



**University of
Leicester**

THE UNIVERSITY OF THE YEAR 2008/9

PARTICULARS OF APPOINTMENT

New Blood Lecturer in Chinese Urban History

School of Historical Studies

College of Arts, Humanities and Law

Salary Grade 8 - £35,469 to £43,622 p.a.

Ref: AHL00026

Applications are invited from well qualified candidates with excellent research records for a New Blood Lectureship in the history of Chinese cities post-1800, based in Leicester's highly regarded Centre for Urban History. We are open to a variety of specialisms including colonialism and urbanism; comparative urban modernities; poverty, housing and everyday life.

The University

The University of Leicester is a leading UK university that delivers high quality research and inspirational teaching. Leicester is the Times Higher Education's University of the Year for 2008-9. The University is ranked 15th out of over 120 universities, Leicester features prominently amongst the world's top 200 institutions.

Leicester is a University of over 21,000 students – almost half of whom study at postgraduate level. The University employs 3,500 staff and has an annual turnover of £224m

Leicester is a member of the 1994 Group of internationally renowned universities engaged in leading-edge research and high quality teaching. 87% of our research was deemed to be of international significance by the 2008 Research Assessment Exercise. Our Quality Related (QR) research income places us amongst the UK's top-20 research intensive universities. A study by QS for the Times Higher Education magazine in October 2008 revealed the impact of Leicester's research was high. Leicester enjoys the seventh highest level of research citations per academic amongst UK universities. According to the BBC, the "greatest cluster of world-leading researchers of any discipline in any university in the UK is [at] Leicester" – in our Department of Museum Studies.

The discovery of DNA Genetic Fingerprinting is our most famous achievement, but our world-class research is diverse and significant in its impact. For example, our recent work has demonstrated links between hormones and heart disease, discovered new techniques for lifting fingerprints from metals (for example bullets), highlighted that Renaissance England possessed unprecedented diverse and flourishing satire and comedy, and demonstrated that diet has a significant impact on the evolution of species.

The University of Leicester is, according to *the Times* newspaper, "an award winning institution attracting top academics". For five consecutive years, the University of Leicester has recorded some of the highest scores for student satisfaction in the National Student Survey. In the 2009

survey 91% of full-time students taught at Leicester were satisfied with their programme. The Sunday Times writes, “no multi-faculty university achieved better results than Leicester”. Teaching in 18 subject areas have been graded as "Excellent" by the Quality Assurance Agency – including 14 successive top scores. Leicester is also home to two prestigious national Centres for Excellence in Teaching and Learning (in Genetics and Geographical Information Science) and plays an important role in a third (Physics).

We are highly ranked: 15th out of over 120 universities by both the Guardian University Guide and the Times Good University Guide. We're also amongst Britain's top 20 institutions in *the Independent's* Complete University Guide, which described Leicester as a “first class university”, and the Sunday Times University Guide. We are one of a handful of British universities to feature amongst the world's top 200 (151st in the Shanghai Jiao Tong Table and 177th in the Times Higher World University rankings 2008).

In October 2008 the University was named University of the Year 2008 by the Times Higher Education at their annual awards. The judges cited Leicester's ability to “evidence commitment to high quality, a belief in the synergy of teaching and research and a conviction that higher education is a power for good”.

Founded as a University College in 1921 and granted a Royal Charter in 1957, the University has an estate of 232 acres that includes a fifteen-acre Botanic Garden, an arboretum and a range of residences in the suburbs that are set in attractive gardens.

The University of Leicester holds the Athena Swan Bronze Award which recognises excellence in Science, Engineering and Technology (SET). The award specifically reflects a commitment to the advancement and promotion of the careers of women in SET. The University recognises that in order to attract and retain talented people it is necessary to ensure that the different approaches and needs of both men and women are equally valued. <http://www.athenaswan.org.uk/html/athenaswan/>

