UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

Academic Role Profiles

Preamble

This document contains four role profiles. They set out the levels of contribution by academic staff from Assistant Professor, Associate Professor B, Associate Professor A, Professor and Full Professor grades.

An academic role at the University of Limerick involves a combination of teaching, research and related professional, administrative and community service. It is recognised that whilst all roles will combine these areas of work, the relative weight of each will vary from level to level and over time for individual role holders. Most roles will involve the balancing of individual responsibilities with a wider service contribution to the work of the Faculty and to the wider academic community.

The specific outputs and activities appropriate to an academic role may vary due to established disciplinary norms within a particular field. Academic role holders are encouraged to familiarise themselves with established disciplinary norm guidance documents where available.

At the higher grades, there is an increasing emphasis on academic leadership and strategic contribution and/or impact on the field in Ireland and internationally. The role summary at the start of each profile is intended to give an overview of each level's activities and is free-standing, whereas all other sections **assume** the work activities, qualifications and experience of the lower levels.

In progressing through the academic grades Assistant Professor, Associate Professor B, Associate Professor A, and Professor/Full Professor, academic staff are expected to accrue levels of expertise in teaching and to evidence their additional development activities to their existing experience. This is outlined in greater detail in 'Appendix II – Levels of Teaching Excellence by Academic Grade'.

Details on formal academic roles of responsibility (Course Director, Head of Department/School, Assistant Dean, Executive Dean) are listed separately on the HR website in the Academic Role Profiles - Roles of Responsibility document.

Assistant Professor

The following describes the type of work that is typically required of academic staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some academic staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

JOB SUMMARY

Role holders at this level typically combine teaching and research responsibilities in ways appropriate to the *early stage* of an academic career as they demonstrate that they are moving towards independence. They will be developing their competence in teaching and learning in higher education environments. They will manage their own teaching activity and reflect on best practice.

They are establishing a personal research portfolio with assistance and within the parameters of the department's research strategy. The specific outputs and activities appropriate to an academic role may vary due to established disciplinary norms within a particular field. Academic role holders are encouraged to familiarise themselves with established disciplinary norm guidance documents where available.

Role holders contribute to collaborative decision-making with colleagues on teaching and research matters within their area and are providing input to departmental administration and committees.

Reports to:	Head of Department/School
Mentored by:	Senior Academic

REPRESENTATIVE WORK ACTIVITIES

Teaching and Learning:	**Teaching** - Teach using a range of teaching methods (including online) to relevant levels, i.e. undergraduate, postgraduate and/or higher research degree students (e.g. MA's, MSc's etc.), through lectures, labs, tutorials and personal supervision (including supervising formal practical class activities and overseeing clinical/professional practice). - Act as a member of a teaching team, integrating content of own module with other course modules as required. - Plan and review own approach to teaching, assessment and learning. Examples include the development of a personal teaching philosophy; incorporating philosophy into practice; regular dialogic and/or critical reflection; the use of feedback sources and structured supports provided through the Centre for Transformative Learning, such as peer observation of teaching. - Contribute to the development of new approaches to teaching, learning and assessment within the subject area with particular regard to the integrated curriculum development framework

(ICDF).

- Be proactively involved in developing teaching and learning skills. See appendices for guidance on appropriate forms of continuing professional development for each academic level (also available from the Centre for Transformative Learning).

Curriculum Review & Development

- Develop course proposals.
- Contribute to the identification and revision of modules, courses and programmes.
- Contribute to the accreditation of courses and quality control processes.

Assessment & Supervision

- Provide summative/formative feedback on student performance. (Set, mark and assess work in accordance with University marks and standards.)
- Supervise the work of students, e.g. final year projects/masters/ dissertations/undergraduate students on placement/clinical practice.
- Supervise PhD students (in accordance with University regulations).

Pastoral

- Provide to students advice/support related to engagement with modules, referring them on for further help and/or guidance as necessary.
- Act as a mentor for students in the capacity of Personal Advisor.

