of research, patents, etc, as appropriate to the discipline. Impact beyond academia must be clearly demonstrated by evidencing change, new behaviours, new policies, etc. Dissemination of its own does not constitute impact.	Evidence of outstanding impact of research. This may be achieved through research-based engagement with government, the public sector, society, cultural bodies, scientific bodies, industry, track record of feeding into/driving policy development, commercialisation of research, patents, etc, as appropriate to the discipline. Impact beyond academia must be clearly demonstrated by evidencing change, new behaviours, new policies, etc. Dissemination of its own does not constitute impact.	Evidence of exceptional impact of research. This may be achieved through research-based engagement with government, the public sector, society, cultural bodies, scientific bodies, industry, track record of feeding into/driving policy development, commercialisation of research, patents, etc, as appropriate to the discipline. Impact beyond academia must be clearly demonstrated by evidencing change, new behaviours, new policies, etc. Dissemination of its own does not constitute impact.

GUIDELINES FOR ACADEMIC PROMOTIONS

	<i>N.B.: Impact in this section does NOT include impact on fellow academics, academic citations, h-indices etc, and no credit will be given for including this in this section.</i>	<i>N.B.: Impact in this section does NOT include impact on fellow academics, academic citations, h-indices etc, and no credit will be given for including this in this section.</i>	<i>N.B.: Impact in this section does NOT include impact on fellow academics, academic citations, h-indices etc, and no credit will be given for including this in this section.</i>
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GUIDELINES FOR ACADEMIC PROMOTIONS

National/ International Standing in the discipline	National and growing international standing in the discipline as evidenced by active involvement in learned societies, professional bodies, funding agencies, journals, invitations to give keynote addresses, external examining of research theses, journal refereeing, visiting appointments and so forth. Outline clearly the nature of your involvement.	International standing in the discipline as evidenced by the award of visiting fellowships/professorships, sustained involvement in learned societies, professional bodies, funding agencies, journal editing, invitations to give keynote addresses, awarding of international prizes, etc. External examining of research theses internationally. Outline clearly the nature of your involvement.	Internationally excellent standing in the discipline as evidenced by award of visiting fellowships/professorships, sustained involvement in and leadership of learned societies, professional bodies, panels for funding agencies, prestigious journal editing, invitations to give keynote addresses, prestigious prizes, external examining of research theses nationally and internationally. Outline clearly the nature of your involvement.

GUIDELINES FOR ACADEMIC PROMOTIONS

Teaching and Learning			
Area	Indicators of Substantial Achievement	Indicators of Outstanding Achievement	Indicators of Exceptional Achievement
Theoretical Currency in Teaching	Substantial evidence of maintaining theoretical currency in teaching, as evidenced by published peer-reviewed articles and/or reports on pedagogic research, incorporation of up-to-date methodologies in the relevant discipline or more widely, etc. You should demonstrate clearly the nature and extent of the incorporation of the methodologies, including referencing the salient literature.	An outstanding record of maintaining theoretical currency in teaching, as evidenced by published peer-reviewed articles and/or reports on pedagogic research, incorporation of up-to-date methodologies in the relevant discipline or more widely, etc. You should demonstrate clearly the nature and extent of the incorporation of the methodologies, including referencing the salient literature.	An exceptional record of maintaining theoretical currency in teaching, as evidenced by published peer-reviewed articles and/or reports on pedagogic research, incorporation of up-to-date methodologies in the relevant discipline or more widely, etc. You should demonstrate clearly the nature and extent of the incorporation of the methodologies, including referencing the salient literature.

GUIDELINES FOR ACADEMIC PROMOTIONS

Innovation in Teaching	Substantial evidence of innovation in teaching, including development and implementation of entirely new and original teaching materials, involving innovative methodologies, the integration of international experiences and/or content. Demonstrate clearly the nature and extent of the pedagogic innovation, including referencing the salient literature. <i>N.B. The introduction of new programmes or modules does not of itself constitute innovation in teaching.</i>	Regular incorporation of high-quality innovation into teaching which has been evaluated and found to be successful, including development and implementation of new teaching materials, especially involving innovative methodologies, the integration of international experiences and/or content. Demonstrate clearly the nature and extent of the pedagogic innovation, including referencing the salient literature. <i>N.B. The introduction of new programmes or modules does not of itself constitute innovation in teaching.</i>	Regular and consistent incorporation of high-quality innovation into teaching which has been evaluated and found to be successful, including development and implementation of new teaching materials, especially involving innovative methodologies, the integration of international experiences and/or content. Demonstrate clearly the nature and extent of the pedagogic innovation, including referencing the salient literature. <i>N.B. The introduction of new programmes or modules does not of itself constitute innovation in teaching.</i>
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GUIDELINES FOR ACADEMIC PROMOTIONS

