

<b>Job Title:</b>	Associate Professor of Empathy Studies (Teaching & Research Focused)
<b>Grade:</b>	9
<b>Salary:</b>	£57,696 to £64,914 per annum, pro-rata if part-time
<b>Department:</b>	Leicester Medical School
<b>Hours/Contract:</b>	Full-time, part-time (minimum 0.8 FTE, 30 hours per week) or job share, fixed term until 31 May 2027
<b>Job Family:</b>	Teaching and Research
<b>Reference:</b>	10473

## Background

The Associate Professor will be crucial to the Stoneygate Centre for Empathic Healthcare, led by Professor Jeremy Howick and embedded in Leicester Medical School. The Centre's approach aligns with the [University's strategic themes](#) and values.

Our Centre has pioneered a longitudinal empathy theme within the Leicester Medical School curriculum, which includes: Empathic Communication Skills, Increased Patient Interaction during pathophysiology lectures, and providing students with opportunities to "Walk a Mile" in patients' shoes.

We also have a nascent graduate course offering that includes short CPD courses and empathic leadership training with the Business School. We plan to expand our graduate courses in a number of directions, especially the development of modules to be inserted into existing University of Leicester Masters courses, and online courses. This also may include a Post Graduate Certificate in Empathy Studies which includes a core module delivered by the Empathy Centre, and optional modules that are co-delivered with existing programmes.

We use evidence-based methods, including systematic reviews, co-production workshops, and evaluation. Ongoing evaluations of these curricular interventions will enhance our website and textbook.

## Role Purpose

We seek a Senior Medical Educator to develop, coordinate, and evaluate, our teaching activity, both face-to-face and online. This activity will be focused on graduate course offerings, including making a significant contribution to programme development. The postholder will also involve some coordination and evaluation of undergraduate teaching.

## Main Duties and Responsibilities

### World Changing Research

- Maintain an emergent portfolio of internationally recognised publications that are world-leading in terms of originality, significance and rigour as appropriate to the field or discipline, and which have an impact on society, economy, culture, industry, government, policy or practice





- Engage in research and enterprise leadership, making significant contributions to promoting and embedding an inclusive and respectful research culture
- Secure sustained external research income on an individual and collaborative basis, as appropriate to the field or discipline
- Provide high quality PGR supervision and training, contributing to securing funding for postgraduate and early career researchers and increasing PGR recruitment within the subject discipline
- Participate in and lead strategic national and/or international research networks, partnerships and collaborations
- Support the research development of PGRs and colleagues, through mentoring, coaching and training

### Research Inspired Education

- Contribute to the development, revision and updating of research-led teaching at undergraduate and postgraduate level, developing innovative teaching methods and assessment techniques and materials
- Undertake research-led teaching on undergraduate and/or postgraduate taught courses
- Lead on and contribute to published (in peer reviewed journals) evaluations of educational interventions
- Contribute to the development and achievement of the wider Department/School, College and University education strategy
- Ensure that student feedback is sought and relevant issues addressed as appropriate.
- Undertake general academic duties as required (e.g., class teaching, setting examination papers and course assignments, marking and pastoral support), working with module leads and personal tutors to sustain effective delivery of the teaching.
- Participate in quality assurance processes at College level, including involvement in programme approval panels
- Demonstrate wider educational impact through contributions to projects or scholarly discourse aimed at enhancing pedagogy or improving student outcomes
- Develop a sustained profile of pedagogical research, or disciplinary research that enables high quality teaching delivery

### Our Citizens

- Contribute to initiatives and activities that inform national and international policies and decisions, generating a positive impact beyond the University and making a tangible contribution to society
- Contribute to the practice or debate around policies or practice, based on research evidence and/or scholarly activity





- Participate in public engagement activities, including authoring articles in non-research publications and online, which raise the external profile of the University and share the benefits of Higher Education and research
- Actively engage with the academic discipline both nationally and internationally, undertaking roles on external committees, reviews and panels and/or contributing to conferences and volunteering initiatives which demonstrate impact beyond the University
- Participate in and undertake leadership roles at School, College, and/or University level, contributing to management, administrative, recruitment, and committee structures
- Lead and support the recruitment, management and development of staff and students, through coaching, mentoring and supporting recruitment activities

### Internal and External Relationships

Develop mutually beneficial, effective relationships across other Schools/Departments in the University and with national and/or international partners, for critical discussion and exchange of new ideas and approaches.

