

Academic Role Profiles

Preamble

This document contains five¹ role profiles. They set out the levels of contribution by academic staff from Teaching Assistant, Lecturer (Below the Bar), Lecturer (Above the Bar), Senior Lecturer, and Professorial 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.

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.

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TEACHING ASSISTANT

Note: Teaching Assistants are contract workers (max 2 x 10-month contact duration). They are employed to enrich the student’s learning experience in research-intensive areas and/or where a specialism is required and/or where academic resources are limited. Role holders may be considering an academic career path and may undertake a Teaching Assistant role whilst they develop the skills and experience considered necessary for a full academic role.

JOB SUMMARY

Role holders will be responsible for supporting teaching at all undergraduate levels. The role will involve the preparation of teaching material and the marking of assessed and/or non-assessed coursework and the provision of advice and support to students. In general, Teaching Assistants contribute to teaching in the Faculty. Teaching Assistants may be afforded the opportunity to teach certain agreed modules. Academic members of staff retain overall responsibility for modules/programmes.

Teaching Assistants are expected to plan their own activity and make a contribution to teaching and teaching-related administration and to course development discussions. They will be provided with an academic mentor and with support and training to help them develop their competencies and ability to take on wider responsibilities.

Reports to:	Head of Department
Mentored by:	Course Director/Member of academic staff

REPRESENTATIVE WORK ACTIVITIES

Teaching and Learning	<p>Teaching</p> <ul style="list-style-type: none"> • Prepare and deliver labs and tutorials (within established courses) with appropriate support and training across different delivery channels ('e' and face-to-face). • May prepare and deliver lectures where deemed appropriate. • Ensure that content and teaching methods match learning outcomes. • Plan, manage and use teaching resources and facilities as appropriate.
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	<ul style="list-style-type: none"> • Complete related administration as appropriate. • Reflect on practice and development of own teaching and learning skills. <p>(Curriculum) Module Review & Development</p> <ul style="list-style-type: none"> • Contribute to the revision of module content as appropriate. <p>Assessment & Supervision</p> <ul style="list-style-type: none"> • Provide summative/formative feedback on student performance. (Set, mark and assess work in accordance with University marks and standards.) • Support and, where appropriate, co-supervise the work of students, e.g. final year project students. <p>Pastoral</p> <ul style="list-style-type: none"> • Provide to students advice/support related to engagement with modules, referring them on for further help and/or guidance as necessary.
Research	<ul style="list-style-type: none"> • If considering postgraduate research or an academic career, will be encouraged to engage with Faculty/department research.
Professional Service	<p>Service outside the University</p> <ul style="list-style-type: none"> • None expected
Administrative Service	<p>Service within the University</p> <ul style="list-style-type: none"> • Make a contribution, as appropriate, to organisational and administrative tasks related to teaching, e.g. Course Boards, Faculty Boards, departmental committees. • Participate in student Open Days or other activities as appropriate. <p>Policy & Standards</p> <ul style="list-style-type: none"> • Knowledge of, and adherence to, the University's policies and procedures relevant to role.
Qualifications and Experience	<ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline in order to teach. Typically role holder will have a good honours degree (or equivalent) with detailed subject knowledge in relevant areas, or a relevant higher degree or professional equivalent.

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Lecturer (Below the Bar)

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. 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.

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
Mentored by:	Senior Academic

REPRESENTATIVE WORK ACTIVITIES

Teaching and Learning	<p>Teaching</p> <ul style="list-style-type: none"> • Teach using a range of teaching methods (including e-based) 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 reflection; the use of feedback sources and structured supports provided through the Centre for Teaching & Learning.
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	<ul style="list-style-type: none"> • Contribute to the development of new approaches to teaching, learning and assessment within the subject area. • Be proactively involved in developing teaching and learning skills. <p>Curriculum Review & Development</p> <ul style="list-style-type: none"> • Develop course proposals. • Contribute to the identification and revision of modules, courses and programmes. • Contribute to the accreditation of courses and quality control processes. <p>Assessment & Supervision</p> <ul style="list-style-type: none"> • 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). <p>Pastoral</p> <ul style="list-style-type: none"> • 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.
<p>Research</p>	<p>Research</p> <ul style="list-style-type: none"> • Develop/define own research objectives in line with departmental research strategy. • Develop a plan for achievement of personal research in conjunction with HoD/Research Leader through PDR process. • Conduct individual and/or collaborative research projects in a variety of settings (laboratory, creative performance, field, clinical setting). • 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. <p>Income Generation/Funding</p> <ul style="list-style-type: none"> • Write proposals for own research funding.* • Within the context of a research team, contribute to the development of research proposals/grant submissions. • Identify and undertake consultancy projects as appropriate. <p>*Includes ability to initiate and resource a creative activity with</p>