Research	**Research**

Research

- Develop/define own research objectives in line with disciplinary and institutional norms or relevant departmental research strategy where it exists.
- Develop a plan for achievement of personal research in conjunction with Head of Department/School/Research Institute/Centre Leadership (as appropriate) through PDR process.
- Conduct individual and/or collaborative research projects in a variety of settings.
- Maintain currency, continual updating of knowledge and understanding in field or specialism.
- Translate knowledge of advances in the subject area into the course of study.
- Contribute, as appropriate, to the development of theory and practice in the field of research.

Income Generation/Funding

- Write proposals for own research funding.
- Within the context of a research team, contribute to the development of research proposals/grant submissions.

Research Management

- Manage own research resources (including, where required, laboratories and specialist equipment) appropriately.

		Write-up and Dissemination
		• Write up research work for publication.
		• Disseminate research results as appropriate to the discipline (reference established disciplinary norm guidance documents where available).
		• Contribute to patents/commercial application (as appropriate)
Service		**Service within the University**
		• Take responsibility for organising own activities and for the management of allocated resources.
		• Contribute to the organisation of the wider work area, e.g.:
		○ As tutor/module leader, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
		○ On occasion where appropriate, take on a role as a Course Director.
		○ Participate in student recruitment.
		○ Liaise with industry and community organisations, e.g. regarding student placement; co-operative visits; or other activity as required by department.
		○ Represent the department on Faculty/University committees/boards as appropriate.
		Service outside the University
		• Participate in external networks (other academics/researchers/clinical practitioners/creative artists, etc.) to share information and ideas.
		• Provide advice to professional and community bodies as appropriate to the discipline and level of experience, e.g. consultancy services, clinical advice, national fora.
Policy & Standards		Knowledge and understanding of the policy, practices and procedures relevant to the role, which may include broader university/sector/external (Guidance is available from your Head of Department/School, the Human Resources, Division, and Policies are available on the Policy Hub website).
Qualifications and Experience		• A PhD*.
		• Expertise in relevant approaches and models, analytical techniques and methods.

* While there is an expectation for Assistant Professors to have a PhD qualification on appointment, there is a recognition that in exceptional circumstances appointments may be made without a PhD. This is subject to prior approval by the Recruitment Sub Committee based on the unique circumstances of the appointment and discipline area.

Associate Professor B

The following describes the type of work that is typically required of academic staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some academic staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

JOB SUMMARY

The role will typically be carried out by individuals with recognised experience in teaching and research, normally following promotion from Assistant Professor. At this level, role holders' contribution spans scholarship, teaching, research and related administration, although the weight allocated to each of these strands will vary from role to role and from time to time for individual role holders.

Role holders determine their own priorities within the parameters set by their departmental teaching and research programmes. Their research and/or scholarship, individually and/or collectively, will be published and will advance the state of knowledge in their particular discipline. The specific outputs and activities appropriate to an academic role may vary due to established disciplinary norms within a particular field. Academic role holders are encouraged to familiarise themselves with established disciplinary norm guidance documents where available. Role holders at this level will be expected to be establishing a growing national reputation within their academic discipline and to be leading collaborative research bids, research teams or scholastic projects (e.g. editing journals or academic books).

Role holders will mentor early career staff, encouraging and supporting their development/career. Role holders will engage in continual professional development activity,

self-reflection on teaching, and, where appropriate, engagement in clinical/professional activities either alone or in a team.

Reports to:	Head of Department/School
Mentored by:	Senior Academic

REPRESENTATIVE WORK ACTIVITIES

Teaching and Learning:	**Teaching** • Teach to a sustained high quality (as evidenced by student evaluations, peer observation, teaching excellence awards etc.) across a range of modules or within a subject area to relevant levels, i.e. undergraduate, postgraduate and/or higher research degree students, through lectures, seminars, labs and personal supervision. • Review and incorporate new approaches to preparation, design and delivery of teaching, learning and assessment with particular regard

to the integrated curriculum development framework (ICDF).
- Actively engage in evaluation of and dialogic and/or critical reflection on teaching as part of continual professional development.
- See appendices for guidance on appropriate forms of continuing professional development for each academic level (also available from the Centre for Transformative Learning).

Developing Others
- Act as mentor to new staff and advise less-experienced staff on learning and teaching tasks and methods which will create interest, understanding and enthusiasm amongst students.
- Peer review colleagues' teaching and provide constructive feedback.

