Senior Lecturer-researcher

Goal

To oversee and implement the innovative development of education, establish linkage between teaching and research, and teach course components based on the AUAS' vision on education and applied research, quality and curriculum requirements, and state of the art knowledge generated within the AUAS and other organisations and knowledge institutions with a leading position in the relevant area of expertise enabling students, lecturers and professionals in the field to develop specialist and/or innovative knowledge and competences, build ties with the relevant area of expertise and fellow experts from the professional field, and contribute to the programme's external positioning.

This translation of the job profile describtion Hogeschool hoofddocent is meant as a service to non-Dutch speaking employees. However, in case of a difference of interpretation, this translation cannot be used for legal purposes. In those cases the Dutch text of the job profile is binding.

Context

Reports to/receives hierarchical guidelines from:

- Dean
- Programme Manager

RESULT AREAS

Main activity	Scope	Result	Example activities
1 Course development			
To ensure and implement: • the development and innovation of new and existing curricula, degree programmes and learning cycles, • the quality of degree programmes, • coherence between the various programmes (Bachelor's, Master's, minors). These activities should be conducted on the basis of specialised theoretical and applied knowledge of the field and educational science, in accordance with current and relevant developments in the field and the latest scientific insights.	Long-term faculty policy plan Faculty Plan Programme plan Specialist, innovative and/or high-quality knowledge/expertise from the professional field; *and/or* in-depth knowledge of the cohesion within a field of knowledge or scientific discipline Accreditation frameworks Guidelines and authorisations issued by the programme manager and/or professor Programme testing plan	A coherent teaching and assessment programme that can be implemented effectively and efficiently. Lecturers are capable of further developing, innovating, evaluating and teaching course components. Students are capable of developing their competences to the level expected of novice professionals.	• Communicate vision on educational development and/or developments in the field on the basis of current scientific insights • Play a leading role in the development of Bachelor's, Master's, minors and excellence programmes and realisation of the research agenda in labs and ateliers within the context of education and research requirements formulated by the professional practice; strive to ensure alignment with other professions and the professional practice • Initiate and provide advice on curricular innovation, and offer fellow lecturers/researchers support from the perspective of your own field and clear overview of the entire professional field and research arena • Explain the relevant frameworks in terms of objectives, curricular content, didactics and design to other developers • Coordinate the implementation of educational development and innovation, and personally contribute to the design or redesign of curricula or curricular components within the context of a team or the provision of feedback to colleagues • Initiate efforts to incorporate new insights, practices and research results into educational content, design and teaching methods • Ensure harmonisation with the curricula of related disciplines (multidisci-plinary working methods that transcend individual programmes) • Ensure coordination in terms of content of the course components within the degree programme • Supervise the writing of programme syllabi, development of teaching materials and preparation of tests, assessments, examinations, etc. • Ensure the availability of a blended learning environment and publication of teaching materials • Evaluate the quality of the degree programmes; participate in curriculum committees, coordinate accreditations
2 Teaching			
To prepare and teach course components and supervise students on the basis of specialist and/or innovative knowledge acquired in the professional practice and/or over the course of scientific research.	Programme plan Teaching and Examination Regulations and testing policy Specialist and/or innovative knowledge and high-quality expertise from the	Students have the opportunity to develop the knowledge and competences for the relevant specialised and/or innovative course components (with complex form and content)	• Introduce the knowledge, principles, research methods and applications of the scientific discipline(s) to which the profession is related; incorporate the specialist, in-depth and/or innovative scientific and/or practical knowledge in course components • Prepare and conduct class meetings for students, support and encourage students in the process of acquiring the necessary knowledge and competences for their field/profession, supervise