	<p>external funding, if appropriate.</p> <p>Research Management</p> <ul style="list-style-type: none"> • Manage own research resources (including, where required, laboratories and specialist equipment) appropriately. <p>Write-up and Dissemination</p> <ul style="list-style-type: none"> • Write up research work for publication. • Disseminate research results as appropriate to the discipline, e.g. through peer-reviewed publications, monographs, conference presentations, knowledge-share events, book chapters, contribution to reports and submissions to government/agencies, art performances, etc (which may take the form of CDs/videos, production of new works of art, original compositions, original performances). • Contribute to patents/commercial application (as appropriate)
<p>Professional Service</p>	<p>Service outside the University</p> <ul style="list-style-type: none"> • 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.
<p>Administrative Service</p>	<p>Service within the University</p> <ul style="list-style-type: none"> • Take responsibility for organising own activities and for the management of allocated resources. • Contribute to the organisation of the wider work area, e.g.: <ul style="list-style-type: none"> ○ As tutor/module leader, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met. ○ 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. <p>Policy & Standards</p> <ul style="list-style-type: none"> • Knowledge and understanding of the policy, practices and procedures relevant to the role, which may include broader university/sector/external (e.g. Commercial Awareness, Research Ethics, Knowledge Transfer, Patents, Intellectual Property Rights, Health and Safety, Equal Opportunities & Diversity, Marks and Standards, Appeals Procedures, Plagiarism, Handbook of Academic Administration).
<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> • A PhD or an appropriate professional qualification; or appropriate period of professional experience. • Expertise in relevant approaches and models, analytical techniques and methods.

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LECTURER (Above the Bar)

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 below the bar. 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. 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 more junior staff, encouraging and supporting their development/career. Role holders will engage in continual professional development activity, e.g. self-reflection on teaching, and, where appropriate, engagement in clinical/professional activities either alone or in a team.

Reports to:	Head of Department
Mentored by:	Senior Academic

REPRESENTATIVE WORK ACTIVITIES

<p>Teaching and Learning</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Teach to a sustained high quality (as evidenced by student evaluations, peer assessment, 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. • Actively engage in assessment and reflection of teaching as part of continual professional development. <p>Developing Others</p> <ul style="list-style-type: none"> • 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. <p>Curriculum Development</p> <ul style="list-style-type: none"> • Develop course proposals. • 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. <p>Assessment & Supervision</p> <ul style="list-style-type: none"> • 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). <p>Pastoral</p> <ul style="list-style-type: none"> • 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.
<p>Research</p>	<p>Research</p> <ul style="list-style-type: none"> • Carry out substantive, original and significant research which supports the departmental research activity. • Develop methods and techniques appropriate to the type of

	<p>research pursued that add to the intellectual understanding of the field.</p> <ul style="list-style-type: none"> • Contribute to the department's research strategy. • Initiate interdisciplinary collaborations. <p>Income Generation/Funding</p> <ul style="list-style-type: none"> • Maintain 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. <p>Research Management</p> <ul style="list-style-type: none"> • 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. <p>Write-up and Dissemination</p> <ul style="list-style-type: none"> • Write up research work for publication. • Contribute to patents/commercial application (as appropriate). • Disseminate research findings as appropriate to the discipline in high quality/impact peer-reviewed publications, monographs, conference presentations, knowledge-share events, book chapters, reports and submissions to government/agencies, art performances, etc. (which may take the form of CDs/videos, production of new works of art, original compositions, original performances).
Professional Service	<p>Service outside the University</p> <ul style="list-style-type: none"> • 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. • Act as a Journal Referee. • Act as External Examiner. • Contribute actively to local community & networks/Chambers of Commerce, agency/arts boards/government bodies/local practitioners. • Contribute actively in conferences and/or participate in workshops, e.g. involvement beyond role of attendance.
Administrative Service	<p>Service within the University</p> <ul style="list-style-type: none"> • 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 junior colleagues in teaching/learning and practice/research; act as a leader/mentor for cross-faculty teams.

	<ul style="list-style-type: none"> • Participate in University governance (e.g. hearing student complaints, attending Faculty Board, membership of Faculty committees). • Take on specific initiating or co-ordinating roles within the department, e.g. Course Director. <p>Policy & Standards</p> <ul style="list-style-type: none"> • Have a thorough knowledge and understanding of the policy, practices and procedures relevant to the role and provide advice to junior colleagues on policy and standards (e.g. Commercial Awareness, Research Ethics, Knowledge Transfer, Patents, Intellectual Property Rights, Health and Safety, Equal Opportunities & Diversity, Marks and Standards, Appeals Procedures, Plagiarism, Handbook of Academic Administration).
<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> • A PhD and a sustained track record of teaching and research within a specialism; or an appropriate professional qualification and significant relevant professional experience at a senior level.