Curriculum Development
- Contribute to the identification and revision of modules, courses and programmes.
- Contribute to the accreditation of courses and quality control processes.
- Lead internal/cross-faculty committees such as Module/Course Review committees.
- Generate proposals for new programmes with particular regard to the integrated curriculum development framework (ICDF).

Assessment & Supervision
- Provide summative/formative feedback on student performance. (Set, mark and assess work in accordance with University marks and standards.)
- Supervise the work of students, e.g. final year projects/masters/ dissertations/undergraduate students on placement/clinical practice.
- Supervise PhD students (in accordance with University regulations).

Pastoral
- Provide advice/support to students related to engagement with modules, referring them on for further help and/or guidance as necessary.
- Act as a mentor for students in the capacity of Personal Advisor.

Research	**Research**
	- Carry out substantive, original and significant research which supports the departmental research activity.
	- Develop methods and techniques appropriate to the type of research pursued that add to the intellectual understanding of the field.
	- Contribute to the department/school's research strategy.
	- Initiate interdisciplinary collaborations.
	Income Generation/Funding
	- Maintain sustained funding support for own areas of research and/or contribute to research group funding bids as appropriate.
	- Extend the scope of funding sources/opportunities.
	- Identify and undertake consultancy projects as appropriate.
	Research Management
	- Manage own research resources (including, where required, laboratories and specialist equipment) appropriately.
	- Where appropriate, have responsibility for the overall

	management of a funded research project.
	Write-up and Dissemination
	• Write up research work for publication.
	• Contribute to patents/commercial application (as appropriate).
	• Produce a body of excellent research outputs in a manner appropriate to the discipline (reference established disciplinary norm guidance documents where available).
Service	**Service within the University**
	• Take responsibility for organising own activities and for the management of allocated resources.
	• Contribute to the organisation of the wider work area.
	• Provide appropriate advice and support to colleagues, e.g. mentor early career colleagues in teaching/learning and practice/research; act as a leader/mentor for cross-faculty teams.
	• Participate in University governance (e.g. attending Faculty Board, membership of Faculty committees).
	• Take on specific initiating, co-ordinating or leadership roles within the department/school, e.g. Course Director.
	Service outside the University
	• Participate in external networks, boards and bodies as appropriate to the discipline and level of experience, to advise, share information and ideas.
	• Act as a Journal Referee.
	• Act as External Examiner.
	• Contribute actively to external networks of significance for your discipline.
	• Contribute actively in conferences and/or participate in workshops, e.g. involvement beyond role of attendance.
Policy & Standards	• Have a thorough knowledge and understanding of the policy, practices and procedures relevant to the role and provide advice to early career colleagues on policy and standards (Guidance is available from your Head of Department/School, the Human Resources, Division, and Policies are available on the Policy Hub website)
Qualifications and Experience	A PhD and a sustained track record of teaching and research within a specialism.

Associate Professor A

The following describes the type of work that is typically required of academic staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some academic staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

JOB SUMMARY

This role typically requires extensive academic experience, which includes contributions in teaching, research and related management/administration, leading to national/international recognition for their expertise within their academic discipline.

Role holders will be expected to take leading roles in developing and overseeing teaching programmes at all levels and to lead collaborative research bids, research teams or scholastic projects (e.g. editing journals or academic books). The specific outputs and activities appropriate to an academic role may vary due to established disciplinary norms within a particular field. Academic role holders are encouraged to familiarise themselves with established disciplinary norm guidance documents where available. As such they will provide leadership that will influence and shape the output of their department and will contribute directly to the level of success enjoyed by the department. Role holders will continue to teach, advise and assess both undergraduate and postgraduate students. They will also be expected to make a wider contribution to the success of the University through their participation in Faculty and university-wide governance and development activities.

Reports to:	Head of Department/School

REPRESENTATIVE WORK ACTIVITIES

Teaching and Learning	Teaching • Maintain a portfolio of teaching activity of high-quality reputation and impact (as evidenced by student evaluations, peer observation, teaching excellence awards, etc.) across a range of modules or within a subject area to relevant levels, i.e. undergraduate, postgraduate and/or higher research degree students, through lectures, seminars, labs and personal supervision. • Review and incorporate new approaches to preparation, design and delivery of teaching, learning and assessment with particular regard to the integrated curriculum development framework (ICDF). • Lead teaching and learning at undergraduate level, such as lecturing to first year students, using innovative teaching methods and approaches. • Actively engage in evaluation of and dialogic and/or critical reflection on continual professional development.

