ASSISTANT PROFESSOR
YEAR 1
DEVELOPMENT OPPORTUNITIES

Learning and Development Team
Human Resources
Learning & Development Approach

Coaching & Mentoring (20%)
- Formal Mentor and Peer Support
- Head of School support

On the Job Experience (70%)
- Areas of assessment
- Research / Teaching / Engagement & Service

Formal Learning (10%)
- Master Class Series
- CAPSL Lunch Events / Professional Skills/
  Certificate Academic Practice

Performance Management
- Setting Objectives / Performance
  Review / Goals
MENTORING

‘Off-line help by one person to another in making significant transitions in knowledge, work or thinking’

Mentoring in Action - Megginson and Clutterbuck

Your Mentor is recommended to be:

- In your Faculty
- Not in your School (unless multi disciplinary)
- Not in your Discipline
- More Senior in the Organisation

Approach

- Help the Assistant Professor to do the right things—guidance on what is expected
- Transfer knowledge, skills, experience
- Support preparation for reviews
- Support Performance Improvement
- Participate in Networking events

Timing

- Regular Meetings set up by the A.P.
- At key intervals, and in between e.g.
  - Introductory Meeting
  - To assist people in designing objectives which are to be agreed with their Head Of School

Early Career Mentoring

- The Early Career Mentoring Initiative is a support service aimed at new and recently appointed academics in their first 3 years of service.
- For more information on the mentoring initiative visit our website below:

https://www.tcd.ie/hr/learning-and-development/mentoring/academic-mentoring/early-career-mentoring.php
PERFORMANCE MANAGEMENT CYCLE

Month 1
Meet your Mentor, Head of School & Discipline
Prepare plans; Set objectives & agree with HOS

Months 2–3
Sign up to master classes
Set up your RSS profile
Get involved!
Document as you go.

Month 4
First performance review by HoS at end of 1st Semester
Meet your Mentor

Months 6–8
Meet your Mentor; Head of School, self reflection, and complete probation form
Continue with master classes, and CAPSL learning

Month 10
Meet your Mentor; Head of School, draw up objectives for year 2

Month 12
Agree Year 2 objectives with Head of School
End of your Probation

Prob/Perf Review

Step 3

Step 2

Step 1

Agree year 2

Objectives & planning

Step 5

Step 4

Ongoing coaching, feedback and personal
Research will require excellence, originality, rigour and significance. Measurement will be faculty specific and a balance between qualitative and quantitative.

Teaching will require vision and flair. Measurement will be via feedback; portfolio, awards; innovation; publication of educational texts.

Engagement & Service will require Impact. Measurement will include: invited talks/conferences; external links; memberships; engagement with discipline bodies.

Trinity College Dublin, The University of Dublin
Expectations

The following slides on expectations reflect the minimum expectation at year 4 in Trinity (these were written for Usshers but it was agreed that these would be extended to all AP’s.

Contracts vary, and the nature and length of the contract will vary the expectations in particular at the stage of setting objectives and assessing objectives.

In years 1 to 4, all staff must cover the areas of assessment teaching, research and service, and it is expected that they be on a trajectory to achieve all these expectations by year 4.

There is an expectation that staff will attend at least 3 master classes each year to support their role.
Assistant Professor - Teaching Expectations
Expected to be an effective and committed teacher, to support student learning and evidence your skills as an educator

Teaching

• Co-ordination, preparation and delivery of lectures, labs, seminars, tutorials, professional-clinical programmes
• Supervision or co-supervision of masters and doctoral students
• Development and re-development of the curriculum
• Introduction of new methods of teaching and assessment
• Enhancement of high quality teaching in the subject
• Advice and support to students
• Reflection on how teaching and assessment practices and promote advanced student learning

Assistant Professor - Teaching Measurement

Teaching Measurement

• Student evaluation (sustained over time)
• Peer review (where this is used in Schools)
• Curriculum re-design e.g. new modules, programmes, pedagogies
• Teach portfolio
• Awards/commendations for teaching
• Innovation grants for teaching/curriculum design
• Publication of educational texts/resources
• Participation in programme of events
**Assistant Professor - Research Expectations**

Expected to be an active researcher with a clear vision, positive trajectory and achievement

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**Research**

- Clear identification of your research niche
- Having and independent research programme
- Producing discipline appropriate high quality research
- Publishing in high quality venues
- Attracting recognition by peers as an expert in your field
- Applying for grants and exploring creative avenues for funding

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Assistant Professor - Research Measurement

Faculty specific

Balanced between qualitative and quantitative measures

Additional indicators may be added over time
**Assistant Professor – Research Measurement**  
**Arts, Humanities and Social Sciences**

- Broad and flexible measures
- Outputs to be measured, not activities or impact
- Publication with top academic publishers/journals of high standing
- Other, more diverse outputs, not limited to published materials
- Principal Investigator on a major grant application
- In the immediate past six year period be the author or co-author of a book published by a recognised publisher OR
- In the immediate past four year period have four outputs of demonstrable high quality research

**Assistant Professor – Research Measurement**  
**Engineering, Mathematics and Science**

- Sustained, high quality, peer-reviewed publication record
- Benchmark of four high quality publications [one book=3 publications]
- At least two publications as first or senior/corresponding author
- Publications in at least two different calendar years
- At least one publication without previous PhD or postdoc supervisors
- Track record of grant applications as a PI or co-PI e.g. H2020 / ERC
- Success in obtaining external grant funding of c. €100K
- 1 PhD student progressing
**Assistant Professor – Research Measurement**