The School of Historical Studies

The School was established in 2003 as an amalgamation of the former departments of History and Economic & Social History. The School is rated excellent for teaching by TQA and in RAE 2008 50% of its output was judged at 4* and 3* standard. It is one of the largest and most diverse Schools of Historical Studies in the United Kingdom with 33 members of academic staff, several members of research staff and 7 support staff. It teaches more than 1000 undergraduate students and has a thriving postgraduate and research community based in the Marc Fitch Historical Institute in Salisbury Road, about 10 minutes walk from the University's main campus. Including its contribution to American Studies, the School's undergraduate programme comprises nine degrees, its strongest links being with the Schools of Archaeological Studies and English and the Department of Politics. The School also runs an MA portfolio of four degrees, which in recent years have recruited annually between 15 and 36 students. It is focusing on growing its postgraduate body of both taught MA and PhD students; it is able to offer its doctoral students private study space with networked computer facilities at Salisbury Road

The School gives a high priority to encouraging and supporting the individual and collaborative research strategies of its staff and to maintaining a shared research culture. The following research centres are based in the School: the Centre for Urban History, the Centre for English Local History and the Stanley Burton Centre for Holocaust Studies. Each Centre has a Director who administers and reports on its research programme which typically includes research seminars, symposia, conferences and externally-funded projects. In addition there are School and postgraduate seminar series, so that in a typical session the School runs approximately six seminar series. Inter-disciplinary research is encouraged through the Centre for American Studies, the Medieval Research Centre and the Victorian Studies Centre.

The University has excellent study leave provision and all members of the School's academic staff are entitled to apply to the Head of School for financial assistance for travel costs associated with research. Leicester's rail link to London is fast and reliable, St Pancras being a few minutes walk from the British Library. The Head of School, acting with the advice of its Research Committee, has the brief of monitoring the research undertaken by all staff. This process includes encouraging staff to take advantage of external opportunities for research funding and collaboration, and assisting them in formulating their grant applications. The School has a very good track record of winning awards from the AHRC, ESRC and the Leverhulme and Wellcome Trusts. These awards have included a number of grants which have enabled colleagues to take leave of absence for up to three years in order to concentrate on their research projects.

Further details about the School, including its teaching and research, can be found at <http://www.le.ac.uk/histstud/>

The Centre for Urban History

The Centre for Urban History (CUH) is an internationally recognised centre for research and postgraduate training. It runs two MA programmes in Urban History and European Urbanization and has a large and lively community of postgraduate students engaged on doctoral research. It is part of the Marc Fitch Historical Institute at the University of Leicester, spread over two adjacent buildings. The Centre possesses its own research library of international urban history and incorporates two major national archives, the East Midlands Oral History Archive (EMOHA) and the Media Archive for Central England (MACE). Current research in the Centre spans tourism in 18th century Italy (Prof Rosemary Sweet), visual representations of nineteenth century cities and urban green space (Dr Katy Layton Jones), urban cultures in post-war England (Prof Simon Gunn), garden cities in France, Germany and the USA (Dr Gisela Mettele) and colonial cities in India and Africa, 1850-2000 and a Leverhulme funded project on cricket and empire (Dr Prashant Kidambi). It runs a regular fortnightly research seminar and the journal *Urban History* is edited from the Centre.

About the New Blood Lectureship Scheme

New Blood Lectureships are an exciting development at the University of Leicester. We seek to appoint 8 high quality individuals into these positions who will enjoy reduced teaching loads, guaranteed study leave and start up funding for travel.

Applications are invited from well qualified candidates with high quality research records for New Blood Lectureships in the 6 major areas of academic development described in detail in this site. Successful applicants will require at least two publications likely to be judged as being of 3* or 4* RAE quality by the appointment and shortlisting panels.

In return, the successful applicants will benefit from:

1. Reduced teaching during the first four years of employment in order to facilitate continued high-quality research:-
 - First year - No teaching. Guaranteed study leave from teaching duties in order to conduct research
 - Second year - 1/3 of normal departmental teaching load
 - Third year - 2/3 of normal departmental teaching load
 - Fourth year - 1/3 of normal departmental teaching load. Eligibility to apply for further study leave
2. Funding for research travel for four years.

Job Outline

The purpose of this post is to contribute high quality research and teaching in the urban history of modern China (post-1800). The person appointed will be expected to contribute actively to the life of the Centre for Urban History (CUH) and to promote urban history as a subject.

For the first four years the post holder will fulfil the duties specific to the New Blood lectureships. After the fourth year the post holder will be expected to cover normal duties as detailed below. The post holder will be responsible to the Head of School of Historical Studies, and will undertake undergraduate and postgraduate teaching and research in the field of Chinese Urban History, administration and other activities that contribute to, and support the work of the School in developing and enhancing its reputation, both internal and external to the University.