Represent the University nationally and internationally, including at committees, conferences and meetings.

Work collaboratively with other members of the module delivery team and participate in teaching team meetings.

Coordination with central University offices.

### Planning and Organising

Contribute to shaping the direction of the education strategy in the Department/School, developing clear long term (many months/years) plans for sustaining and enhancing teaching.

Long term planning and organisation of the delivery of teaching and assessment.

Participate in the departmental operational planning process, supporting the strategic direction of the Department/School and College.

### Qualifications, Knowledge and Experience

#### Essential

- Completed PhD (or equivalent) in a relevant subject area\*
- Expertise that complements or enhances existing strengths within the School/Department\*
- Experience of developing relevant new modules, degrees, or CPD courses (both online and face-to face), with evidence of sustained positive outcomes from incorporating research or professional skills to improve the curriculum\*
- Involvement in relevant research and professional networks on a national and international level\*
- Experience writing and publishing evaluations of modules, curricula, or similar, in peer-reviewed journals \*





- A track record of successful supervision of PhD/MD students\*
- Substantial experience of teaching at undergraduate and postgraduate level, evidenced by a sustained record of excellent student outcomes\*
- Evidence of external recognition of teaching practice through peer review, student, external examiners, or external assessors' feedback\*
- Fellowship of the HEA or equivalent, or commitment to gain the appropriate category of HEA fellowship within 12 months of appointment\*
- Evidence of leadership through membership of significant external committees and groups\*
- Expertise that complements or enhances existing strengths within the Department/School\*
- Demonstrable commitment to continued development of own teaching practice and that of colleagues\*
- Engagement in external assessment and review\*
- Involvement in significant internal and external committees and groups, with evidence of engagement with business, community and/or educational partners\*
- Evidence of contributions to the development of scholarship in the discipline, through conference presentations, editing, refereeing and reviewing\*
- Evidence of supporting the development of students and colleagues\*

### Desirable

- Senior Fellowship of the HEA or equivalent\*
- Successful completion of CPD\*
- Evidence of leading and/or contributing to initiatives that have a positive impact on recruitment and student (or professional learner) outcomes\*
- Demonstrable interest in developing new degree programmes (online or face-to face)
- Robust future plans for research applications
- A track record of meeting the discipline benchmark for external funding through significant grant capture, consultancy arrangements and/or knowledge exchange projects

### Skills, Abilities and Competencies

#### Essential

- High level of proficiency in English, sufficient to undertake research, teaching and administrative activities and to communicate effectively with staff and students\*
- Ability to lead, motivate, develop, and manage the performance of a team
- Ability to work independently and as part of a multi-disciplinary team
- Excellent interpersonal skills, to develop networks and form collaborations
- Effective presentation skills
- Ability to develop resource material to enhance teaching quality
- Ability to deliver classes using a comprehensive range of delivery methods, including lectures, seminars, and tutoring





- Skills in coaching, mentoring, and developing others, including students and colleagues
- Skills in pastoral care and motivation of students
- A commitment to the delivery of a high-quality service to students
- Ability to prioritise tasks within agreed work schedules
- Ability to plan, organise, implement, and deliver programmes of work

**Desirable**

- Ability to teach classes using distance learning
- Ability to provide support to students via Blackboard
- An awareness and understanding of diverse community issues and a strong commitment to equity, diversity and inclusivity and continuous improvement in pursuit of Operational Excellence

***\*Criteria to be used in shortlisting candidates for interview***

**Supporting University Activities**

As a University of Leicester citizen, you are expected to support key university activities such as clearing, graduation ceremonies, student registration and recruitment open days. We expect all staff as citizens to work flexibly across the University if required.

**University Values**

**Inclusive** - We are diverse in our makeup and united in ambition. Our diversity is our strength and makes our community stronger.

**Inspiring** - We are passionate about inspiring individuals to succeed and realise their ambitions. We challenge our community to think differently, to get involved, and to constantly embrace new ideas.

**Impactful** - As Citizens of Change we will generate new ideas which deliver impact and empower our community

**Equity and Diversity**

We believe that equity, diversity and inclusion is integral to a successful modern workplace. By developing and implementing policies and systems that challenge stereotypes across all aspects of our work, we have a culture that recognises and values the diverse contributions of our staff which benefits everyone. Our strong values of inclusivity and equity support our efforts to attract a diverse range of high quality staff and students, and identify our university as a progressive and innovative workplace that mainstreams equity, diversity and inclusion.

