

## Senior Lecturer/ Associate Professor (E-A)

### Goal

To develop and provide allotted cohesive academic course components for a wide range of target groups, based on the faculty's curriculum, partly tailored to meet societal demand, so that students may meet the course objectives associated with the attainment targets of these course components in terms of knowledge, understanding, skills, competence and attitude.

To initiate, gain, carry out and valorise scientific research in a broad (1) or specialist (2) field of research in line with the department plan, with the aim of developing recognised scientific knowledge and insights within this field of research and to apply and valorise these for the benefit of science, society and - where possible - the government and the corporate world.

(1) A broad field of research can also be interpreted as a field of research that goes beyond one particular discipline or specialism.

(2) A specialist field of research can also be interpreted as a field of research that requires an approach to research that pushes back frontiers.

### Context

Reports to/receives hierarchical guidelines from one of the following officials:

- Chair of the Capacity Group
- Professor/ Full Professor (E-A)

Supervises:

- Lecturer/ Assistant Professor (E-A)
- Researcher
- Teacher
- PhD Candidate
- Supporting Staff

## RESULTAREAS

Main activity	Frame	Result	Activity
<b>1. Educational Development</b>			
To analyse students' level of education and the needs of society	Faculty's curriculum  Cohesion with other teaching components within the curriculum	Content, teaching, testing method(s) and composition of the allotted course components	<ul style="list-style-type: none"> <li>- Keep up to date with relevant national and international developments in own field of education</li> <li>- Analyse societal demand in terms of education and the learning needs of students</li> <li>- Maintain and further develop one's own network with internal and external national and international influential education experts, teachers, professional educational organisations and third parties</li> <li>- Share knowledge with national and international fellow teachers and subject-matter experts</li> <li>- Initiate the setting up of new course components or alter established ones in consultation with appropriate colleagues, based on relevant developments</li> <li>- Select relevant sources of knowledge (such as literature), teaching methods, teaching instruments and forms of interaction either on location or online</li> <li>- Formulate teaching material and assignments suitable for teaching on location or online</li> </ul>
<b>2. Teaching</b>			
To prepare and carry out allotted course components for the benefit of a wide range of target groups, tailored to meet societal demand and the needs of students	Faculty's curriculum  Stated study load  Norms and attainment targets	Achievement of the established course objectives with regard to students' knowledge, understanding, competence, skills and attitudes	<ul style="list-style-type: none"> <li>- Integrate research results into teaching</li> <li>- Coordinate the content and design of the curriculum component with colleagues within the curriculum</li> <li>- Prepare and hold programme meetings for students, provide potential students with information</li> <li>- Create the right conditions for the learning process by applying teaching methods</li> <li>- Supervise and coach students in the learning process during programme meetings, on location or online</li> <li>- Supervise and assess students' work placement assignments and final projects and theses</li> </ul>

<b>3. Testing</b>			
To test the academic achievement, using assessment methods developed and/or approved by the educational institute for this purpose	Established norms for the faculty curriculum	An objective assessment of the extent to which the student has attained the required level	<ul style="list-style-type: none"> <li>- Initiate the setting up of new forms of interim and final examination questions or alter current questions based on relevant developments</li> <li>- Design and arrange online tests</li> <li>- Hold both oral and written interim and/or final examinations, also online</li> <li>- Assess interim/final examinations and award marks</li> </ul>
<b>4. Course Evaluation</b>			
To contribute to the evaluation of the framework and implementation of course components, including making proposals with regard to possible improvements to teaching and/or the content of these course components	Established quality criteria, content and objectives in the faculty's curriculum	Enabling students to attain the course objectives more effectively	<ul style="list-style-type: none"> <li>- Evaluate and, if necessary, adjust own course components</li> <li>- Formulate and implement proposals for improving own and other related teaching components</li> <li>- Take part in internal working groups and discussions on programme evaluations</li> <li>- Analyse course components with students and Teacheren</li> <li>- Contribute towards evaluation reports about the framework and implementation of the curriculum or parts of it</li> <li>- Provide information to programme review committees</li> </ul>
<b>5. Course Co-ordination</b>			
To co-ordinate the development and implementation of allotted course components	Faculty's curriculum	Achievement of educational objectives	<ul style="list-style-type: none"> <li>- Encourage harmonisation of development and implementation of course components</li> <li>- Promote cohesion, both methodologically and as regards content, between course components</li> <li>- Give assignments and instructions to academic and teaching support staff and monitor progress and the quality of the work</li> <li>- Supervise less experienced colleagues in their professional development</li> <li>- Assist in recruiting, selecting and assessing teaching support staff</li> <li>- Bear responsibility for personnel, organisational and financial matters with regard to the teaching task of the research group(s), in consultation with those holding final responsibility</li> </ul>
<b>6. Acquisition of Contract Research and Contract Teaching</b>			

