

## Job profile: Assistant professor

Job code: 0103

### Purpose

To develop and provide parts of the curriculum and/or to develop and implement advisory and/or research activities and/or give hierarchical leadership to a team of teachers, as well as supervising and managing lecturers and students when devising and carrying out assignments so that, based on the educational vision and the strategic policy and programme of HU, the learning outcomes and competencies for students that go with the degree programme profile are achieved and/or the wishes of the client or provider of the assignment are met

### Context

The assistant professor reports to/receives hierarchical guidelines from:

- the institute director
- the programme manager
- the education team leader

Gives functional guidelines to:

- lecturer
- instructor

Receives functional guidelines from the associate professor, professor

### Result areas

1. Development of teaching
2. Teaching
3. Study career supervision and referrals
4. Testing and assessment
5. Organization and coordination of teaching process
6. Projects
7. Contract activities
8. Research and development of knowledge
9. Collaboration with local environment
10. Distribution of knowledge
11. Professional development
12. Coaching colleagues
13. Quality assurance
14. Giving leadership / education team leader

<b>RESULT AREAS</b>			
<b>Core activity</b>	<b>Context</b>	<b>Result</b>	<b>Examples of activities</b>
<b>1. Development of teaching</b>			
Evaluating and developing several study components into detailed proposals that contain changes to teaching methods and content	Faculty objectives Curriculum Learning outcomes and competencies to be achieved by students	Detailed proposals for the content, structure and the didactic formation of a study component and/or curriculum	<ul style="list-style-type: none"> <li>Evaluating the quality and effectiveness of teaching</li> <li>Making an inventory of any necessary additions and improvements</li> <li>Coordinating the implementation of the development of teaching</li> <li>Ensuring that the results and experiences from research are used in the development of teaching</li> <li>Stating the frameworks regarding goals, course content, teaching, and structure to others involved in development</li> </ul>
<b>2. Teaching</b>			
Designing/compiling and implementing content, teaching and the formation of study components and practising various forms of teaching, in which account is explicitly taken of its relevance to the professional field	Curriculum The stated learning objectives of students, study load, norms, and course objectives	A powerful learning environment for groups and individual students Achieving the set learning objectives A safe learning environment and constructive working atmosphere for students Independence of students	<ul style="list-style-type: none"> <li>Supervising internship and graduation assignments</li> <li>Exhibiting knowledge of the field and didactic and teaching skills to students and the organization</li> <li>Introducing the knowledge, principles, research methods, and application of the academic disciplines to which the relevant profession is related.</li> <li>Exhibiting interpersonal, pedagogic, and intercultural skills to students and the organization</li> </ul>
<b>3. Study career supervision and referrals</b>			
Shaping the supervision of the learning process of individuals or groups	Curriculum Stated learning objectives	Supervision by lecturers that enables students to complete study assignments in accordance with the relevant objectives	<ul style="list-style-type: none"> <li>Supervising and assessing students and making and setting down work agreements</li> <li>Setting up an internship supervision process for each student, and coordinating it with the student and the internship organization</li> </ul>
<b>4. Testing and assessing</b>			
Evaluation of learning outcomes and assessing the development of students when developing and implementing testing and assessment instruments	Established norms for the curriculum Approved testing and assessment methods Teaching and Examination Regulations	Objective assessment of the degree to which students have reached the desired level by issuing study credits Reporting results on time	<ul style="list-style-type: none"> <li>Coordinating methods and approaches with lecturers</li> <li>Discussing and assessing testing instruments with lecturers and instructors</li> <li>Devising testing instruments</li> <li>Assessing test results and awarding assessment grades</li> </ul>

