

Performance Management & Development System (PMDS) – School of Psychology

The purpose of this document is to specify the workload norms appropriate to academic staff working in the school of Psychology NUIG. The aim of specifying these norms is to help staff identify academic activities relevant to preparing their individual workload profile and drafting a workload plan.

A copy of the Universities's guidelines on PMDS and work load models (WMD) can be found at:

<http://www.nuigalway.ie/media/stafftraining/XX-PMDSWLM-23-05-13.pdf>

These norms, developed in Oct/Nov 2013 by the workload committee (AnnMarie Groarke, Gary Donohoe, Molly Byrne, Gerry Molloy, Denis O'Hora, and Geraldine Leader) in consultation with the wider school, represent an attempt to create a transparent set of guidelines by which to evaluate academic performance. The school of psychology workload norms described here are, almost by definition, based on averages. More specifically, they are explicitly based on the academic activity profile (AAP) fractions of 0.4 teaching, 0.4 research, 0.2 contribution (see page 3 of the above document).

In reconciling these performance norms with the personalised nature of individual workload planning and performance evaluation, careful consideration of the specific roles and responsibilities of each member of the academic staff will be required. In particular, it will be important that staff whose activities are particularly focused in one area (whether teaching, research, or contribution) will have that activity appropriately recognised. Therefore, while these norms have an important role in articulating expectations for workload and performance they are explicitly not intended as a one-size-fits all set of criteria for evaluation.

Finally, as the new PMDS is currently in its first year of roll out, it is expected that these workload norms will require review and re-evaluation. This will be particularly important for addressing the fact that many activities, research activities in particular, can only be accurately evaluated over a 2-3 year period. The committee explicitly acknowledges that there will be a need for further iterations of these norms.

Prepared by Gary Donohoe & AnnMarie Groarke, on behalf of the workload committee,
26.11.2013 .

Workload norms and PMDS Contribution ratings – RESEARCH

Seven domains of research were identified. Each domain has a number of indicators which are acknowledged as important research-related activities within the School.

1. Publications
 - a. These may be: Article in a peer-reviewed journal, Article or chapter in a book; Book (whole); Book (Editor)
 - b. Publications as senior or lead author will be distinguished from publications as co-author
2. Research funding
 - a. Principal investigator or co-applicant on external funding application.
 - b. PhD studentship funding as supervisor
3. Postgraduate research
 - a. Postgraduate supervision (PhD or Doctorate in Clinical)
 - b. Taught Masters Dissertation supervision
 - c. GRC activity
 - d. PhD external examination
4. Conferences
 - a. Organisation of Irish or international conferences
 - b. Presentations (including oral/poster presentations, workshops and symposia) at national conferences
 - c. Presentations (including oral presentations, workshops and symposia) at international conferences
5. Commercialisation of research
 - a. Patent development and registration
 - b. Campus spin-out activities
 - c. Research-related consultancy resulting in financial gain to the university rather than the individual.
6. Policy related research outputs
 - a. Research driven policy development inputting to EU or national government policies or non-governmental organisation policy.
7. Public dissemination of research
 - a. Presentation of research to public/local groups.

The following indicators are considered markers of performance in Research.

Indicator	Satisfactory performance (score of 2)	Performance exceeds expectation (score of 3)
1. Publications	At least 2 publications as any author (senior or co-author) per year (accepted for publication or published)	<p>4 publications per year, of which at least 2 are as senior author* or</p> <p>3 publications per year of which at least 1 is published, as senior author*, in an exceptionally high impact journal (indicated by journal impact factor in top decile for journal category according to ISI Journal Citation Reports) or</p> <p>Any other very significant research output such as a high impact book published with a major, international publisher</p>
2. Research funding	<p>1 research funding application <u>submitted</u> or</p> <p>1 PhD studentship application <u>submitted</u> or</p> <p>1 successful minor** research funding award per year</p>	<p>Successful major** research funding award per year or</p> <p>1 successful PhD studentship per year</p>
3. Conference presentations/ academic dissemination	At least 1 conference presentation (oral, poster, symposium or workshop)/ academic dissemination per year (national or international) as presenter/ senior author	2 conference presentation (oral, poster, symposium or workshop)/ academic dissemination per year (national or international) as presenter/ senior author
4. Public dissemination of research	At least 1 public dissemination of research event per year as presenter/ senior author	3 public dissemination of research events per year as presenter/ senior author