Principal Accountabilities

Research

- To contribute in a significant and meaningful manner to the Department's research profile by producing research of the highest standard, in line with the University's objective to further enhance its standing at the next REF.
- To manage research projects within the University, including their financial control and to supervise research assistants and research students.
- To secure, in collaboration with colleagues, as appropriate, external research funding through research grants or contracts to support a well-defined research agenda, which will deliver outputs of international excellence.
- Consistent with the resources available and school and other obligations, to attend and present research findings and papers at academic and professional conferences, and to contribute to the external visibility of the CUH and School.
- To publish research articles in high quality peer-reviewed journals and volumes.
- To ensure that all research activities undertaken are in compliance with the 'Research Code of Conduct' operated by the University.

Teaching

- To give lectures, seminars, tutorials and other classes, as appropriate in support of the required teaching obligations and to supervise project work by undergraduate and postgraduate students.
- To supervise, jointly with other members of academic staff, and examine PhD students.
- To design and offer modules which are based upon their research expertise and which complement the existing strengths of the CUH and the School, and the library resources of CUH and the University.
- To co-operate with colleagues in the review and development of the curriculum and in the design and launch of new degrees or other academic awards where appropriate.
- To ensure that student feedback on teaching is sought, through questionnaires and other sources, and to respond constructively to such feedback and to advice from peers.
- To maintain a broad knowledge of up-to-date research and scholarship in relevant fields to ensure that teaching meets the standards expected within a research-led University.
- To undertake academic duties (eg setting examination papers, marking, invigilation and pastoral support of students) required to sustain the delivery of high quality teaching.
- To support and comply with the University and departmental teaching quality assurance standards and procedures, including the provision of such information as may be required by the Department or the University.

Administration

- To undertake such specific school roles and management functions as may be reasonably required by the Director of CUH and the Head of School.
- To attend Centre and School meetings and to participate in other committees and working groups within the school, the College and the University to which appointed or elected.
- To engage in continuous professional development, for example through participation in relevant staff development programmes.
- To undertake, subject to agreement of the Head of School and the University as appropriate, external commitments which reflect well upon and enhance the reputation of the University.
- To ensure compliance with health and safety requirements in all aspects of work.

Qualifications, Knowledge and Experience required

Essential:

- At least two publications likely to be judged as 3* or 4* RAE quality*
- A first degree in a relevant subject, e.g. History, Asian Studies, Urban Studies.*
- A completed PhD or equivalent in the urban history of modern China or related area.*
- An excellent record of research achievement as evidenced by a strong publications record in high quality peer-reviewed journals*
- The successful candidate will have expertise that complements and enhances the current programme of the department.
- Evidence of the ability to teach undergraduate and postgraduate students in lectures, tutorials and seminars.

Desirable

- Experience of teaching and supervising PhD students*

Skills, Abilities & Competencies required

Essential:

- The ability to initiate, develop, and deliver high quality research
- The potential to generate significant research grant and/or contract income.
- The ability to deliver high quality teaching at undergraduate and postgraduate level.
- Good verbal and written* communication skills.
- Potential for academic leadership
- Ability and willingness to engage in developing an active research agenda/ profile.

Desirable:

- Success in attracting external research funds*

(*Criteria to be used in shortlisting candidates for interview)

Informal Enquiries

Informal enquiries are welcome and should be made to Professor Simon Gunn, sg201@le.ac.uk, 0116 252 5291.

The closing date for this post is midnight on **26 November 2009**.

Applications

For further information and to apply on-line, please visit our website: <http://www2.le.ac.uk/offices/personnel>

Extracts From Terms and Conditions

The appointment is subject to University Charter, Statutes, Ordinances, and Regulations, and to the standard Terms and Conditions of Appointment for Academic Staff. A copy of the full Terms and Conditions may be obtained by contacting Personnel Services. A Lecturer may be required to serve a probationary period of up to three years. Appointments on probation are reviewed annually.

Staff are responsible to the Head of the Department for such lecture courses, teaching, postgraduate supervision, examining and other work as may be allotted to them. They are required to take a full share in all examining work and in the tutorial work of the Department (personal as well as academic) and in such general work of the Department as may be required from time to time by the Head of Department. Staff are expected to attend regular Departmental Staff Meetings.