	• See appendices for guidance on appropriate forms of continuing professional development for each academic level (also available from the Centre for Transformative Learning). **Developing Others** • Act as mentor and advisor to staff on learning and teaching tasks and methods which will create interest, understanding and enthusiasm amongst students. • Take a leading role in the peer observation of colleagues' teaching and provide constructive feedback. **Curriculum Development & Design** • (Typically) act as Course Director. • Lead the development of new or existing programmes at undergraduate and/or postgraduate levels. • Lead and review the development of the broadening of UL curricula. **Assessment & Supervision** • Provide summative/formative feedback on student performance. (Set, mark and assess work in accordance with University marks and standards.) • Supervise the work of students, e.g. final year projects/masters/ dissertations/undergraduate students on placement/clinical practice. • Supervise PhD students (in accordance with University regulations). **Pastoral** • Provide to students advice/support related to engagement with modules, referring them on for further help and/or guidance as necessary. • Act as a mentor for students in the capacity of Personal Advisor. • Mentor staff in the provision of postgraduate supervision. **Leadership in Teaching** • Strategic leadership to enhance student learning and teaching quality in institutional and/or (inter)national settings. • Contribution to establishment of effective policies and/or strategies for delivering high quality teaching and support for learning. • Championing of integrated approaches to academic practice (incorporating teaching, learning, research, scholarship, administration etc).
Research	**Research** • Maintain a portfolio of high-quality and original research activity. • Play a leading role in regional/national/international collaborative research projects. • Contribute to the development of research strategies within Department/School/Faculty/research institutes. **Income Generation/Funding** • Lead collaborative research funding bids and research teams. • Maintain and further develop links with external contacts, such as other educational and research bodies, employers, professional

	bodies and other providers of funding and research initiatives, to foster collaboration and generate income. • Make a significant contribution to the department's research income. **Research Management** • Manage own research resources and engagement with the department support structures e.g administrative, technical staff. (including, where required, laboratories and specialist equipment) appropriately. • Where appropriate, act as Principal Investigator and/or project leader and, as such, act as a line and resource manager (e.g. of research teams). **Write-up and Dissemination** • Write up research work for publication. • Contribute to patents/commercial application (as appropriate) • Lead the dissemination of research findings on a sustained basis in reputable refereed (national/international) publications/conferences, etc.
Service	**Service within the University** • Take responsibility for organising own activities and for the management of allocated resources. • Contribute to the organisation of the wider work area. • Provide appropriate advice and support to colleagues, e.g. mentor early career colleagues in teaching/learning and practice/research; act as a leader/mentor for cross-faculty teams. • Participate in University governance (e.g. attending Faculty Board, membership of Faculty committees). • Take on specific initiating or co-ordinating roles within the department e.g. Course Director. • Make a sustained contribution to promotion and marketing the work of the department in the subject area, e.g. host national/international conferences. • May contribute to departmental planning and development processes in areas such as budget management and business planning, including making decisions on resource application. • May contribute to the institution's strategic planning processes. • Hold leadership roles within the department or Faculty, e.g. chairing examination boards, committees. • Develop and manage staff and resources in support of major research or teaching activities as directed by HoD. **Service outside the University** • Lead and develop networks of academics teaching in own (and any related) disciplines. • Take significant responsibility in conference preparation, e.g. chairing sessions, presentation of plenary papers, editorial review of conference papers, etc. • Make a sustained contribution and strategic involvement in external networks of significance for your discipline
Policy &	• Responsible for quality, audit and other external assessments in own areas of responsibility as directed by HoD.