<p>To recruit potential commissioning bodies on the basis of analyses of society's needs, as well as writing and submitting research and/or educational proposals, in accordance with the commissioning bodies' quality requirements</p>	<p>The department's research programme and curriculum</p>	<p>Contracts with potential national and international partners and financiers for substantive and financial participation</p>	<ul style="list-style-type: none"> <li>- Initiate the development of non-initial degree programmes</li> <li>- Explore the external market for financing and the requirements of potential external partners or teaching/research financiers</li> <li>- Give account to the commissioning body with regard to work and results</li> <li>- Develop and maintain contact with influential teachers, influential researchers and financiers of education and research</li> <li>- Acquire subsidies and encourage staff to apply for external funding</li> </ul>
<p><b>7. Development of Research</b></p>			
<p>To analyse research projects and the needs of society based on developments in one's own academic field and in line with societal demand and the possibility of valorising the knowledge to be developed</p>	<p>The institute's research programme</p>	<p>Content and methodology of a research project</p>	<ul style="list-style-type: none"> <li>- Keep up to date with relevant national and international academic developments in own field of research</li> <li>- Explore and assess societal demand in terms of research and the possibility of its valorisation</li> <li>- Initiate the setting up of a new research project based on pertinent developments (in terms of academic content, societal demand, the possibility of valorisation) in consultation with relevant national and international colleagues (and external parties)</li> <li>- Formulate a research plan</li> </ul>
<p><b>8. Research Process</b></p>			
<p>To collect, analyse and interpret research data</p>	<p>Research plan</p> <p>Scientific criteria</p> <p>Protocols</p>	<p>Solving the research problem as it is defined</p>	<ul style="list-style-type: none"> <li>- Formulate a research plan</li> <li>- Verify the definitions of the problem and the working hypotheses with the Professor/ Full Professor (A-E)</li> <li>- Study the literature, attend symposia and congresses and hold discussions with experts in the subject matter</li> <li>- Formulate the definition of the problem, working hypotheses and specify the research data required, the research method and the target groups</li> <li>- Manage research data and encourage possibilities for data re-use</li> <li>- Exchange knowledge with national and international colleague Researchers and experts in the subject matter</li> <li>- Monitor the academic integrity of the research vis á vis external stakeholders</li> </ul>

