

NEWCASTLE UNIVERSITY
SCHOOL OF MODERN LANGUAGES
LECTURER IN JAPANESE STUDIES

Further Particulars

I

The School of Modern Languages wishes to appoint a Lecturer in Japanese Studies. The post is supported by the Japan Foundation. The successful candidate will have outstanding research potential, a clear research agenda, native or near-native competence in Japanese and English, and relevant teaching experience. The post is tenable from September 2011.

Informal enquiries may be made to the Head of School, Dr. Elizabeth Andersen (tel: [00 44] + 191 222 7521; e-mail e.a.andersen@ncl.ac.uk), to the Head of the East Asian Studies section, Dr. Joanne Smith Finley (tel: [00 44] + 191 222 7485; e-mail: j.smithfinley@ncl.ac.uk), or to the Degree Programme Director for UG Japanese and Cultural Studies, Dr. Laura Moretti (tel: [00 44] + 191 222 7524; email: laura.moretti@ncl.ac.uk)

Reference no: B401A

II

The University has developed Academic Job Summary Guidance which summarises the range of activities that academic staff may be expected to perform. Academic staff are not expected to be discharging all of the activities all of the time and the actual duties and activities that academic staff are expected to carry out will be determined by the Head of Academic Unit. The Job Summary Guidance document is included below followed by further information on the actual duties.

The mission statement of Newcastle University is

- To be a world-class research-intensive university
- To deliver teaching of the highest quality
- To play a leading role in the economic, social and cultural development of the North East of England.

In accordance with the mission statement, the University's activities divide into three core functions: research, teaching, and engagement. The academic structures of the University are the three Faculties, each of which divides, for line management purposes, into a number of academic units, typically Schools or Institutes.

The success of the University depends upon the skills, expertise and dedication of its staff. Every member of staff is expected to contribute towards the realization of the University's mission and the plans of their academic or service unit.

Academic staff will have their own academic and career plans, and the University is committed to supporting them within the context of our institutional strategic plan.

The University strives for parity of esteem between its three core functions, and every member of academic staff is expected to contribute to this aim. The University recognizes that engagement differs from research and teaching. Engagement is not normally a separate third activity, but in the main derives from our research and teaching activities. The University engages with civil society as an educational and research institution, and therefore the expectation is that engagement activities will be carried out not just in the sense of good citizenship, but specifically based on our academic expertise and experience.

Every academic member of staff, unless explicitly specified to the contrary, is expected to do research, and expected to do teaching. Although the University encourages and supports staff in building up an individual portfolio of engagement, it is not expected that every member of staff must do so. Instead, it is expected that each academic unit will have, as part of its strategic plan, a portfolio of engagement. Academic staff are expected to participate in such activities when called upon to do so.

The University accepts that academic staff will need adequate administrative and operational support in carrying out our three core functions. For this purpose, many support staff are co-located with academics in the academic units and Faculties. While the aim is to free up academic time for academic purposes, the interface between the core academic functions and the support functions can only work efficiently and effectively with the active involvement of academic staff. Academic staff are therefore expected to participate in administrative and support activities when called upon to do so.

The University is committed to creating a working environment in which staff members feel fulfilled and to optimising individual contributions towards a collective realisation of our mission statement. The primary loci where the individual and institutional goals come together are the academic units. The Heads of Schools and Directors of Research Institutes (as line managers) have special responsibilities¹, including annual workload allocation. We recognise that the talents, interests and aspirations of individuals vary and that the proportion of time allocated to research, teaching, engagement, administration and support by the Head/Director will differ depending on the strengths of the individual. All academic staff are expected, over time, to contribute to the range of activities carried out by their academic unit.

Heads of academic units have responsibility for workload allocation and strategic planning. Workload allocation models are intended to help enable academic staff to have time to engage in both teaching and research over the academic year. The workload allocation is finalised by the Head after consultation with academic staff, and taking individual preferences into account where possible. However, it is not the prerogative of an individual academic to stipulate when they are or are not available for teaching. Any deviation from allocated teaching duties (for example to take time out to attend an academic conference) must be negotiated with and agreed by the Head, on the understanding that suitable alternative arrangements have been made.

This job summary applies to academic positions other than those employed for a specific area e.g. teaching or research only. It is intended to provide a generic summary of responsibilities on which PDR can build and where the balance of activities can be specified for individuals.

With this preamble, the key areas of activity of an academic may now be summarised as follows.