**Health Sciences**

- Indicative: will vary from School to School
- At least four high-quality, peer-reviewed publications, two should be as first or last author [1 x patent application = 2 x original research articles]
- At least one publication without a previous PhD student or postdoc supervisor
- At least two applications for externally funded competitive grants. One of these must be H2020 / ERC or equivalent
- At least one success in grant funding of c. €100K
- One invited talk at local level and one invited talk at international level
- An AP working in an applied or commercial area will be expected to make at least one Invention Disclosure Form
- Evidence of a network of international collaborations
- Evidence of discipline appropriate patient and public involvement
- Invited reviewer for at least eight papers in well respected journals
Contribution and Scholarly Activity Expectations

- Engage with external bodies (local, national and international)
- Contribute to public life
- Disseminate your research outputs to a non-specialised audience
- Create valuable partnerships with industry/business/cultural institutions

Assistant Professor
Contribution and Scholarly Activity Measurement

Contribution / Scholarly Activity

- Significant involvement with external communities of a sustained and mutually beneficial kind
- Engagements with disciplinary and professional bodies, including accreditation bodies, scholarly societies and professional organisations
- Invited public addresses
- Significant media contributions and involvement in public fora which enable wider dissemination of research outputs etc
- Conference presentations, key-note lectures, participation in networks of collaborators, review panels, editorial boards, external examining etc
- External consultancies, membership of boards etc
- Policy development and advice to governmental and other bodies
- Administration or management activity at discipline, School or University level
Next Steps

Write Teaching, Research and Service Plan

Review Development Events Available and Sign Up

Meet your Mentor
Meet your Head of School
Write Objectives and then Agree with Head of School

Set up your RSS Profile this is needed for your probation
MASTER CLASSES

RESEARCH SUPPORT SYSTEMS AND YOUR METRICS

Setting up your orchid account
Tools resources and methods, Harnessing the H-index
Speaker Niamh Brennan

TO REGISTER

TBC

RESEARCH & GRANT ACCOUNT MANAGEMENT

Face time with the key people in FSD who work with Principal Investigators, Project Sponsors / Project Managers to provide a professional post-award management service for both research and capital projects
Financial Services Division.

TO REGISTER

TBC

VOICE COACHING

Objectives: Personal Impact with a focus on voice projection
breath control and physical posturing and how to safeguard the vocal chords hours on a daily basis. Delivered by Cathal Quinn, Head of Voice, The Lir Institute

TO REGISTER

TBC

DEVELOPING FLIPPED CLASSROOMS

This masterclass will focus on creating podcasts and using Panopto within Blackboard Working within a team to create and edit a short video and making the video available in a flipped classroom

TO REGISTER

TBC
# MASTER CLASSES

## NEW LEARNING TECHNOLOGIES:
### ON-LINE COMMUNICATION MASTERCLASS

Online Communication & Reflection: This Masterclass covers how to design and create online reflective activities using journals, blogs, discussion boards and wikis in Blackboard.

CAPSYL: Centre for Academic Practice

**TO REGISTER**

TBC

## TIME MANAGEMENT & PRIORITISATION

With three distinct areas of work in Research, Teaching and Contribution, planning and prioritisation is the key to success. This Time Management Masterclass is a good opportunity to enhance your existing skills. Delivered by Julia Rowan, Life Coach

**TO REGISTER**

TBC
OTHER LEARNING SUPPORTS

ON LINE TRAINING  LIL.TCD.IE

All Academic staff can access Lynda.tcd.ie, an online skills development service offering access to an extensive library of high quality video courses (over 5600) in business, technology and creative skills. This has also been rolled out to students.

PROFESSIONAL SKILLS FOR RESEARCH LEADERS

This blended learning course is designed to assist independent researchers and academics in the early stages of their careers who wish to develop their leadership, management and engagement skills. It offers Face to Face courses to support the online learning.

SPECIAL PURPOSE PROFESSIONAL CERTIFICATE IN ACADEMIC PRACTICE

The Professional Special Purpose Certificate is a level 9 course run through the Centre for Academic Practice and Student Learning. It focuses on professional development in academic practice, integrating four interrelated facets: teaching, learning, research and leadership.
OTHER LEARNING SUPPORTS

Supporting your development as professionals. Vitae resources can help you succeed: Online resources using the Vitae Researcher Development Framework (RDF), including a range of materials for use by and with research.

YOUR HR 2019

YOUR HR Manager series and seminars for all staff.
Human Resources are hosting a programme of specialised HR Seminars for all staff in 2019
Single Pension Scheme 20/2/19;

C.A.P.S.L.—LUNCHTIME

CAPSL supports the professional development of academic staff and those supporting teaching and learning in Trinity throughout their career. They offer a wide variety of research-led programmes, workshops,

CONTACT

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REGISTER

www.tcd.ie/hr/learning-and-development/in-house-programmes/ FOR MANAGER SERIES
https://singlepension20feb19.eventbrite.ie

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www.tcd.ie/hr/learnin...
# OTHER LEARNING OPPORTUNITIES

## IT SERVICES TRAINING

IT Services provides support for teaching and learning in lecture theatres other supports including Blackboard Learn, Panapto and a video capture/production service. See full range of services: [www.tcd.ie/itservices/staff/](http://www.tcd.ie/itservices/staff/).

## CONTACT

Phone: Ext. 2000  
[www.tcd.ie/itservices/staff/teaching.php](http://www.tcd.ie/itservices/staff/teaching.php)

## SAFETY, HEALTH & WELFARE TRAINING

For information on the content, purpose or suitability of Safety Health and Welfare training or to book a place on any of our safety training courses visit the University Safety Health and Welfare web site:

Thank You

For further information contact your

Learning and Development Team,
Ext 2580
Email: staffdev@tcd.ie

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Email: lpower@tcd.ie