<b>9. Publication of Research</b>			
To publicise the research results	In consultation with fellow authors  Criteria for the medium chosen for this	Making colleagues partners in the knowledge and insights that have been acquired, as well as receiving feedback on these and improving the position of the area of knowledge	<ul style="list-style-type: none"> <li>- Write articles for publication in recognised scientific journals and specialist journals and open access</li> <li>- Write conference papers and give lectures at conferences</li> <li>- Give presentations to external organisations</li> <li>- Make adjustments to the published articles following comments from reviewers and colleague researchers/teachers</li> <li>- Make the research results publicly available following conclusion of the research</li> </ul>
<b>10. Co-ordination of Research</b>			
To co-ordinate and monitor the cohesion within a research programme and monitor progress of own research	Department plan	Achievement of the objectives of the research plan	<ul style="list-style-type: none"> <li>- Structure the research into research components</li> <li>- Encourage consultation between research components</li> <li>- Promote cohesion between research components, both methodologically and as regards content</li> <li>- Give assignments and work instructions to academic and research support staff and monitor their progress</li> <li>- Co-operate in the recruitment, selection and assessment of research support staff</li> </ul>
<b>11. Supervising Students</b>			
To supervise students, including assessing students' work and progress on their assignments		Enabling students to complete their assignments within the allotted time	<ul style="list-style-type: none"> <li>- Discuss possible assignments with students</li> <li>- Discuss the plan, implementation and progress of the assignment with the students</li> <li>- Assess students' assignments and submit the assessment to the Examining Board</li> </ul>
<b>12. Supervising PhD Candidates</b>			

<p>To supervise PhD Candidates in the content of their work on their theses and its progress by taking on the role of a doctoral thesis supervisor or assistant supervisor</p>	<p>Following consultation with the doctoral thesis supervisor / fellow thesis supervisor</p> <p>With or without the right to grant a doctoral degree</p>	<p>Contribution to high quality research and PhD Candidates being able to complete their theses in good time</p>	<ul style="list-style-type: none"> <li>- Inform PhD Candidates about possible doctorate thesis subjects</li> <li>- Discuss progress of research or research components with PhD Candidates</li> <li>- Assess or assist in assessing PhD Candidate's theses</li> <li>- Provide input to the doctoral thesis supervisor to help in assessing the PhD Candidates (if one does not have the right to grant a doctoral degree)</li> <li>- Supervise PhD Candidates in preparing and jointly teaching a course component and then give feedback on this</li> <li>- Promote the professional development of PhD Candidates and their career</li> </ul>
<p><b>13. Patient Care</b></p>			
<p>To formulate a treatment plan and have it carried out (specialist dental care, specialist veterinary care)</p>	<p>Following referral by an external practitioner (dentist, veterinary surgeon)</p>	<p>Development of treatment skills and/or benefits to patients' health</p>	<ul style="list-style-type: none"> <li>- Supervise specialists/trainee dentists/veterinary physicians with regard to their patient care tasks in the relevant research field</li> <li>- Take care of implementing and evaluating procedures considered suitable for diagnostics and/or treatment</li> <li>- Provide care</li> <li>- Take part in or lead patient discussions</li> <li>- Keep medical reports up to date</li> </ul>
<p><b>14. Management of Equipment and Laboratories</b></p>			
<p>To manage equipment and/or laboratories, as well as submitting investment proposals to the Managing Director or the Director of the Research Institute Director</p>	<p>Budget allocated</p>	<p>Resources and facilities needed for carrying out research</p>	<ul style="list-style-type: none"> <li>- Consult and verify with the Managing Director or the Research Institute Director</li> <li>- Formulate an investment proposal</li> </ul>
<p><b>15. Dissemination of academic knowledge and insights</b></p>			