1) Teaching and Learning

- Design and deliver high quality teaching and learning material, resources and activities to students in line with School/Institute and Faculty teaching objectives and timetable requirements. Where appropriate this should be carried out within external, professional or accreditation requirements.
 - Provide a range of timely student support to enhance the student experience and achievements. Set, mark and assess course work and examinations, providing timely and effective feedback to students.
 - “Teaching” includes contact time with students other than formal lecturing, e.g. personal tutoring and pastoral guidance (when appropriate, obtaining specialist support and advice).
 - Supervise undergraduate and taught postgraduate students’ research projects.
 - Contribute to the planning, design and development of modules and programmes to improve teaching across the School/Institute and Faculty.
 - Contribute to the planning and development of new markets for taught
-

programmes.

- Evaluate own practice and undertake continuing professional development in teaching.

2) Research and Innovation

- Plan, organise and carry out the work programme for own research, to ensure that research results, new knowledge, insight and innovation are achieved within relevant time, cost and quality standards.
- Plan and gain appropriate funding, to carry out an area of research, or contribute to this activity as a member of a team working on a broader programme.
- Disseminate research results through appropriate media and fora to advance knowledge in the field and enhance the University's reputation for high quality research. This will include authoring or co-authoring papers for publication in high-quality academic journals.
- Attract and supervise PhD students to ensure their successful completion (initially as a member of the supervisory team).
- Contribute to the wider internal and external research community e.g. by reviewing journal articles, promoting peer review, peer review of research grants and membership of professional bodies.
- Where appropriate, initiate or contribute to interdisciplinary collaborations to maximise the benefits for the School/Institute, Faculty and University.
- Participate in the commercialisation of intellectual property and know-how arising from research and academic practice e.g. through spin-out companies, formal knowledge transfer activities and consultancy.

3) Engagement

- For clinical academics, fulfil the clinical duties specified in their joint Trust/Faculty job plan.
- Participate in organised programmes of outreach/public engagement, such as the Beacon for Public Engagement programme.
- Promote the University's values and support widening access to our programmes and facilities to people who have historically had little involvement in universities.
- Develop programmes of teaching and/or research which include knowledge sharing with the private and public sectors, and with civil society, with especial reference to marginalised and disadvantaged social groups
- Contribute to the development of public policy e.g. through advice to public bodies at local, regional, national and international levels, as appropriate.
- Where appropriate, and in line with University objectives, participate in school

governing bodies, the governing bodies of NHS Trusts, voluntary work with charities etc.

- Contribute to professional development in your field by active membership of learned societies and professional institutions.

4) Administration and Management

- Undertake a range of administrative tasks to support own area of teaching, and/or research, and/or engagement e.g. recruitment or research team leadership.
- Take responsibility for a defined management or administrative role such as Module Leader, Year Tutor, Degree Programme Director, Research Director, Outreach Co-ordinator.
- Contribute to the wider work of the School/Institute, Faculty and University through input to project teams, working groups and committees.

THE POST

The School of Modern Languages is seeking to make an appointment at Lecturer level in Japanese Studies. The successful candidate will have embarked on a research trajectory with outstanding potential; will have native or near-native competence in Japanese and English, and relevant teaching experience of both teaching Japanese as a foreign language and undergraduate courses in Japanese studies. The successful candidate will teach Japanese language, research-informed content modules in Japanese Studies, and participate in cross-School modules. You will be jointly responsible for the Year Abroad in Japan programme. You will contribute, as appropriate, to School and cross-School postgraduate programmes. The successful candidate will become part of a team working closely together to deliver high-quality teaching in the multi-disciplinary and multi-language environment of the School of Modern Languages. They should be familiar with the requirements of working in the UK Higher Education system.