RESULT AREAS

Main activity	Scope	Result	Example activities
	professional field and/or scientific discipline Specified student learning objectives, study loads, standards and exit qualifications		students in the process of completing their research and thesis assignments • Teach Master's and honours programmes • Create a challenging learning environment and establish the conditions needed to facilitate students' learning processes and stimulate self-management and independent learning behaviour by applying didactic methods based on modern educational technologies and demonstrating your subject-specific, pedagogical, interpersonal and educational skills to both students and the organisation; stimulate students to reflect on their own performance by leading by example and applying knowledge of effective didactics • Report back on learning experiences, provide feedback, test and assess students' development and results • Harmonise teaching activities with colleagues; reflect on the organisation of your own work and team efforts and take action to improve these aspects in collaboration with colleagues where necessary • Proactively manage on the basis of both (administrative and logistical) processes and content, submit all administration relating to teaching and the teaching organisation (including academic records) in a timely fashion
3 Knowledge valorisation			
To contribute to the shaping of internal and external opinions on specialist and/or innovative knowledge, serve as an internal and external point of contact on matters relating to the specialisation	Strategic plan Strategy applied by the faculty, degree programme and/or research programme Education and research policy	Initiate both professional and educational innovation activities Degree programme positioning	• Develop and maintain relationships with the national and international professional field and other stakeholders, research institutions or other relevant institutions; serve as a contact person for external bodies; participate in various internal and external consultative structures; maintain contacts with alumni • Represent the professional field and publish and communicate research results and knowledge of the field in relevant media or bodies; hold lectures, presentations and workshops for both internal and external audiences • Identify relevant developments and potential opportunities in the area of education and research; win new assignments; initiate the development of contractual activities; acquire grants; develop and maintain contacts with eminent researchers and parties willing to fund research and education • Incorporate research experiences and outcomes into course development and applications for the professional practice

RESULT AREAS			
Main activity	**Scope**	**Result**	**Example activities**
			• Act as a key figure in terms of research and innovation within the own organisational unit; serve as a linking pin between education, knowledge centre and the professional field • Provide advice on the relationship between education and research • Supervise fellow lecturers/researchers in the process of communicating knowledge and views
4 Research			
To implement the research programme or components thereof, conduct research assignments that are characterised by a high level of complexity and require knowledge provided by other disciplines, applied research activities and harmonisation with both the professional field and the curriculum.	Strategic plan Research policy Research programme	Appropriate preconditions for and supervision of research and knowledge development and the integration of research results in education; the production and presentation of quantitative and qualitative research results that benefit both the market and broader society	• Coordinate coherent research projects within the framework of a research programme; contribute to the design of a research programme; encourage students to take part in a research programme by establishing specific themes for final research projects • Supervise less experienced lecturers/researchers in the process of conducting research projects • Independently conduct applied research and publish the results in professional journals or other media • Apply the quality control system for research activities • Contribute to the publication of research results (co-authorship)
5 Curriculum evaluation			
To evaluate the organisation, provision, quality and effectiveness of education, and make proposals for the potential improvement of teaching methods and/or content	Defined quality criteria, content and objectives for the teaching and research programme	Students are capable of achieving the defined learning objectives more effectively	• Take stock of and assess the curriculum or curricular components to be evaluated • Oversee evaluation and adjustment of the curriculum • Conduct supplementary research in support of curricular innovation • Involve relevant parties from the professional field in evaluating the curriculum and ask them for advice on adjustments, where necessary • Draw up evaluation reports on the structure and implementation of (parts of) the degree programme • Provide information to assessment committees
6 Test development			
To organise and oversee the development of formative tests and summative assessments, and contribute to the development of testing policy	Teaching and Examination Regulations Testing policies Testing cycle Defined standards for the course component and research programme	Tests and assessments meet applicable assessment criteria in terms of validity and reliability, and accurately reflect the phases of the relevant competences and quality requirements for student education and research	• Manage test development activities within a degree programme; harmonise methods and approaches with lecturers • Evaluate existing testing methods, adjust existing formative tests and summative examinations and prepare new ones • Participate in internal working groups and discussions on teaching evaluations; contribute to evaluation reports