5. Postgraduate supervision	Supervising at least 3 postgraduate students (of which 1 should be a PhD student).	Supervising at least 5 postgraduate students (of which 2 should be PhD students).
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* Senior author may be first author, last author (in medical journals) or author on a paper on which a staff member has played a supervisory role to a student. Staff members may make a case equivalent recognition to senior author, where they have made a significant contribution which is not obvious from publication authorship order.

** A minor research funding award is generally considered as an award valued of less than €100,000; a major funding award is generally considered as an award valued at €100,000 or more.

To earn an overall score of 2 (satisfies/meets expectations): A candidate should score at least 2 on three of the above indicators.

To earn an overall score of 3 (exceeds expectations): A candidate should score at 3 on three of the above indicators.

The above performance descriptions are indicative and for guidance only. Other activities and accomplishments not specified here may demonstrate the achievement of performance in each category.

Workload norms and PMDS Contribution ratings – TEACHING

Grouped into 4 combined areas for norms

(1) Teaching Responsibilities

This will include hours of class contact (can include a maximum of 20% research supervision contact hours).

(2) Teaching Approach, Student Support, and Student Facilitation

This may include the following: Evidence of appropriate assessment in all taught modules, undergoing a Teaching skills assessment (peer/external), collecting student feedback collected on 75% of taught modules, development and implementation of teaching action plan (e.g., as response to external examiner feedback); Submitted for a University /equivalent teaching award/qualification in the past year.

(3) Professional development and Scholarship

This may include the following: Evidence of attendance at 1 Teaching-related workshop (may be research-focused where relevant), Updated Teaching Portfolio, Tested a teaching innovation

(4) Curriculum & Course Design/Development, innovation and leadership

This may include: Develop 1 new module (i.e., submit module outlines etc), Contributed to curriculum development at School level, Coordinated at least 1 module, Contributed to School guidelines on best teaching practices.

The following indicators are considered markers of performance in teaching.

Indicator	Satisfactory	Exceeding
(1) Teaching Responsibilities	150 hours class contact (can include a maximum of 20% research supervision contact hours)	170 hours class contact (can include a maximum of 20% research supervision contact hours)
(2) Teaching Approach Student Support and Facilitation	<p>2 of the following</p> <p>Evidence of appropriate assessment in all taught modules</p> <p>Underwent a Teaching skills assessment (peer/external)</p> <p>Student Feedback collected on 75% of taught modules</p> <p>Development and implementation of teaching action plan (e.g., as response to external examiner feedback)</p> <p>Submitted for a University /equivalent teaching award/ qualification in past year</p>	<p>Achieves Satisfactory on Indicator 2 plus 2 of the following</p> <p>Substantial revision of teaching materials</p> <p>Excellent feedback from teaching skills assessment (peer/external)</p> <p>Recipient of a University /equivalent teaching award/ qualification in past year</p> <p>1 Supervised Student submits Publication</p> <p>50% of Supervised Students present at Conferences (e.g., Student Congress)</p>