Standards	• Have a thorough knowledge and understanding of policy, practices and procedures relevant to the role and provide advice to early career colleagues on policy and standards (Guidance is available from your Head of Department/School, the Human Resources, Division, and Policies are available on the Policy Hub website) • Depending on area of work (e.g. laboratories, workshops, studios), may be expected to take responsibility for conducting risk assessments and reducing hazards.
Qualifications and Experience	• A PhD and a sustained track record of teaching and research within a specialism. • Required to be an externally (nationally or internationally) recognised authority in the subject area.

Professor/Full Professor

The following describes the type of work that is typically required of academic staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some academic staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

The balance of activities in teaching, research and scholarship may vary according to the career path that has been followed, but an essential feature is international standing and influence through outstanding research and/or scholarship.

JOB SUMMARY

Role holders at this level will have substantial experience in teaching and research leadership and in related management/administration, leading to wide recognition for their expertise within their academic discipline. The specific outputs and activities appropriate to an academic role may vary due to established disciplinary norms within a particular field. Academic role holders are encouraged to familiarise themselves with established disciplinary norm guidance documents where available.

They will enjoy a high reputation internationally, based on an extensive track record of innovative research and a recognised contribution to the discipline through professional activities. The role typically requires significant leadership or management contributions, usually within the department/school and faculty but sometimes also in the wider university. They will provide leadership that will influence and shape the output of their department and contribute directly to the level of success enjoyed by the department. They will be responsible for leading original research of an international standard and sustaining a level of research income appropriate to the discipline and within the context of UL's broader research strategy within research institutes. Scholars at this level will continue to teach, advise and assess both undergraduate and postgraduate students, and while leading by example, will engage with students and the student experience. They will also be expected to make a wider contribution to the success of the University through their participation in Faculty and university-wide governance and development activities and in an external capacity through contribution to the regional, national and international environment.

Reports to:	Head of Department/School

REPRESENTATIVE WORK ACTIVITIES

Teaching and Learning	**Teaching**
	• Maintain a portfolio of teaching activity of high-quality reputation

and impact (as evidenced by student evaluations, peer observation, teaching excellence awards etc.) across a range of modules or within a subject area to relevant levels, i.e. undergraduate, postgraduate and/or higher research degree students, through lectures, seminars, labs and personal supervision.

- Review and incorporate new approaches to preparation, design and delivery of teaching, learning and assessment with particular regard to the integrated curriculum development framework (ICDF).

- Develop and review approaches to teaching which advance techniques and standards locally and contribute to local policy and broader debate.

- Lead teaching and learning at undergraduate level, such as lecturing to 1st year students, using innovative teaching methods and approaches.

- Actively engage in evaluation of and dialogic and/or critical reflection on teaching as part of continual professional development. See appendices for guidance on appropriate forms of continuing professional development for each academic level (also available from the Centre for Transformative Learning).

Developing Others

- Act as mentor to new staff and advise staff on learning and teaching tasks and methods which will create interest, understanding and enthusiasm amongst students.

- Take a leading role in the peer observation of colleagues' teaching and provide constructive feedback.

Curriculum Development & Design

- Lead benchmarking and continual improvement activities to ensure best practice in teaching and learning support is adopted in the department/Faculty.

- Lead the development of quality assurance frameworks, e.g. for the validation and revalidation of courses, student admission and assessment (as directed by HoD).

- Lead and review the development of the broadening of UL curricula.

Assessment & Supervision

- Provide summative/formative feedback on student performance. (Set, mark and assess work in accordance with University marks and standards.)

- Supervise the work of students, e.g. final year projects/masters/ dissertations/undergraduate students on placement/clinical practice.

- Supervise PhD students (in accordance with University regulations).

Pastoral

- Provide to students advice/support related to engagement with modules, referring them on for further help and/or guidance as