RESULT AREAS			
Main activity	**Scope**	**Result**	**Example activities**
7 *Professionalisation of lecturers*			
To improve lecturers' research skills and organise professionalisation activities in the area of knowledge innovations and professional innovations on their behalf	Education and research policy The institution's HRM policy	Lecturers are capable of conducting innovative applied research and integrating the results into their teaching	• Develop and provide training courses, workshops and presentations on both research methods and scientific orientation and the own field • Supervise doctoral candidates • Inform lecturers about current issues and developments • Coach, supervise and manage employees over the course of complex research projects
8 *Coordination of work (variant)*			
To coordinate basic and complex substantive and/or organisational activities and/or supervise and assess fellow lecturers/researchers' performance of teaching and/or research activities	Assigned powers and guidelines	Teaching and/or research activities are conducted in an efficient, effective and qualitative manner, and/or lecturers are capable of developing the necessary competences in accordance with applicable educational quality standards.	• Lead one or more research groups • Harmonise substantive/organisational processes with other stakeholders, taking into account the various relevant perspectives and interests • Inform lecturers of the objectives and results to be achieved • Organise activities at team/project level; establish and lead project teams and teams working to implement educational innovations and/or conduct research • Coordinate complex activities within a teaching/research area, and provide coaching to lecturers/researchers • Design and document educational processes and transfer knowledge on this aspect
9 *Project management (variant)*			
To initiate, implement, monitor and deliver innovative, multidisciplinary projects relating to students, education and/or research; activities include formulating the project definition and designing the project organisation, as well as the management of internal project staff and/or third parties	Assigned powers and guidelines Project plan Client demands/requirements	The set project targets are realised within the applicable frameworks for costs, quality, time, organisation and communications, resulting in innovation of the teaching and/or research practice	• Acquire new assignments (including 2nd and 3rd flow of funds) • Formulate targets, definitions, schedule of requirements and plan/approach for the project • Ensure implementation of the project plan and prepare periodic reports in collaboration with project support staff • Monitor and facilitate the coherence between various interrelated projects Ensure adequate supervision and staffing of the project team

	RESULT AREAS		
Main activity	**Scope**	**Result**	**Example activities**
10 Functional supervision (variant)			
To provide functional supervision to department staff	Faculty Plan Institutional HRM policies Assigned powers and guidelines	Work is performed more effectively, efficiently and according to higher quality standards	• Provide advice on the recruitment and selection of staff members • Conduct annual consultations and career interviews with employees, provide input for the assessment of lecturers/researchers, support the programme manager during assessment interviews • Issue assignments and instructions to employees and monitor the progress and quality of execution • Develop employees' talents and assist in their further professionalisation; take stock of the requisite expertise, and formulate proposals in relation to the professionalisation plan
11 Quality assurance (variant)			
To apply and maintain quality assurance systems and the quality requirements set out therein	Existing and approved quality systems	Assessments are conducted, potential educational improvements are identified and implemented	• Identify and take stock of bottlenecks • Capitalise on opportunities for improvement • Provide advice on development and implementation systems • Contribute to the development and improvement of quality assurance systems
12 Policy development (variant)			
To develop, implement, evaluate and adjust innovative policies on students, education and/or research	Strategic plan Administrative and organisational guidelines Procedures and guidelines Accreditation frameworks	Appropriate and efficient policies are formulated and implemented in an innovative manner, resulting in innovation of the teaching and/or research practice	• Gather, interpret, process and provide information on relevant developments • Prepare policy recommendations • Help to facilitate the implementation of formulated policies within the institution or parts thereof • Advise and support stakeholders and parties concerned within the institution or parts thereof • Evaluate the implemented policies and adjust where necessary

Classification criteria for Senior Lecturer-researcher

Job level / Classification criteria	Senior Lecturer-researcher 1 * (scale 14)	Senior Lecturer-researcher 2 (scale 13)
Course development	Initiates and oversees the development of new degree programmes on the basis of specialised theoretical and applied knowledge of the field and educational science, in accordance with current and relevant developments in the field / broader society / ICT sector / labour market and the latest scientific insights. Ensures harmonisation with the curricula of related disciplines; multidisciplinary working methods transcending individual programmes.	
	mandatory	*mandatory*
Knowledge development and valorisation	Contributes to teaching and research relevant to the internal and external positioning and continuity/growth of the own organisational unit. Represents the degree programme and/or knowledge centre, both internally and externally, by holding lectures at conferences, seminars and congresses and/or holding presentations, workshops, etc. at external organisations and internal and external events. Regularly publishes on his/her own discipline in professional and scientific journals; ensures that these articles are published in various media and knowledge banks.	
	mandatory	*mandatory*
Teaching	Teaches complex course components (preferably at Master's programmes, excellence and honours programmes, including the supervision and assessment of students) that are directly related to the professional field and require in-depth knowledge of the cohesion within a field of knowledge and/or highly specialist knowledge of the professional field and/or scientific research (as evidenced by a completed doctoral programme).	
	mandatory for Teaching & Research variant *mandatory for Teaching variant with coordination and commerce*	*mandatory for Teaching variant*
Research	Coordinates the execution of complex, long-term interdisciplinary research assignments. Supervises the research group in collaboration with several researchers or lecturer-researchers. Ensures availability of the necessary financial resources and staff. *and/or:* Independently conducts complex applied research relating to multiple curricular lines of research.	
	mandatory for Teaching & Research variant *mandatory for Research variant with coordination and commerce*	*mandatory for Research variant*