III

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	HOW MEASURE*
EDUCATION AND TRAINING <i>(academic and vocational)</i>	<ul style="list-style-type: none"> • A good first degree in Japanese Studies. • A PhD in an area of Japanese Studies. • Native or near-native competence in both Japanese and English. 	<ul style="list-style-type: none"> • A qualification in the teaching of Japanese as a foreign language, or in language pedagogy. 	1, 3
EXPERIENCE AND ACHIEVEMENTS <i>(paid/unpaid)</i>	<ul style="list-style-type: none"> • Experience of lecturing in aspects of Japanese studies within any of the major fields of study of the School. Candidates with a specialism in Japanese society, Japanese film studies or Japanese contemporary popular culture may have an advantage. • Solid experience of teaching Japanese as a foreign language to undergraduate students. • Publications in aspects of Japanese Studies within any of the major fields of study of the School which are eligible for the REF. 	<ul style="list-style-type: none"> • Experience of postgraduate teaching • Experience of managing a Year Abroad programme. • Membership of editorial boards of refereed journals of Japanese Studies. • Active participation in national and international Associations of Japanese Studies (e.g., EAJS, AAS, BAJS, etc.). 	1, 2, 3

SKILLS, ABILITIES AND PERSONAL QUALITIES	<ul style="list-style-type: none"> • Native or near-native competence in both Japanese and English. • Ability to work effectively in a team. • Willingness to strive for the constant enhancement of teaching and research. • Ability to establish and build contacts with other scholars and institutions nationally and internationally. • Enthusiastic support for the multi-disciplinary and multi-language environment of the School of Modern Languages. 	<ul style="list-style-type: none"> • The ability to establish and build contacts with potential exchange partners in Japan. • Understanding of the requirements of working in the UK Higher Education system. 	1, 2, 3, 5
OTHER RELEVANT FACTORS			

Key: 1) Application 2) Interview 3) References 4) Testing 5) Evidence

IV

THE SCHOOL OF MODERN LANGUAGES

There are five constituent subject areas in the School of Modern Languages:

East Asian Studies
French Studies
German Studies
Spanish, Portuguese & Latin American Studies
Translating and Interpreting Studies

The School operates as a single administrative unit that facilitates close cooperation between the various disciplines in all matters relating to teaching and assessment. The Head of the School is Dr Elizabeth Andersen (Senior Lecturer in German). Dr Jo Smith Finley is Head of East Asian Studies and Dr Laura Moretti the Degree programme Director for Japanese and Cultural Studies. Please see <http://www.ncl.ac.uk/sml/> for further details.

The East Asian Studies section currently comprises two specialists in Chinese Studies, and one in Japanese Studies and for language teaching one full-time and two part-time teaching associates, as well as five teaching assistants. Information on staff backgrounds, teaching and research interests can be found at <http://www.ncl.ac.uk/sml/staff/>.

Undergraduate Teaching

The School currently has 70 students studying Japanese (41 within the School and 19 from elsewhere in the Faculty) and 90 students studying Chinese language at undergraduate level (59 within the School and 31 from elsewhere in the Faculty). The principal degree programmes involving Japanese are BA Single Honours Japanese and Cultural Studies, BA in Modern Languages and BA in Combined studies in Arts. There are also a number of specific combinations such as Modern Languages and Linguistics, Modern Languages and Business Studies. At postgraduate level there are 106 students on the Chinese Translation and Interpreting programme.

Colleagues in the School's East Asian Studies Section work closely with East Asia specialists across the Faculty of Humanities and Social Sciences, in particular with China/Japan historians in the School of Historical Studies and with experts in Chinese and Japanese politics in the School of Geography, Politics and Society. These collaborations have been most clearly focused on team-teaching initiatives; at Undergraduate level, this collaboration supports our increasingly popular multi-disciplinary degree programme, Chinese/Japanese and Cultural Studies (TT41, T190, T290) – see <http://www.ncl.ac.uk/sml/undergrad/degrees/tt41.htm>.

Postgraduate teaching

In addition to the above, staff in East Asian Studies contribute to cross-school MA programmes in Film Studies – see <http://www.ncl.ac.uk/sml/postgrad/> and in East Asian History, as well as to PG supervision. Information on postgraduate taught and research programmes can be found on our website at <http://www.ncl.ac.uk/sml/postgrad/> and <http://www.staff.ncl.ac.uk/naomi.standen/EastAsianHistoryMA/eastasianhistfpg.html>.

Research

Research undertaken by colleagues in the School's East Asian Studies section currently covers a wide area, including Japanese early modern literature, Japanese popular culture in the Edo period, Japanese *shunga*, the history of the book and of printing in early-modern Japan; transnational Chinese cinema; stardom, gender and sexuality in Chinese cinema; ethnic, national, and hybrid identities among the Uyghurs of Xinjiang, NW China; repression, resistance (especially religious renewal) and accommodation in Xinjiang; Uyghur popular song and representation; and the socio-cultural analysis of gendered Uyghur proverbs. A number of cross-language fields of research have been established in the School, including History, Politics and Society (HPS); Cultural studies; Translation studies; Literature studies; and Film Studies.