National/International Standing in Teaching and Learning	National standing in the area of teaching and learning, as evidenced by, for example, the award of prizes, external examining and involvement at senior level in the subject nationally through professional and accreditation bodies or other national or international groups focused on the delivery of quality and excellence in teaching, learning and assessment.	National/International standing in the area of teaching and learning, as evidenced by profile/leading roles in the subject nationally/internationally through professional, quality assurance or accreditation bodies; or other national or international groups focused on the delivery of quality and excellence in teaching, learning and assessment	National/International standing in the area of teaching and learning, as evidenced by leadership roles in the subject nationally/internationally through membership and chairing of professional, quality assurance or accreditation bodies or panels or other national or international groups focused on the delivery of quality and excellence in teaching, learning and assessment.
Impact in Teaching and Learning	Substantial successful uptake by others of curriculum development/ innovation resulting from, for example, conference presentations, workshops, publications or web sites created by the applicant. This could include evidence of collaboration with colleagues in other HEIs on joint projects. Impact must be shown by evidencing change, new behaviours, the adoption of new approaches by others, etc. Dissemination of its own does not constitute impact. Testimonials should be used very sparingly and only as a means of supporting the evidencing of criteria listed above.	Sustained dissemination and uptake by others of curriculum developments and innovation through, for example, conference presentations, workshops, publications, policy development or web sites. This may be evidenced by collaboration with and/or influencing of colleagues in other HEIs on joint projects, collaborative international projects and so forth. Impact must be shown by evidencing change, new behaviours, the adoption of new approaches by others, etc. Dissemination of its own does not constitute impact. Testimonials should be used very sparingly and only as a means of supporting the evidencing of criteria listed above.	Exceptional, successful and sustained dissemination and uptake by others of curriculum developments and innovation through, for example, conference presentations, workshops, publications or web sites. This may be evidenced by leading collaborations with and/or influencing of colleagues in other HEIs on joint projects, collaborative international projects, and so forth. Impact must be shown by evidencing change, new behaviours, the adoption of new approaches by others, etc. Dissemination of its own does not constitute impact. Testimonials should be used very sparingly and only as a means of supporting the evidencing of criteria listed above.

GUIDELINES FOR ACADEMIC PROMOTIONS

Pedagogic Funding	Substantial success in securing external funding for pedagogic innovation and the development of your teaching, learning and assessment. Your role in securing the funding should be clearly elaborated, and some of this should be as PI.	An outstanding record, including a significant amount as PI, of securing external funding for pedagogic innovation and the development of your teaching, learning and assessment. Where you are not PI, your role in securing the funding should be clearly elaborated.	An exceptional record as PI of securing external funding for pedagogic innovation and the development of your teaching, learning and assessment. (Where you are not PI, your role in securing the funding should be clearly elaborated.)
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GUIDELINES FOR ACADEMIC PROMOTIONS

Leadership (Core to the Leadership Track)			
Area	Indicators of Substantial Achievement	Indicators of Outstanding Achievement	Indicators of Exceptional Achievement
Internal Leadership	N/A	Outstanding leadership at College or University level. High quality organisational, leadership or management achievements which have contributed substantially to the University. Significant evidence of the transformative nature of the leadership.	Exceptional leadership at University level. High quality organisational, leadership or management achievements which have contributed substantially to the School, College and wider University. Significant evidence of the transformative nature of the leadership.
External Leadership	N/A	Proven outstanding leadership at regional, national and/or international level. High quality creative and innovative leadership and contribution to external bodies such as regional or national working groups, arts organisations, industrial groups, economic and other review groups, professional bodies, think tanks, etc,	Proven exceptional leadership at national and/or international level. High quality creative and innovative leadership and contribution to external bodies such as national working groups, arts organisations, industrial groups, economic and other review groups, professional bodies, think tanks, etc,.

Deputy President and Registrar as Chair of the Promotions Committees (APC and EPPC)
2 July 2025