Members of the academic staff are expected to undertake scholarly work and research and the University endeavours to provide adequate resources for the research interests of its staff. Staff are also expected to undertake adult and continuing education teaching as and when appropriate.

Salary Spine:

- **Grade 8:** £35,469 - £36,532 - £37,651 - £38,757 - £39,920 - £41,118 - £42,351 - £43,622

The initial salary will depend upon qualifications and experience. Salary is payable monthly on the last working day of each month.

- **Probation** Appointments of academic staff are normally subject to a three-year probationary period. Appointments for a fixed-term of three years or less are normally probationary for their duration. Appointments on probation are reviewed annually.
- **Hours** Appointments, unless otherwise stated, are full-time but no fixed number of hours of work is prescribed for members of the academic staff. Extra-mural lecturing for the University and examining work may be undertaken without obtaining specific permission, and so may occasional lectures, broadcasts, etc., but before engaging in other paid external work members of the academic staff must consult the Vice-Chancellor who will, if he considers it necessary, bring the matter before Senate and Council. This stipulation applies to all paid external work that it is proposed to undertake in vacations as well as during term time, and in particular to consultancies and to work for any other university at home or abroad, including the Open University.
- **Pensions** Academic staff eligible for membership may, immediately on starting their employment, join USS - the occupational pension scheme provided by this University. Unless, prior to becoming an employee, he/she declares in writing a wish not to be a member of USS he/she will automatically be deemed to be a member from the start of the employment and contributions will be deducted accordingly. Contributions at the rate of 6.35% of salary will be deducted from the date of entry to the Scheme, at which time full details of benefits, etc., will be forwarded by the University Superannuation Office, from whom further information can be obtained at any time. The University contributes an amount equal to approximately 14% of salary.

- As a member of the USS, you will automatically participate in SMART Pensions, which is a scheme designed to produce financial benefits for both the University and employees. Further information about SMART Pensions will be provided to the successful candidate.
- **Holidays** Members of academic staff are entitled to six weeks of paid holiday in each leave year. This includes 6 days each year allocated by the University but excludes public holidays. The leave year commences on 1 January. Members of staff are expected to undertake such departmental duties as may be necessary during vacations, e.g. in connection with admissions, supervision of field courses or vacation courses. A member of staff is expected to consult his/her Head of Department over his/her leave arrangements to ensure the smooth running of the Department. Staff working part-time continuously throughout the year receive a *pro rata* annual leave entitlement. On termination of employment paid holiday entitlement shall be deemed to have accrued in proportion to completed months of service in the leave year.
- **Equal Opportunities** The University is committed to an equal opportunities policy in employment practice (a copy of the Equal Opportunities Policy is available by contacting the Equal Opportunities Team).
- **Notice** The appointment may be terminated by three months' notice in writing by either side.
- **Relocation** The successful candidate will be required to reside in or near Leicester unless otherwise especially permitted. The University has a scheme whereby it is prepared to give some assistance towards removal expenses in certain cases.

POSTGRADUATE CERTIFICATE IN ACADEMIC PRACTICE IN HIGHER EDUCATION

In common with most universities in the UK, Leicester provides an in-service training course for academic staff who have less than 3 years' experience in teaching in higher education. This programme forms part of the Postgraduate Certificate in Academic Practice and it offers an opportunity to engage with theories underlying learning, curriculum and assessment issues, and the professional and practical aspects of teaching in HE today. The aim of the programme is not to prescribe teaching methods, but rather to promote exploration of practices and approaches that can be adopted to ensure effective learning.

The University's Staffing Committee has agreed that newly appointed staff with less than 3 years' experience in teaching in HE in the UK should successfully complete Module A of this programme as part of the probationary requirements. Members of staff on appointments of one year or less are encouraged, but not required, to enrol on the Certificate as part of their professional development.