Within the broader Faculty, East Asia research centres on the disciplines of history and political studies, including the social and cultural history of Japan from the mid-19th to the late-20th centuries; the Tokugawa-Meiji transition; the Japanese overseas diaspora; Japan's post-war recovery; Japan's post-war nuclear power industry; discourses of 'furusato' (hometown) in modern Japan; national and local memory-construction in contemporary Japan; Chinese/Inner Asian borderland societies in the transitional period of the 10th century and the broader Tang-Song transition (c. 750-1050); archaeological approaches to Chinese/Inner Asian borderland interactions; Japanese political history and political thought; Japan's political parties and elections; Japanese politicians and corruption; and the rise of China and Sino-Western relations.

Colleagues in the Schools of Modern Languages, Historical Studies and Geography, Politics and Sociology also founded the informal group Asia Network North East, which meets on a regular basis. It is intended that ANNE will develop into a formal research group in the near future.

Within the School, colleagues benefit from support for research, such as a weekly research day, research leave arrangements, a mentoring system, and a staff travel fund.

Administration

All staff in the School are expected to contribute to the variety of administrative tasks required by a complex organisation.

V

The University uses a web based, e-recruitment system, which allows you to apply online. If you are unable to use this system, please contact the relevant HR team at the contacts provided at the end of this document.

Candidates are advised that following the introduction of the Employment Equality (Age) Regulations 2006, you are no longer obliged to provide your date of birth on your CV.

The University normally takes up references for shortlisted candidates prior to interviews being held, and may sometimes take up references as a part of the shortlisting process. If you do not wish your references to be approached prior to being invited for interview, or to any job offer being made, please indicate this in your application – there is a specific question in the section on references.

All communications will normally be by email, so you should check your inbox regularly. The e-recruitment system will automatically acknowledge your application. Please do not respond to automatic, system generated emails as these are not monitored. A list of HR contacts is provided at the end of this document.

All applications will be considered, and you will receive notification of the outcome of your application. If you are successful, you will receive a formal written offer of employment from the Human Resources Section. Please note that only the Human Resources Section or the Registrar or Vice-Chancellor have authority to make offers of employment.

The appointment will be subject to the relevant conditions of service, which will be made available to candidates invited to interview. In most cases, these will also be available on the University website. Copies may be obtained from the Human Resources Section.

Salaries

The University is committed to the principles of fairness and equality in all aspects of employment, including reward and recognition.

The salary range for this post is shown below.

Grade F – Lecturer

£31,798	32	Starting Salary Range	Annual Increments
£32,751	33		
£33,734	34		
£34,745	35		
£35,788	36		
£36,862	37		Discretionary Increments
£37,990	38		
£39,107	39		

The University policy is that new members of staff will normally be appointed within the starting salary range. Appointments may be made further up the scale where it is deemed appropriate.

Pay progression is normally by the receipt of one annual increment up to the maximum point on the main salary scale for the grade. There is an annual review of salaries for all staff. Additional increments, and progression into the discretionary range beyond the maximum point on the main scale, may be awarded to members of staff demonstrating exceptional levels of contribution or performance.

The payscales themselves are also reviewed annually, through a process of national bargaining.

Information for Overseas Employees

Essential information for international staff arriving to work at Newcastle University can be found in our Welcome Pack at <http://www.ncl.ac.uk/hr/support/documents/support-overseas-welcome-pack.pdf>

The Newcastle University Certificate in Advanced Studies in Academic Practice

(CASAP) is accredited by the Higher Education Academy and meets the national professional standards for university teachers. The programme aims to support staff in undertaking their roles as members of the academic community. The main focus is on learning, teaching and assessing students. Student support, research supervision and module design are important elements. Participants have access to a Faculty Programme Liaison Officer who will guide them through the course. There is flexibility in the assessment components, which incorporate participants' normal work tasks: you will need to be teaching or supervising to be able to complete the course. The course is part-time, practice-based and each module is taken over a maximum of one year. Both modules may be studied at the same time. The total contact-time is equivalent to two weeks.