	necessary.
	• Act as a mentor for students in the capacity of Personal Advisor.
	• Mentor staff in the provision of postgraduate supervision.
	Leadership in Teaching
	• Strategic leadership to enhance student learning and teaching quality in institutional and/or (inter)national settings.
	• Contribution to establishment of effective policies and/or strategies for delivering high quality teaching and support for learning.
	• Championing of integrated approaches to academic practice (incorporating teaching, learning, research, scholarship, administration etc).
Research	**Research**
	• Lead, plan and implement a focused research activity or programme of outstanding quality and international repute in a major subject area, ensuring the activity or programme is aligned to UL's broader research strategy within recognised research institutions.
	• Lead collaborative partnerships with other educational institutions or bodies.
	Income Generation/Funding
	• Lead or contribute to significant/major external research grant funding to support research projects. Attract through reputation and sustain significant sources of research, consultancy and other income as appropriate to the discipline.
	Research Management
	• Manage own research resources (including, where required, laboratories and specialist equipment) appropriately.
	• Provide leadership to teams of people and manage other resources needed to deliver the research plan.
	Write-up and Dissemination
	• Continually explore and identify high-impact channels that ensure recognition of contribution to the discipline and that lead to a sustained reputation for the individual/department/institution.
Professional Contribution & Service	**Service inside the University**
	• Take responsibility for organising own activities and for the management of allocated resources.
	• Provide appropriate advice and support to colleagues, e.g. mentor early career colleagues in teaching/learning and practice/research; act as a leader/mentor for cross-faculty teams.
	• Chair committees and participate in institutional decision-making and governance.
	• Make a leading contribution to the development of the research and teaching strategy of the department/Faculty.
	• Contribute to the management or monitoring of budgets (either

	project-based or departmental) and/or to the establishment and management of programme/departmental financial plans and budgets in collaboration as appropriate/as directed by the HoD/S. • Take on senior leadership roles in the Department, Faculty and University. This includes taking on the role of Head of Department/School. **Service outside the University** • Represent the University externally, nationally and internationally, e.g. lead high-profile external networks which foster collaboration and share information and ideas; manage key external stakeholders, funders, and partners. • Sustain other research-related contributions, e.g. through active participation at regional/national/international level, influencing policy decisions, leading public debate, media appearances, acting as keynote conference speaker.
Policy and Standards	• Take responsibility for quality, audit and other external assessments in own areas of responsibility as directed by HoD. • Have a thorough knowledge and understanding of the University policies and procedures relevant to the role and provide advice to early career colleagues on policy and standards (Guidance is available from your Head of Department/School, the Human Resources, Division, and Policies are available on the Policy Hub website). • Contribute to wider institutional debate/strategic reviews of policies.
Qualifications and Experience	• A PhD and a sustained track record of teaching and research within specialism. • Required to be an externally (nationally or internationally) recognised authority in the subject area.

Document control

Document Version	HRD015.3
Document Owner	Human Resources Division
Approved by	Executive Committee
Date	19 July 2023
Effective Date:	19 July 2023
Scheduled Review Date:	As required
Related Documents	Academic Role Profiles - Roles of Responsibility

Appendix I – Demonstrating teaching excellence and recommended CPD by Academic Grade

Role		Evidencing CPD	
All academic teaching roles	*All academic teaching staff should be able to:* • Design curricula, teach and/or support learning ensuring the appropriate use of learning technologies, learning analytics, open pedagogies, principles of EDI (including UDL), integration of research and teaching and alignment with Action for Wisdom: Learning, Teaching and Assessment strategy 2022-27. • Design constructively aligned modules (programmes) using the Integrated Curriculum Development Framework and ensure timely and appropriate accessible feedback to learners • Reflect on their teaching practice, progressing from descriptive to dialogic and critical reflection, in the articulation of their teaching philosophy and application in practice • Engage in the evaluation of their teaching practice through engagement with Student evaluation of teaching, peer observation, focus groups. • Engage in scholarship of teaching & learning progressing from informing teaching by scholarship to contributing to scholarship.	Level 9 accredited programmes UDL Digital Badge Peer Observation network Assessment reimagined Student Evaluation of Teaching	**Phase 1 - Foundation for all those who teach**
Assistant Professor	**Should be able to demonstrate the ability to:** • design curricula and plan learning activities at module level • appreciate quality assurance and quality enhancement as well as the wider context for academic and professional practice of teaching at lecture/module level • co-ordinate and support others (whether individuals and/or teams) in relation to teaching and learning at module level	Certificate in Teaching, Learning and Scholarship (21 credits) UDL Badge Curriculum Development Workshop	**Phase 2 (inclusive of phase 1)**

