



UNIVERSITY OF LINCOLN  
JOB DESCRIPTION

<b>JOB TITLE</b>	Associate Professor / School Director of Teaching and Learning				
<b>ACADEMIC PROFILE</b>	Teaching, Scholarship and Professional Practice				
<b>SCHOOL</b>	Lincoln School of Design				
<b>LOCATION</b>	Brayford Campus, Lincoln				
<b>JOB NUMBER</b>	COA397	<b>GRADE</b>	9	<b>DATE</b>	Aug 2021
<b>REPORTS TO</b>	Head of School of Design				

**CONTEXT**

The University of Lincoln is one of the most dynamic young universities in the country. Situated in the centre of a beautiful cathedral city, our core mission is to combine outstanding, high-impact research and professional practice with a superb student experience and the highest quality civic engagement. Our 'student as producer' model emphasises the role of students as collaborators in the production of knowledge and practice. Connecting the local to the global, we engage creatively and constructively with some of the key issues of the age. In *The Times and Sunday Times, Good University Guide 2021*, the University of Lincoln was named Modern University of the Year, and the highest-ranked multi-faculty modern university in the UK, climbing to 45th (out of 135). It was also named one of the world's greatest young universities in the *Times Higher Education Young University Rankings*.

The long-established Lincoln School of Design sits within the University of Lincoln's College of Arts. It performs undergraduate and postgraduate teaching, research and professional practice in Creative Advertising, Product Design, Graphic Design, Interior Architecture and Design, Illustration, Fashion, and Design for Event Exhibition and Performance. It offers 'top up' degree programmes with the Hong Kong Design Institute, houses the cross-college Arts Foundation Year programme, and has numerous international partnerships with Higher Education Institutions.

The School is home to a vibrant community of around 60 academics and 900 students. Its specialist studios, labs and workshops provide impressive spaces in which students can critically appraise the world of design and share their ideas through practice-based learning. It has a track record of excellent teaching and propelling students into successful careers.

The School offers significant potential for working across disciplinary and institutional boundaries in the development of teaching, research and professional practice. This includes landing and expanding connections with industry; connecting with other schools in the College of Arts (Architecture, English & Journalism, Fine & Performing Arts, Film & Media and History & Heritage); developing synergies with other parts of the university (e.g. Engineering, Psychology, Business, Computing); and engaging with the College of Arts Centre for Culture and Creativity, which fosters creative initiatives in conversation with local practitioners, industries, civic and community groups, and the general public.

## JOB PURPOSE

The School Director of Teaching and Learning (SDTL) will work with the Head of School, College Director of Education and School Management Team to champion and enhance teaching and learning quality on all programmes (undergraduate and postgraduate) within the School, in line with School, College and University strategy. They will positively influence the strategic direction of taught programmes and curriculum development within the school, and lead in the delivery of the teaching and learning strategy. They will guide the advancement of teaching and assessment through shared practice, and share pedagogical approaches within the University and the sector, including via links with discipline-specific forums and accreditation bodies (where relevant).

A key priority for this role in the School of Design will be to work with members of the school, the College Directors of Education and Academic Affairs, in reinvigorating, redeveloping and extending the degree portfolio. Informed by market research and an understanding of the opportunities and challenges faced by the Design industry, this process should aim to produce confident, resilient, versatile graduates who are primed for success in working life today and in the future. The new portfolio should appeal across all student demographics, and will be characterized by interdisciplinary perspectives, opportunities for internal and external collaboration, employability-building initiatives, technology-enhanced delivery, research and practice-informed content, and diverse subject matter.

Other priorities will include: supporting staff development needs in teaching, learning and assessment; and liaising with the School's Programme Leaders and Senior Tutor to ensure an equitable student experience across programmes eg through consistency in documentation, assessment practices, student mentoring, and through sharing of best practice.

The successful candidate will take on a permanent role in the School. They will serve as SDTL for 4 years, with the possibility of extension subject to mutual agreement. They will be appointed at the level of Associate Professor on the Teaching, Scholarship and Professional Practice profile, with opportunity for promotion to Professor subject to meeting the defined criteria.