<p>To disseminate the capacity group's knowledge and insights through various media for the benefit of academic and scientific advancement, society and - where possible - the government and the corporate world</p>		<p>Scientific knowledge that is clear, understandable and applicable for a wide audience, as well as contributing to the social role and position of the group</p>	<ul style="list-style-type: none"> <li>- Initiate and maintain networks for the dissemination of knowledge and insights</li> <li>- Contribute to current social discussion from own area of through various media, including social media, and aimed at various target groups (business community, government, educational institutions, general public)</li> <li>- Contribute by means of consultancy</li> <li>- Design a prototype</li> <li>- Apply for a patent</li> <li>- Give lectures and interviews to various media</li> </ul>
<p><b>16. Coaching</b></p>			
<p>To coach less experienced colleagues and to supervise them as regards the content of their research</p>	<p>Faculty policy  Own discipline/specialist field</p>	<p>Promotion of the discipline-related/professional development of colleagues</p>	<ul style="list-style-type: none"> <li>- Provide feedback and support to less experienced colleagues</li> <li>- Inform new or less experienced colleagues about new and existing processes or working methods</li> <li>- Act as information point for other colleagues as regards operational and subject-matter problems</li> <li>- Transfer subject-matter and process-related knowledge to new or less experienced colleagues</li> <li>- Ensure an open, safe and inclusive working environment</li> </ul>
<p><b>17. Working Groups and Committees</b></p>			
<p>To take part in and/or chair committees or working groups, as well as perform assigned administrative and managerial tasks</p>		<p>Contribution to the development of the faculty</p>	<ul style="list-style-type: none"> <li>- Prepare topics to be discussed in working groups or committees</li> <li>- Take part in committee meetings and working group meetings</li> <li>- Work out the details of certain topics in preparation for a subsequent meeting</li> <li>- Keep staff informed of matters discussed in the working groups</li> </ul>

## Ranking criteria Senior Lecturer/ Associate Professor (E-A)

Function level	Senior Lecturer/ Associate Professor (E-A) 1	Senior Lecturer/ Associate Professor (E-A) 2
Ranking criteria		
<b>Teaching</b>	<p>Initiates and develops the plan, content and teaching for a substantial part of the chair's curriculum.</p> <p>Formulates proposals for improvement with reference to the educational evaluation of course components and implements them.</p>	<p>Develops allocated course components based on established framework, content and teaching.</p> <p>Formulates proposals for improvement with reference to the educational evaluation of the allotted course components.</p>
<b>Research</b>	<p>Co-ordinates and bears responsibility for producing a research programme or bears responsibility for planning and developing a specialist research project spread over several years and that is of benefit to academic and scientific advancement, society and - where possible - the government and the corporate world.</p> <p>Acts as assistant doctoral thesis supervisor for doctoral candidates.</p>	<p>Co-ordinates and bears responsibility for producing cohesive research projects that form an important part of a research programme and that is of benefit to academic and scientific advancement, society and - where possible - the government and the corporate world.</p> <p>Supervises academic staff as regards the content of their research.</p>
<b>Organisation</b>	<p>Manages part of the department or carries out mandated management tasks for the Professor, for example, conducting assessment meetings, supervising the implementation of teaching or drafting the budget for the department. Provides leadership for a collaboration venture in the field of education with external parties originating from society, government or the business community.</p>	<p>Performs managerial and/or administrative tasks that go beyond the department, for example managing an educational committee or co-ordinating a course, etc.</p>

## Ranking Rules Senior Lecturer/ Associate Professor (E-A)

Senior Lecturer/ Associate Professor (A-E) 2 applies if all the criteria described for Senior Lecturer/ Associate Professor (A-E) 2 are met

Senior Lecturer/ Associate Professor (A-E) 1 applies if the criteria 'Teaching' and 'Research' are met as described for Senior Lecturer/ Associate Professor (A-E) 1 and if the criterion 'Organisation' is met as described for Senior Lecturer/ Associate Professor (A-E) 1 or 2

### Working groups and committees

The working groups and committees referred should always relate to the content of the job description. In other words, this does not concern working groups and committees within the context of employee participation, nor work meetings of the department concerned.

### Patient care

The 'Patient Care' result area can apply to specific faculties such as medicine, dentistry, veterinary medicine, health sciences etc. A generic result area was chosen entitled 'Patient Care'. Minor differences and the scope of the 'Patient Care' result area have not been examined. In the interest of recognisability, some differentiation was established for the positions of Professor and Senior Lecturer (Associate Professor A-E) vis-à-vis each other and the other job profiles within this result area.

The 'Patient Care' result area does not carry more weight than the other result areas within the relevant job descriptions.