<b>RESULT AREAS</b>			
<b>Core activity</b>	<b>Context</b>	<b>Result</b>	<b>Examples of activities</b>
<b>5. Organization and coordination of teaching process</b>			
Coordination of the development of parts of the curriculum and of the structure and implementation of the teaching process of multiple study components	Curriculum Powers and guidelines obtained	Effective, efficient, and high-quality development and implementation of teaching	<ul style="list-style-type: none"> <li>• Encouraging coordination of development and implementation</li> <li>• Giving work assignments and instructions to those devising and carrying them out, and monitoring their progress and quality</li> <li>• Taking part in advisory and degree programme committees and working groups</li> <li>• Helping to select employees</li> <li>• Making proposals for assessments as part of the Results-Oriented Working cycle</li> </ul>
<b>6. Projects</b>			
Coordinating and managing projects	Assignment specifications Own discipline/field	Efficiently and effectively realized project objectives	<ul style="list-style-type: none"> <li>• Formulating project objectives and setting up a project structure and schedule</li> <li>• Reporting on progress of project implementation and evaluating the final results after agreed periods of time</li> <li>• Communicating on and creating support for the project</li> </ul>
<b>7. Contract activities</b>			
Acquiring and carrying out consultancy assignments for third parties, drawing up contracts on substantive and financial participation, and ensuring proper deployment of students and employees	Policy of the programme /department Wishes of customers regarding price, time, and results	Completed assignments where the use of manpower from the institute has led to the exchange and propagation of knowledge and where commercial objectives have also been realized	<ul style="list-style-type: none"> <li>• Analysing the external market for funding</li> <li>• Implementing, managing, and monitoring the assignment</li> <li>• Establishing contacts with other experts who are needed for the purpose of answering the request for advice</li> <li>• Transferring knowledge via workshops and presentations</li> </ul>
<b>8. Research and development of knowledge</b>			
Conducting research independently and making research proposals	Policy of the faculty Criteria for research in own research field	Agreed contribution to the development and dissemination of knowledge and insights in the field of the knowledge network	<ul style="list-style-type: none"> <li>• Contributing to the set research programme</li> <li>• Collecting, analysing, testing, and interpreting data</li> <li>• Maintaining and adjusting research methods</li> <li>• Disseminating the research results in the organization</li> <li>• Translating research outcomes into development of teaching</li> </ul>
<b>9. Collaboration with local environment</b>			
Maintaining and expanding contacts with the professional field at every level	Internal guidelines Teaching Policy Annual Plan	Acquiring assignments for teaching and /or research or consultancy	<ul style="list-style-type: none"> <li>• Positioning and profiling the institute</li> <li>• Acting as a contact person for external parties</li> <li>• Taking part in various internal and external consultation procedures</li> </ul>

<b>RESULT AREAS</b>			
<b>Core activity</b>	<b>Context</b>	<b>Result</b>	<b>Examples of activities</b>
<b>10. Distribution of knowledge</b>			
Contributing to the conveying of knowledge from own field - internally and externally in the media and consultancy assignments for third parties	Plan of the programme /department Teaching priorities Customer needs	Transfer of knowledge that contributes towards the development of the subject field and the positioning of the organization	<ul style="list-style-type: none"> <li>• Analysing the opportunities for partnerships (and how they can be given meaning) with existing and potential parties for the purpose of transferring knowledge</li> <li>• Organizing the exchange of knowledge</li> <li>• Writing articles and giving lectures and interviews</li> <li>• Maintaining existing relationships aimed at distributing knowledge</li> </ul>
<b>11. Professional development</b>			
Keeping up to date with relevant developments and exchanging knowledge with fellow professionals, and developing and maintaining own network	Development and professional enhancement policy of the organization Own discipline/field	Own professional development and training of colleagues, resulting in relevant competencies, knowledge, and skills	<ul style="list-style-type: none"> <li>• Making proposals to line manager regarding own development and that of others in a personal development plan</li> <li>• Orientation towards external developments</li> <li>• Helping with the implementation of professional enhancement processes in the organization</li> </ul>
<b>12. Coaching colleagues</b>			
Support for colleagues in relation to subject matter, and introducing them to working with the study components	Own discipline/field Development and professional enhancement policy	Promoting the substantive and professional knowledge and skills development of colleagues	<ul style="list-style-type: none"> <li>• Supporting and receiving and giving feedback from and to colleagues</li> <li>• Informing colleagues about new or other processes or working methods, and acting as a source of information</li> <li>• Taking part in peer review and supervision meetings</li> </ul>
<b>13. Quality assurance</b>			
Application and maintenance of quality assurance system and the set quality requirements	Existing and agreed systems	Implemented quality tests so that opportunities for improvement in the teaching are established and implemented	<ul style="list-style-type: none"> <li>• Identifying and making an inventory of problem areas</li> <li>• Using improvement opportunities</li> <li>• Contributing to the development of and improvements to quality systems</li> </ul>