Associate Professors on the TSPP profile focus on either teaching and scholarship or teaching and professional practice. Those focusing on teaching and scholarship will lead in the development of teaching strategies within their discipline and/or the scholarship of teaching, and be recognized for these activities among their peers and students. They will generate high quality personal scholarly outcomes and outputs. Building on a substantial track record in curriculum development and innovative teaching practice, they will provide leadership for these activities, within and beyond the University of Lincoln. This may include leadership in online and/or blended teaching and learning, embedding employability, the diversification, internationalization and decolonisation of the curriculum, and research-informed teaching. Working proactively to advance equality, diversity and inclusion, they will undertake student tutoring and academic support, and provide mentorship to junior colleagues.

The University defines professional practice as an enabling term intended to cover practical or practice-based engagements outside the confines of the University. This might include the developments or relationships with industrial partners, professional bodies or the third sector; or impactful activity as a practitioner in their discipline. APs with particular strengths in teaching and professional practice will be recognised among their peers as leading in these areas, and in bringing their profession and/or industry into their teaching practice. Building on a substantial track record of working with external partners to the benefit of all parties, including students, employers, and colleagues, they will provide academic leadership over a subject area, and/or leadership in an area of professional practice, in accordance with the strategic vision of the school, college and university. This may include leveraging professional practices and industry links to enhance student recruitment, improve pedagogy, build the degree portfolio, develop student employability within and beyond the curriculum, and generate income through external consultancy and educational initiatives. Working proactively to advance equality, diversity and inclusion, they will undertake student tutoring and academic support, and provide mentorship to junior colleagues.

## Leadership in Teaching and Learning

Champion and enhance teaching and learning quality across all programmes within the School.

Work constructively with College Directors, School staff, students and industry representatives, and with reference to the pedagogical literature, in reviewing, reinvigorating, reimagining and extending the degree portfolio. Support the design and development of new or refreshed programmes by advising on the inclusion of industry and inter-disciplinary perspectives, opportunities for internal and external collaboration, employability-building initiatives, technology-enhanced delivery, research and practice-informed content, and diverse subject matter.

Take responsibility for the development and implementation of the School's teaching and learning plan, ensuring that the School plays its full part in achieving the University's ambitions for teaching and learning, introducing innovation and new initiatives in line with the School, College and University strategy

Provide leadership and guidance in mitigating issues arising from key teaching and learning indicators (eg Module Evaluation, NSS) offering visible support across all areas through Programme Leaders and Module Coordinators.

Promote the identification and dissemination of good practice in teaching and Learning, providing mentor support around embedding good practice where required.

Ensure that documentation emanating from and pertaining to the delivery of programmes, associated modules and related School business is standardised, accessible and presents a coherent and professional profile at all times.

Liaise with the School's Senior Tutor on matters relating to the delivery and operation of personal tutoring.

Liaise with Programme Leaders on matters relating to programme health and academic enhancement, ensuring good practice is disseminated through appropriate channels.

Work with the Head of School and Programme Leads to ensure that the School is fully engaged in key University initiatives including but not limited to open days, welcome week, peer mentoring, personal tutoring and student engagement activities.

Operate agreed School level procedures for peer review of teaching and learning, including monitoring at an individual level to ensure that all those involved in teaching are peer reviewed.

Work with the School's Management Team to identify key teaching and learning CPD needs within the School, where appropriate agreeing access and planning delivery in conjunction with Staff Training & Development.

Co-ordinate and lead the School's teaching and learning committee/forum, working closely with Programme Leads and thematic leads within the School.

Engage in and represent the School on relevant School, College and University Committees as Required

Meet agreed teaching & learning reporting and quality commitments in line with School, College and University requirements.

Actively engage with the School's Student Reps to be informed by and respond as appropriate to student feedback, working towards the ongoing enhancement of the student experience.

Undertake teaching at undergraduate and/or postgraduate levels and carrying out all related activities, achieving high, sustained levels of student progression and feedback.

Work with others to develop College policy that influences and promotes effective professional practice in all aspects of the student learning experience

Develop, implement and manage a community of practice to support staff new to teaching within the school to engage in professional practice.

### **Scholarly Activity and/or Professional Practice**

Lead in the development of professional practice or significant scholarly work and evaluation to improve the quality of practitioner-informed teaching and their students' learning experience with impact beyond the home academic discipline and ideally beyond the University.