The first module runs for around eight days in September and is repeated in January. This module, or exemption from it, is a requirement for staff on probation. It must be completed by 22 months from starting a relevant post at Newcastle University, which should give three possible dates. When considering confirmation of appointment Probation Committee takes the performance of staff on the module into account. Staff who have received equivalent training elsewhere may seek an exemption from the course. Alternatively, when module 2 is taken, credit for prior learning (APL) may be available for 100% of module 1. Schools will take into account course attendance in determining the workload of newly appointed staff. This first module provides the Newcastle Teaching Award.

The second module is strongly participant-driven and is optional. In any area of academic work, participants will need to bring a proposal that they can carry out, individually or in a group, within twelve months. Support is available through the DPD, a peer on the module and via the participant's Liaison Officer. This module starts in October and February and provides the full CASAP Certificate and the Fellowship of the HE Academy.

We provide other options for part time teachers.

For further details on the programme and APL and to apply to join or for exemption please visit <http://www.ncl.ac.uk/staffdev/academic/modules/> or contact CASAP@newcastle.ac.uk.

Equal Opportunities Policy Statement

Newcastle University is committed to securing equality of opportunity in employment and to the creation of an environment in which individuals are selected, trained, promoted, appraised and otherwise treated on the sole basis of their relevant merits and abilities. For this purpose all applicants will be asked to answer Equal Opportunities monitoring questions as part of the recruitment and appointment process.

All new employees are provided with a copy of the Equal Opportunities Policy on appointment. Further copies may be obtained from the Human Resources Section.

Disclosing a disability

There are good reasons to let the University know that you have a disability. It would help us be better prepared to explore with you the reasonable adjustments in the workplace that could help you work more safely and/or efficiently. It would also give you legal protection if you felt you had been treated unfairly at work because you are disabled. If the University does not know, it cannot help you.

More generally, disclosing will ensure that the University's monitoring data is accurate and will provide a genuine reflection of the numbers of applicants and staff who are disabled. This way we can make sure that the appropriate resources and training are in place. The University will be better placed to make good decisions in its forward planning if the data it is using is accurate.

The Disability Discrimination Act 1995 defines disability as:

'A physical or mental impairment which has a substantial and long-term adverse affect on a person's ability to carry out normal day to day activities.'

When deciding if you come within the definition, think about the effect of your impairment without treatment or medication (except for eyesight that can be corrected with glasses or contact lenses). Long term means for at least 12 months.

Recent amendments have included the following additional definitions:

- If you have been diagnosed as having cancer, HIV infection or multiple sclerosis you will automatically be considered as disabled.
- If you are registered blind or partially sighted or certified as blind or partially sighted by a consultant ophthalmologist, you will automatically be considered as disabled.

You can get additional information about disability from the Equality and Human Rights Commission. Web site <http://www.equalityhumanrights.com> or telephone 08457 622 633

Disability related issues with applying or attending for interview

If you are not able to apply online, the relevant forms and job details are available in a range of different formats, eg, tape, Braille, or in large print. To request a different format, please contact the Human Resources Section at the contacts provided at the end of this document.

If you are invited for interview, you will be asked to describe your disability and to indicate whether any special arrangements or adjustments will be needed to ensure that you are not placed at a disadvantage because of your disability. If you would require us to provide assistance such as a British Sign Language/English interpreter, or a supportive person, that would take some time to organize, please let the Human Resources Section know now. Similarly, not all our interview locations are wheelchair accessible, so it would be helpful if you could let the Human Resources Section know in advance if you require this facility.

Criminal Records Bureau Disclosures

If this position is exempt from the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended by Amendment Orders 1986, you will be subject to a criminal check through the Criminal Records Bureau (CRB) before the appointment is confirmed. This check will include details of cautions, reprimands or final warnings, as well as convictions. Applicants are encouraged to declare as soon as possible, details of any criminal convictions, cautions or reprimands and final warnings and any other information that may have a bearing on their suitability for the post. Please note that only relevant convictions and other information will be taken into account so disclosure need not necessarily be a bar to obtaining this position.

Faculty of Medical Sciences, Tracey Charlton or Jan Halliburton, +44 (0)191 222 8712.

Faculty of Humanities, Arts & Social Sciences, Claire McCormick, +44 (0)191 222 5976.

Faculty of Science Agriculture & Engineering, Jenny James, +44 (0)191 222 5222.

Central Services Judith Burr, Julie Roberts +44 (0)191 222 6257 or Vicky Petersen +44 (0)191 222 5600

A full list of Human Resources Contacts is available at <http://www.ncl.ac.uk/hr/contacts/>