Associate Professor B	**Should be able to demonstrate the ability to:** • design curricula and plan learning activities at programme level (including course/programme proposals) • act efficiently and effectively as Course Directors • appreciate quality assurance and quality enhancement as well as the wider context for academic and professional practice of teaching at module and programme level • co-ordinate, support, supervise, manage and/ or mentor others (whether individuals and/or teams) in relation to teaching and learning at module and programme level • provide strategic leadership to enhance student learning within institutional settings	Graduate Diploma in Teaching, Learning and Scholarship (60 credits) Course Director Programme (HR) Open pedagogies Teaching Excellence Award participation Active engagement in national learning, teaching and assessment networks	Phase 3 (inclusive of previous phases)
Associate Professor A	**Should be able to demonstrate the ability to:** • Leadership in initiating new programme design and approval • Engage in appropriate quality assurance and quality enhancement initiatives as well as the wider context for academic and professional practice of teaching at institutional and sectoral level • co-ordinate, support, supervise, manage and/ or mentor others (whether individuals and/or teams) in relation to teaching and learning at institutional and sectoral level • provide strategic leadership to enhance student learning at both institutional and sectoral level	Grad Dip/MA in Teaching, Learning and Scholarship Active participation in national/international learning teaching and assessment networks or professional bodies External Examiner experience within the discipline	Phase 4 (inclusive of previous phases)
Professor/ Full Professor	**Should be able to demonstrate the ability to:** • keen awareness and leadership of quality assurance and quality enhancement as well as the wider context for academic and professional practice of teaching at national/international level • co-ordinate, support, supervise, manage and/or mentor others (whether individuals and/or teams) in relation to teaching and learning at national/international level • provide strategic leadership to enhance student learning and institutional and international sectoral level	MA in Teaching, Learning and Scholarship Academic leadership programme (HR) Active leadership in National learning, teaching/ assessment, national/international network	Phase 5 (inclusive of previous phases)

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Appendix II – Levels of Teaching Excellence by Academic Grade

In progressing through the academic grades Assistant Professor, Associate Professor B, Associate Professor A, and Professor/Full Professor, academic staff would be expected to 'accumulate' areas 1 through 6 and to demonstrate addition to their existing experience of new levels, e.g., leadership, policy, quality enhancement.

Demonstration of Levels of Teaching Excellence	Assistant Prof	Associate Prof B	Associate Prof A	Prof/ Full Prof
1. Design curricula, teach and/or support learning including the use of appropriate learning technologies, learning analytics, open pedagogies, principles of EDI (including UDL), integration of research & teaching and alignment with the LTA strategy and the ICDF.				
a) Design curricula and plan learning activities at lecture/module level	✓	✓	✓	✓
b) Design curricula and plan learning activities at programme level (including course/programme proposals)		✓	✓	✓
c) Act as Course Director		✓	✓	✓
2. Design constructively aligned assessment with attention to academic integrity and provide feedback to learners:				
a) At lecture/module level	✓	✓	✓	✓
b) At programme level		✓	✓	✓
3. Engage in continuing professional development in subjects/disciplines and their pedagogy				
a) Critically reflect on teaching practice	✓	✓	✓	✓
b) Apply methods for evaluating the effectiveness of teaching	✓	✓	✓	✓
c) Develop a teaching philosophy and portfolio and apply professional values in practice	✓	✓	✓	✓
d) Engage in scholarship of teaching & learning	✓	✓	✓	✓
4. Have an appreciation of quality assurance and quality enhancement as well as the wider context for academic and professional practice of teaching				
a) At lecture/module level	✓	✓	✓	✓
b) At programme level		✓	✓	✓
c) At institutional level			✓	✓
d) At national/international level				✓
5. Co-ordinate, support, supervise, manage and/ or mentor others (whether individuals and/or teams) in relation to teaching and learning				
a) At lecture/module level	✓	✓	✓	✓
a) At programme level		✓	✓	✓
b) At institutional level			✓	✓
c) At national/international level				✓
6. Strategic leadership to enhance student learning and teaching quality in institutional and/or (inter)national settings				
a) through the establishment of effective policies and/or strategies for delivering high quality teaching and support for learning		✓	✓	✓
b) through championing of an integrated approach to academic practice (incorporating teaching, learning, research, scholarship, administration etc)			✓	✓