<p>(3) PPD and Scholarship</p>	<p>Evidence of attendance at 1 Teaching-related workshop (may be research-focused where relevant)</p> <p>Demonstrated the implementation of a teaching innovation</p>	<p>Achieves Satisfactory on Indicator 3 plus 2 of the following</p> <p>Conducted workshops for teaching or research skills</p> <p>Originated or updated a Teaching portfolio</p> <p>Submitted publication (e.g., from PG Dip in HE) on Teaching-related topic</p> <p>Attracted national/international visibility relevant to teaching issues (e.g., newspaper articles, blogging about teaching-relevant issues)</p> <p>Originated and Developed 1 teaching innovation.</p>
<p>(4) Curriculum & Course Design/Development, Innovation & Leadership</p>	<p>Develop 1 new module (i.e., submit module outlines etc)</p> <p>Contributed to curriculum development and/or programme review at School level</p> <p>Coordinated at least 1 module</p> <p>Contributed to School guidelines on best teaching</p>	<p>Achieves Satisfactory on Indicator 4 plus 1 of the following</p> <p>Develop new programme</p> <p>Show leadership in curriculum development (at programme level)</p> <p>Coordinated at least 4 modules</p>

	practices	<p>Contributed to University guidelines on best teaching practices</p> <p>Contributed to national/international guidelines on university teaching</p>
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To earn an overall score of 2 (satisfies/meets expectations): Satisfy Indicator (1) and achieve a Satisfactory level in one more area (2, 3 or 4)

To earn an overall score of 3 (exceeds expectations): Satisfy Indicator (1) and achieve an Exceeding level in one more area (2, 3 or 4)

The above performance descriptions are indicative and for guidance only. Other activities and accomplishments not specified here may demonstrate the achievement of performance in each category.

Workload norms and PMDS Contribution ratings- CONTRIBUTION

Nine Domains of Contribution were identified. Each domain has a number of indicators which are acknowledged as important indicators of Contribution activities with the School.

1. Administration and management e.g. Course Director or co-ordination roles.
2. Contribution to professional bodies or disciplinary organizations e.g. contribution to professional or scientific societies.
3. Adult & continuing education (including public education and CPD initiatives) e.g. teaching activities that are not part of core undergraduate and postgraduate courses.
4. Organisation of major international events; e.g. research or practice based conferences.
5. Civic and public life e.g. including advocacy, public outreach and working with NGOs & civic organisations or Trade Unions or third sector work.
6. Contribution to the University community e.g. College or University committee activities.
7. Representation of the institution or the sector at national and international levels
8. Reviewing research funding applications e.g. for Science Foundation Ireland or the Health Research Board.
9. Other relevant examples of leadership and initiative

The following indicators are considered markers of performance in relation to Contribution.

Indicator	Satisfactory performance (Meets Expectations score of 2)	Performance Exceeds Expectations (score of 3)
1. School Committees , Roles and Co-ordination Tasks	Serving in at least 2 School Committees or School Administrative Roles or Academic Co-ordination tasks.	Serving in 3 or more School Committees/ School administrative Roles, or Academic Co-ordination tasks or Serving Lead function at School level e.g. Course Director, School Committee Chair , Working Group Leader
2. College/University Committees	Membership of at least 1 College or University Committee/ Working group etc	Serving Lead function e.g. College Committee Chair, Vice-Dean of College or Chair of College Project group/Working party / Policy group
3. Community Contribution	Participation in at least 1 community activity in the last 12 months (e.g. involvement with a voluntary group / A talk to community group)	Participation in at least 3 community activities in the last 12 months Or Example of leadership or substantial involvement in a Community activity
4. Professional Contribution	Active participation in at least 2 scientific or professional activities in the last 12 months (e.g. serving as reviewer for journal, serving on PSI group)	Active participation in at least 4 scientific or professional activities in the last 12 months. Or Evidence of leadership or substantial involvement in profession e.g. national / international conference

		organisation, editorship of peer reviewed journals , Leader of working group/ policy development
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To earn an overall score of 2 (satisfies/meets expectations): a staff member should score a 2 on at least 2 of the four indicators above (one of which must be contribution to School)

To earn an overall score of 3 (exceeds expectations): a staff member should score a 3 on three of the four indicators above (one of which must be contribution to School)

The above performance descriptions are indicative and for guidance only. Other activities and accomplishments not specified here may demonstrate the achievement of performance in each category.