The overall aims of the programme are to:

- Enable participants to develop personally and professionally across the range of their academic roles (learning and teaching; research; management, administration and leadership) in ways relevant to their existing and future needs and responsibilities
- Encourage a reflective and scholarly approach to the study and practice of all academic roles
- Inculcate an awareness of the values (e.g. intellectual openness and breadth, confidentiality, respect for diversity, for individual learners and for colleagues) underpinning academic practice
- Encourage participants to develop a capacity for reflection on their practice and to embrace the notion of continued professional development
- Provide access routes to Registered Practitioner and Associate Registered Practitioner status with the Higher Education Academy

Iterations of Module A start in both semesters each academic year, giving participants flexibility about when they embark on the course. The module takes two semesters to complete, and is assessed by a portfolio.

Please contact the Course Leader, Derek Cox, in the University's Staff Development Centre (email dlc14@le.ac.uk or telephone 0116 252 5056) for further details.

Module A synopsis

MODULE A - TEACHING AND LEARNING IN THEORY AND PRACTICE

This module introduces participants to the theoretical aspects of learning that underpin teaching practices. It addresses the needs of academic staff new to teaching in HE or other staff (technical, librarians, research students) who have an active role in supporting the learning process.

Notional Learning Hours: 225

Contact time: 45 hrs

Credits: 30 CATS

Level: M

Aims

The overall aims of the module are:

- to explore the theoretical and contextual knowledge and practical teaching skills required to promote optimal student learning
- to develop reflective and professionally aware practitioners

Intended Learning Outcomes

By the end of the module, typical participants should be able to:

- recognise the impact of national trends on institutional agendas on learning, teaching and assessment matters (LO1)
- critically analyse theories and conceptual frameworks of learning, teaching and assessment, and evaluate their application in practice (LO2)
- demonstrate competence in choosing and using a variety of teaching and assessment and support strategies that meet the needs of a diverse and heterogeneous student body (LO3)
- encourage students to engage actively with, reflect upon and think critically about their disciplinary subject matter (LO4)
- use peer feedback (colleagues/mentors/observation of teaching), student feedback and their own reflection to inform and improve their own teaching and assessment practice (LO5)
- demonstrate their attention to student progression (LO6)
- apply and reflect on ethical and professional values underpinning practice (LO7)
- assess their personal and professional development needs and formulate Continuing Professional Development plans (LO8)

Educational Strategies

The module is delivered through a series of interactive workshops based on the key issues broached in this module. This contact time totals 45 hours, and is supplemented by the work-based study element (comprising your own teaching), and independent study time. Engagement with the module will amount altogether about 225 hours study time.

You are expected to take responsibility for the practical and theoretical aspects of your own learning and are expected to reflect on your experience of teaching. We recommend that you keep a log of your reflection - for use in your portfolio, and as good practice in developing a properly professional approach to teaching.

Remember that you are responsible for organising the peer observation sessions that relate to this module.

Outline of Content

- Introduction to Leicester and the wider HE context
- Teaching Practices (methods and tools, use of ICT, approaches to teaching and learning)
- Learning theories (cognitive theories, including constructivism, behaviourism, andragogy etc)
- Introduction to course design (aims, objectives, learning outcomes, progression)
- Diversity issues in Higher Education
- Professional values and Continuing Professional Development
- Assessment purpose and principles
- Assessment methods and Designing Assessment Strategies
- ICT in assessment, Computer-aided assessment (CAA), objective testing
- Seeking and using feedback to inform practice
- Feedback to students and Student support
- Enhancing and extending assessment practice

Assessment

Assessment for the module is achieved through the compilation of a portfolio. This is composed of three types of material – reflective writing, an evidence file and supplementary information. The combination of these types of material should be such that they allow the participant to demonstrate that they have met the module’s learning outcomes.

The *reflective writing* consists of four pieces written at stages throughout the course of Module A, and will allow participants to engage in critical and analytical reflection on practices they are developing and the theoretical standpoints they are utilising. The writing must also show that the learning outcomes for the module have been met.

The *evidence file* should comprise authentic and relevant material drawn from the participant’s current and developing practice as a teacher, and should substantiate the points made in the reflective writing. The evidence file should supply material equivalent to 3,000 words of original writing

The *supplementary material* is a mandatory part of the portfolio. It comprises:

- background details about the participant and the context in which he/she teaches
- the element proposal forms (EPFs)
- a mapping document to guide assessors through the portfolio &/or a learning outcomes index showing where they have been demonstrated
- reports of teaching observations by a member of the Course Team and the participant’s mentor.