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* *To be applied at the discretion of the Executive Board*

Contractual activities	Significantly contributes to the management of relationships with experts. Analyses developments affecting existing and potential external market parties. Consults with potential clients to discuss the opportunities and conditions for complex future products with broad social relevance *and/or:* Significantly contributes to the acquisition of funds from the 2nd and 3rd flow of funds. Maintains contacts with external parties/potential clients in order to exchange information and views and generate support for a – yet to be developed – complex range of courses on socially relevant issues.	
	mandatory for Teaching variant with coordination and commerce ***mandatory for Research variant with coordination and commerce*** ***optional for Teaching and Research variant***	***variant***
Work coordination	Coordinates complex substantive and organisational teaching and research activities in order to ensure harmonisation with curricula and the professional field, and coaches and supervises lecturers/researchers working to conduct research and/or teaching activities. *and/or:* Establishes project teams capable of implementing educational innovations and improvements, and manages these teams. *and/or:* Provides functional supervision to department staff.	
	mandatory for Teaching variant with coordination and commerce ***mandatory for Research variant with coordination and commerce*** ***optional for Teaching and Research variant***	***variant***

Ranking rules Senior lecturer-researcher *(see visual representation of classification criteria in the table below)*

Senior Lecturer-researcher 1 will apply if *at least* **five of the six** criteria as described under Senior Lecturer-researcher 1 have been met, at the discretion of the Executive Board. The applicable criteria will depend on the relevant job variant:

- Teaching & Research variant
  Senior Lecturer-researcher 1 will apply if *at least* **all four Course development**, **Knowledge development and valorisation, Teaching** and **Research** criteria supplemented with *at least* **one of the other two criteria** as described for this variant at job level 1 have been met.

or:

- Teaching variant with coordination and commerce
  Senior Lecturer-researcher 1 will apply if *at least* **all five Course development**, **Knowledge development and valorisation, Teaching, Contractual activities** and **Work coordination** criteria as described for this variant at job level 1 have been met.

or:

- Research variant with coordination and commerce:
  Senior Lecturer-researcher 1 will apply if *at least* **all five Course development**, **Knowledge development and valorisation, Research, Contractual activities** and **Work coordination** criteria as described for this variant at job level 1 have been met.

Classification criteria	Senior Lecturer-researcher 1 *Teaching & Research variant*	or	Senior Lecturer-researcher 1 *Teaching variant with coordination and commerce*	or	Senior Lecturer-researcher 1 *Research variant with coordination and commerce*
Course development	**mandatory, in combination with <u>at least</u> one of the two variants**		**mandatory**		**mandatory**
Knowledge development and valorisation					
Teaching					
Research					**mandatory**
Contractual activities	variant		**mandatory**		
Work coordination	variant				

Senior Lecturer-researcher 2 will apply if the **Course development** and **Knowledge development and valorisation** criteria have been met (*minimum requirement*) along with the **Teaching** or **Research** criterion <u>and</u> *at least* **one of the other three criteria**, as described under the classification criteria for Senior Lecturer-researcher.

Classification criteria	Senior Lecturer-researcher 2 *Teaching variant*	or	Senior Lecturer-researcher 2 *Research variant*
Course development	**mandatory, in combination with at least one of the three variants**		**mandatory, in combination with <u>at least</u> one of the three variants**
Knowledge development and valorisation			
Teaching			variant
Research	variant		**mandatory**
Contractual activities	variant		variant
Work coordination	variant		variant