## RESULT AREAS

Core activity	Context	Result	Examples of activities
<b>14. Giving leadership to teaching team employees, with responsibility for the Results-Oriented Working cycle / education team leader (track)</b>			
Managing and guiding employees and work duties in own team with responsibility for the Results-Oriented Working cycle, and contributing towards policy and structuring of teaching and the institute	Agreed division of responsibilities Strategic policy plan of the HU, faculty, institute Management agreements Legal parameters	Effective, efficient, and high-quality implementation of work duties Institute and degree programme policy Effective and efficient organizational structure of the degree programme	<ul style="list-style-type: none"> <li>• Recruiting, selecting, and supervising employees</li> <li>• Implementing the Results-Oriented Working cycle (contract, performance, personal development plan, career, and assessment interviews) and follow-up</li> <li>• Inspiring, encouraging and guiding the professional development of team members</li> <li>• Planning and assigning work duties and powers</li> <li>• Intervening in the event of or eliminating any irregularities or problems.</li> <li>• Ensuring and promoting good communications</li> <li>• Receiving and giving feedback from and to colleagues</li> <li>• Encouraging and taking part in supervision and peer review meetings</li> <li>• Monitoring and promoting the progress of work duties</li> <li>• Carrying out the planning &amp; control cycle, including related reports and quality improvements.</li> <li>• Contributing to the development of policy of the institute and degree programme</li> <li>• Helping to determine the direction of the innovative phase of the degree programme</li> <li>• Ensuring the implementation of teaching, the development of teaching and the research of the degree programmes, and managing their quality</li> <li>• Shaping the decision-making processes in the degree programmes</li> <li>• Consulting, negotiating, and coordinating with internal and external partners</li> <li>• Ensuring the operation of a quality assurance system</li> <li>• Taking charge of change and implementation processes</li> <li>• Ensuring the deployment of employees and resources</li> <li>• Drawing up and monitoring the team budget</li> <li>• Ensuring efficient planning and optimum workload for employees and students</li> <li>• Supplying management information</li> <li>• Coordinating external inspections, internal inspections, audits, and evaluations</li> <li>• Consolidating and analysing student evaluations</li> <li>• Initiating and ensuring the implementation of improvement action</li> <li>• Helping to develop and implement student policy</li> </ul>

### Assistant professor categorization criteria

Function level Categorization criteria	Assistant professor 1	Assistant professor 2
<b>Teaching</b>	<p>Designing/compiling and implementing the content, teaching, and the formation of study components and supervising lecturers in the process, including giving lectures to large groups of students, some of whom are from other degree programmes, practising various forms of teaching that requires an in-depth knowledge of the cohesion of a domain and highly specialized knowledge of the professional field</p> <p>Supervising lecturers in their supervision of students and when testing and assessing, as well as testing the application of the relevant parameters</p>	<p>Designing/compiling and implementing the content, teaching and the formation of study components, including giving lectures to large groups of students, some of whom are from other degree programmes, practising various forms of teaching in which account is explicitly taken of its relevance to the professional field</p> <p>Setting up an internship supervision process for individuals, and coordinating goals, content, and progress with students and internship organization alike</p>
<b>Development of teaching</b>	<p>Initiating, coordinating, setting up, designing, and implementing large parts of the curricula, and supervising lecturers in the process.</p>	<p>Contributing to the implementation of evaluations of structure, execution, quality, and effectiveness of multiple study components, and making detailed proposals for improvements that bring about changes to teaching, methods, and content</p>
<b>Research and knowledge development</b>	<p>Independently conducting research in a broad or specialist field and coordinating and ensuring the completion of research projects, as well as supervising lecturers in the process.</p> <p>Initiating, acquiring, preparing, developing, and implementing assignments and programmes for third parties</p> <p>Regularly conveying knowledge from own field - internally and externally - in the media and consultancy assignments for third parties</p> <p>Making proposals for developing teaching based on results and experiences from research</p>	<p>Conducting research independently and making research proposals for research projects, including descriptions of goals, approach, methodology, and organization, and securing their realization and approval</p> <p>Acquiring standard consultancy assignments with third parties and carrying out assignments with third parties, drawing up contracts on substantive and financial participation, and ensuring the proper deployment of students and employees</p> <p>Contributing to the conveying of knowledge from own field - internally and externally - in the media and consultancy assignments for third parties</p>
<b>Organization and coordination of teaching processes</b>	<p>Education team leader: giving leadership to teaching team employees, with responsibility for the Results-Oriented Working cycle</p>	<p>Coordination of the structure and implementation of the cohesion in the teaching process in multiple study components</p>

### Assistant professor - categorization rules

- Assistant professor 2 applies if the assistant professor job profile applies
- Assistant professor 1 applies if two of the four criteria listed under assistant professor 1 are met, including teaching