Perform School and/ or College responsibilities in successful partnership working with relevant employers or practitioners

Work with students to enhance their understanding of industries and professional bodies that are relevant to their studies, and feedback to employers and professional bodies on changing student needs

Demonstrate or develop a professional practice and teaching profile through publication in forums that have a wide impact beyond the University.

Lead and/or contribute to: student entrepreneurship, enterprise activities, national education /training committees of professional bodies, and outreach initiatives, in ways that have significant impact within and outside of the University (e.g. through receipt of regional awards, significant public engagement projects, spin out companies, embedded and externally funded links with industrial or community partners, production of professional texts or other material that has had a significant and quantifiable impact and/or contribution to advisory boards of public / professional bodies)

Where applicable, conduct significant individual and/or collaborative scholarly and/or professional practice-based projects that make a significant contribution to the School, College and wider University.

Attract external funding through enterprise activities, including consultancy and knowledge transfer initiatives that will achieve income diversification and enhance the University's reputation

Where applicable, to have excellent external professional and industry networks, with active involvement with the work of professional bodies at a regional level, significant involvement at local and regional level in HEI industry/community link forums (e.g. report authoring, sustained consultancy / KTP activity and fostering significant new collaborations with local or regional bodies).

Have good standing, engagement and reputation within the profession, including demonstrable and quantifiable indicators of esteem (e.g. industry awards, invitations to join industry judging panels, contributions to policy and practice forums), and demonstrable and quantifiable public national professional presence (e.g. blogs).

Sustain professional recognition by significant contribution to debates on teaching and learning on national and international issues and/or sustaining a track record of scholarly outputs disseminated in peer reviewed outlets.

If appropriate, to interpret the Professional Standards Framework for teaching and supporting learning in Higher Education in order to support and promote student learning in all areas of activity

### **Liaison and Networking**

Work within an extended network or community suitable to their professional practice, which can impact positively on the work of the University

Take a lead role in the application of these networks to enacting the University mission and strategy

Promote the reputation of the University within the wider higher education community through publications, contributions to conferences and liaison with the Higher Education Academy.

Liaise with and develop internal networks, for example by chairing and participating in institutional committees

Lead, develop and contribute to relevant external networks, professional, national or international bodies such as Higher Education Committees and high-level advisory groups

Monitor external funding opportunities and assist the College and the University in securing external funding

Interact and collaborate with other internal Schools and Colleges and external institutions and bodies on the establishment of joint projects to enhance the quality of teaching and learning

### **Team Working**

Contribute significantly to the development and management of the School

Provide academic leadership within the School over a subject area, a range of courses or programmes, and/or other strategically important areas (eg recruitment, employability).

Supervise or line manage other staff as appropriate.

Act as mentor or appraiser to designated colleagues, advising on personal development and ensuring that they are meeting the standards required.

Working proactively to enhance equality, diversity and inclusion.

### **Student Support and Engagement**

Act as academic tutor to students as allocated by the Head of School and act as first line contact for them for advice and support on academic matters, ensuring that students are directed to relevant support services when necessary.

A demonstrable ability to involve students in teaching practice and curriculum enhancements and in planning and undertaking student placements during their studies.

Supporting students undertaking doctoral research in their subject and supervising them to completion.

Supervise student projects and placements as appropriate.

### **Citizenship**

Contribute to the wider mission and reputation of the University with active involvement in activities contributing to general university life e.g. open days, student activities, alumni events, mentoring, personal tutoring and engagement with student support and delivery of outreach activities e.g. school visits, local community activities.

Active participation in committees/groups contributing to university life e.g. health and safety, equality diversity and inclusivity, sustainability and working groups.

Engage in appropriate training programmes in the University, actively follow and promote University policies and participation in the staff appraisal scheme.

Contribution to the future development of the University and support the University's wider social, cultural and economic development of our region, our 'civic' mission with engagement and/or leadership of external partnerships contributing to the civic mission of the University. Participation in external activities such as volunteering, school governor, cultural activities, community activities.