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SENIOR LECTURER

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). 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
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REPRESENTATIVE WORK ACTIVITIES

Teaching and Learning	<p>Teaching</p> <ul style="list-style-type: none"> • Maintain a portfolio of teaching activity of high-quality reputation and impact (as evidenced by student evaluations, peer assessment, 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. • Actively engage in assessment and reflection of teaching as part of continual professional development.
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	<ul style="list-style-type: none"> • Lead teaching and learning at undergraduate level, such as lecturing to first year students, using innovative teaching methods and approaches. <p>Developing Others</p> <ul style="list-style-type: none"> • 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. • Take a leading role in the peer observation of colleagues' teaching and provide constructive feedback. <p>Curriculum Development & Design</p> <ul style="list-style-type: none"> • (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. <p>Assessment & Supervision</p> <ul style="list-style-type: none"> • 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). <p>Pastoral</p> <ul style="list-style-type: none"> • 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.
<p>Research</p>	<p>Research</p> <ul style="list-style-type: none"> • 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/Faculty/research institutes. <p>Income Generation/Funding</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Make a significant contribution to the department's research income. <p>Research Management</p> <ul style="list-style-type: none"> • Manage own research resources (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). <p>Write-up and Dissemination</p> <ul style="list-style-type: none"> • 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.
<p>Professional Service</p>	<p>Service outside the University</p> <ul style="list-style-type: none"> • 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. • Sustained contribution and strategic involvement in/on local community & networks/Chambers of Commerce, agency/arts boards/government bodies/local practitioners.
<p>Administrative Service</p>	<p>Service within the University</p> <ul style="list-style-type: none"> • 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 junior colleagues in teaching/learning and practice/research; act as a leader/mentor for cross-faculty teams. • Participate in University governance (e.g. hearing student complaints, attending Faculty Board, membership of Faculty committees). • Take on specific initiating or co-ordinating roles within the department e.g. Course Director. • 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. • Sustained leadership roles within the department or Faculty, e.g. chairing examination boards, committees. • Develop and manage staff and resources in support of major

	<p>research or teaching activities as directed by HoD.</p> <p>Policy & Standards</p> <ul style="list-style-type: none"> • Responsible for quality, audit and other external assessments in own areas of responsibility as directed by HoD. • Have a thorough knowledge and understanding of the policy, practices and procedures relevant to the role and provide advice to junior colleagues on policy and standards (e.g. Commercial Awareness, Research Ethics, Knowledge Transfer, Patents, Intellectual Property Rights, Health and Safety, Equal Opportunities & Diversity, Marks and Standards, Appeals Procedures, Plagiarism, Handbook of Academic Administration). • Depending on area of work (e.g. laboratories, workshops, studios), may be expected to take responsibility for conducting risk assessments and reducing hazards.
<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> • A PhD and a sustained track record of teaching and research within a specialism; or an appropriate professional qualification and significant relevant professional experience at a senior level. • Required to be an externally (nationally or internationally) recognised authority in the subject area.

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ASSOCIATE PROFESSOR/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.

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 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
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Representative Work Activities

Teaching and Learning	<p>Teaching</p> <ul style="list-style-type: none"> • Maintain a portfolio of teaching activity of high-quality reputation and impact (as evidenced by student evaluations, peer assessment, 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. • Actively engage in assessment and reflection of teaching as part of continual professional development. • 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. <p>Developing Others</p> <ul style="list-style-type: none"> • 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. • Take a leading role in the peer observation of colleagues' teaching and provide constructive feedback. <p>Curriculum Development & Design</p> <ul style="list-style-type: none"> • 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. <p>Assessment & Supervision</p> <ul style="list-style-type: none"> • 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).
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	<p>Pastoral</p> <ul style="list-style-type: none"> • 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.
<p>Research</p>	<p>Research</p> <ul style="list-style-type: none"> • 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. <p>Income Generation/Funding</p> <ul style="list-style-type: none"> • Lead or contribute to significant/major research grant applications to support research projects. • Attract through reputation and sustain significant sources of research, consultancy and other income as appropriate to the discipline. <p>Research Management</p> <ul style="list-style-type: none"> • 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. <p>Write-up and Dissemination</p> <ul style="list-style-type: none"> • 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.
<p>Professional Contribution</p>	<p>Service outside the University</p> <ul style="list-style-type: none"> • 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.
<p>Administrative Service</p>	<p>Service inside the University</p> <ul style="list-style-type: none"> • Take responsibility for organising own activities and for the management of allocated resources. • Provide appropriate advice and support to colleagues, e.g. mentor junior colleagues in teaching/learning and practice/research; act as a leader/mentor for cross-faculty

	<p>teams.</p> <ul style="list-style-type: none"> • Chair committees and participate in institutional decision-making and governance. • Promote and market the work of the department in the subject area both nationally and internationally. • 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. <p>Policy and Standards</p> <ul style="list-style-type: none"> • Responsible for quality, audit and other external assessments in own areas of responsibility as directed by HoD. • Have a thorough knowledge and understanding of the policy, practices and procedures relevant to the role and provide advice to junior colleagues on policy and standards (e.g. Commercial Awareness, Research Ethics, Knowledge Transfer, Patents, Intellectual Property Rights, Health and Safety, Equal Opportunities & Diversity, Marks and Standards, Appeals Procedures, Plagiarism, Handbook of Academic Administration). • Depending on area of work (e.g. laboratories, workshops, studios), may be expected to take responsibility for conducting risk assessments and reducing hazards. • Contribute to wider institutional debate/strategic review on policies.
<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> • A PhD and a sustained track record of teaching and research within specialism; or an appropriate professional qualification and significant relevant professional experience at a senior level. • Required to be an externally (nationally or internationally) recognised authority in the subject area.