

Job Description

Role Title:	Lecturer in Remote Sensing and Geographic Information Systems
School / Dept:	School of Science, Engineering and Environment
Directorate:	Directorate of Sustainable Built and Natural Environments
Reference:	MPF1627
Grade:	Grade 8
Full or Part time:	Full
Hours:	1.0 FTE
Reports to:	Subject Head of Geography and Environmental Management
Responsible for:	Team / No direct reports

Overview

This is an exciting time to join Salford. The University has a growing student population of over 21,000 and is investing in developing new student and staff facilities. The University is pursuing a strategic plan that emphasises industry collaboration and 'real world' learning: education for employment, research for the real world and exceptional partnership with business. The University's vision is being delivered by prioritising industry collaboration, where the University is developing close working partnerships with industry that directly impact on both the student experience and our research.

The School of Science, Engineering and Environment (SEE) is a centre of discovery and innovation. With a broad portfolio across computer sciences, engineering, built environment and human and natural sciences, we are one of the largest schools within the University, home to over 6000 students and over 370 colleagues.

Our Research and Innovation Centres work together to collaborate around the world's greatest challenges including Net Zero, Climate Change and Resilience, Healthy Living and Industry. Our focus is on translating our pioneering research into real-world impact for people and industry and our research is recognised as world leading.

With the largest group of research centres at the University, plus world-class test facilities such as Energy House 2.0, North of England Robotics Innovation Centre (NERIC), and the Acoustics Research Centre, we are at the forefront of pioneering discovery, nurturing the next generation of industry

Role Purpose

To perform as Lecturer in Remote Sensing and Geographic Information Systems, fostering further development of this important teaching and research area within the school through addressing topics aligned with the fields of geography, such as climate change, geomorphology, glaciology, biogeography, river science, geomatics.

To develop and deliver high-quality teaching material across a range of modules or short programmes. To contribute to the planning, design, and development of programmes. To engage in scholarly activity and undertake high quality research.

Principal Duties & Responsibilities

Teaching and Learning

- Contribute to the development and delivery of taught programmes and/or research activities, with innovative and engaging delivery and learning support.
- Act as personal tutor, supervise undergraduate and postgraduate student projects, field trips and placements.
- Engage in membership of professional groups at regional/national level, for example professional standards bodies and significant conference committees.
- Contribute to the planning, design, and development of course and curriculum objectives and material, in response to current PSRB criteria and current pedagogy.

- Set and assess assignments and examinations and provide students with timely feedback.
- Engage in scholarship to inform curriculum and course design through research and/or industrial engagement.

Research

- Undertake individual and/or collaborative research projects of relevance to the School/University.
- Extend, transform, and apply knowledge acquired from scholarship to learning, research and appropriate external activities.
- Identify external sources of funding and develop or contribute to funding bids – research, knowledge transfer and engagement grant applications.
- Promote graduate studies by contributing to the supervision of postgraduate research students.
- Write and contribute to publications in peer reviewed academic journals and/or disseminate research findings using other appropriate media.
- Make presentations at conferences or exhibit work in other appropriate events, participating in dissemination and engagement activities to contribute to the knowledge base of areas of expertise, and to maximise policy, media, industrial or community impact of research.

Leadership, Management and Engagement

- Demonstrate leadership in own area of expertise.
- Lead and co-ordinate the work of other staff to ensure module, programme, enterprise, or research project is delivered to the standards required.
- Co-ordinate diverse activities to ensure student needs and expectations are met, act as leader of module or programme, or of significant sections of a programme.
- Plan, co-ordinate and implement research programmes or engagement projects; organise external activities such as student projects, field trips and industrial placements; manage or monitor research or engagement budgets and ensure effective use of resource; organise administrative duties.
- Support colleagues with less experience and advise on personal development; train/advise on own area of expertise where appropriate; coach and support colleagues in developing research.
- Collaborate with external organisations such as industry, public sector, charity, and local community groups.
- Perform any other duties appropriate to the grade as may be required by the Head of School/Head of Division etc.
- Comply with the personal health and safety responsibilities specified in the University Health and Safety policy.
- To engage with the University's commitment to put our students first and deliver services which are customer orientated, represent value for money and contribute to the financial and environmental sustainability of the University when undertaking all duties and aspects of the role.
- Promote equality and diversity for students and staff and sustain an inclusive and supportive study and work environment in accordance with University policy.

This role detail is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.

Indicative level of membership for Advance HE: Fellow

Person specification follows on next page.

Person Specification

The successful candidate should demonstrate the following, which are 'Essential' (E) or 'Desirable' (D).

Consideration should be given to the following four themes which will be tested at each stage of the recruitment process.

- Teaching and learning
- Research and innovation
- Leadership, management enterprise and engagement
- Internationalisation

Qualifications

1. Hold a Postgraduate Certificate of Academic Practice or equivalent higher education teaching qualification (or commitment to enrol on the University programme during the probationary year and complete within three years) or Fellowship of HEA/Advance HE (or international equivalent). (E)
2. Hold a good honours degree in a geography or environmental discipline. (E)
3. Hold a PhD in a subject relevant to geography. (E)
4. Membership of a relevant professional body (e.g. Royal Geographical Society). (D)

Background and Experience

1. Experience of undergraduate/postgraduate supervision or co-supervision. (E)
2. Experience of teaching at undergraduate and/or postgraduate level. (E)
3. A track record of successful research outputs, impact and funding, appropriate to the discipline and the level of role. (E)
4. Previous work experience in industry. (D)

Knowledge

1. Specific expertise in their area of remote sensing and geographic information systems and broad knowledge of topics relevant to our geography, environmental science and sustainability teaching. (E)
2. Techniques for quantitative analysis, data science, programming, and/or modelling. (D)

Skills and Competencies

1. Excellent communication, interpersonal and team-working skills. (E)
2. Evidence of the ability to produce appropriate and high-quality materials for teaching and assessment. (E)

3. Ability to undertake impactful research and generate external funding. (E)
4. A firm commitment to personal and professional development. (E)
5. The ability to motivate, coach and support students and have knowledge of individual learning styles and development needs. (E)
6. A demonstrable commitment to Equality, Diversity, and Inclusion, along with an understanding of the needs of students from diverse social and ethnic backgrounds including full-time, part-time, mature, professional and international students. (E)