**In addition to the above, undertake such duties as may reasonably be requested and that are commensurate with the nature and grade of the post.**

### ADDITIONAL INFORMATION

Key working relationships/networks	
Internal	External
<ul style="list-style-type: none"> <li>• Pro Vice Chancellor &amp; Head of College</li> <li>• College Director of Education</li> <li>• College Director of Academic Affairs</li> <li>• Head of School</li> <li>• Programme Leaders</li> <li>• School senior academics</li> <li>• School Directors of Teaching and Learning</li> <li>• College / School academic, administrative and technical staff</li> <li>• Support Services Staff</li> <li>• Student Representatives</li> <li>• Relevant Student academic societies</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant academic and professional groups</li> <li>• Relevant national, regional and international networks</li> <li>• External examiners</li> <li>• External agencies such as industry partners or community groups</li> <li>• Funding bodies such as industry or other relevant bodies</li> <li>• Professional &amp; Regulatory Bodies</li> <li>• Educational establishments and organisations e.g. other universities</li> <li>• Overseas partner institutions</li> <li>• Accrediting bodies</li> </ul>



**UNIVERSITY OF LINCOLN  
PERSON SPECIFICATION**

<b>JOB TITLE</b>	School Director of Teaching and Learning (Associate Professor – TSPP)	<b>JOB NUMBER</b>	COA397
<b>Selection Criteria</b>		<b>Essential (E) or Desirable (D)</b>	<b>Where Evidenced Application (A) Interview (I) References (R)</b>
<b>Qualifications:</b>			
First degree or equivalent		<b>E</b>	<b>A</b>
PhD in a relevant field, or the equivalent in published or creative outputs / professional practice experience		<b>E</b>	<b>A</b>
Senior Fellowship of the Higher Education Academy or equivalent, OR a commitment to achieve this level of recognition		<b>E</b>	<b>A</b>
<b>Experience:</b>			
Proven experience of leadership and administration of teaching and learning in Higher Education		<b>E</b>	<b>A</b>
Experience of supporting the design and development of new or existing programmes		<b>E</b>	<b>A/I/P</b>
Experience of innovation in practice informed teaching and learning		<b>E</b>	<b>A/I/P</b>
A regional and national profile of professional practice and/or scholarly work in teaching and learning development		<b>E</b>	<b>A/I/P</b>
Experience of working across disciplines		<b>E</b>	<b>A/I/P</b>
Experience of working with external partners in teaching and learning		<b>E</b>	<b>A/I/P</b>
Experience of managing projects and seeing them through to completion		<b>E</b>	<b>A</b>
<b>Skills and Knowledge:</b>			
Knowledge of the changing nature of design practice, its challenges and opportunities, and the implications for training and educating university students		<b>E</b>	<b>A/I/P</b>
Knowledge of the changing context of higher education, and the challenges and opportunities it presents for university education in design		<b>E</b>	<b>A/I/P</b>
Knowledge of pedagogical scholarship in Design		<b>E</b>	<b>A/I/P</b>
Ability to lead on pedagogical practice and curriculum development		<b>E</b>	<b>A/I</b>
Evidence of continuing professional development		<b>E</b>	<b>A/I</b>
Evidence of successful industry engagement		<b>E</b>	<b>A/I</b>
Ability to teach and assess across the different levels of relevant BA and MA degree programmes		<b>E</b>	<b>A/I</b>

Ability to support students in their study through academic counselling	<b>E</b>	<b>A/I</b>
Ability to build effective working relationships with a wide range of staff and external partners	<b>E</b>	<b>I/R</b>
Excellent written and verbal communication skills	<b>E</b>	<b>A/I</b>
Good organisational and time management skills	<b>E</b>	<b>A/I</b>
A skilled team worker, with good interpersonal skills	<b>E</b>	<b>A/I</b>
<b>Competencies and Personal Attributes:</b>		
Enthusiasm and commitment to teaching, learning and student support	<b>E</b>	<b>A/I</b>
Ability to inspire enthusiasm and confidence in others	<b>E</b>	<b>I</b>
Flexibility, adaptability and resilience	<b>E</b>	<b>I/R</b>
Proactive approach to leadership, team building	<b>E</b>	<b>A/R</b>
Commitment to developing oneself and others	<b>E</b>	<b>A</b>
Commitment to advancing equality, diversity and inclusion	<b>E</b>	<b>A,I</b>
Ability to lead and motivate others, and manage change effectively	<b>E</b>	<b>A,I,P</b>

**Essential Requirements** are those, without which, a candidate would not be able to do the job. **Desirable Requirements** are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

<b>Author</b>	AW	<b>HRBP</b>	HDR
---------------	----	-------------	-----