



Department of Education

Job Description and Selection Criteria

Post	Associate Professorship of Tertiary Education (Higher Education)
Department/Faculty	Education
Division	Social Sciences
College	Linacre
Contract type	Permanent upon completion of a successful review. The review is conducted during the first 5 years.
Salary	From £52,815 to £70,918 per annum

Overview of the post

The Department of Education and Linacre College are recruiting an Associate Professor of Tertiary Education, inclusive of researchers of Higher Education.

The successful candidate's main responsibilities will be to contribute substantially to teaching and supervision in the Higher Education (HE) pathway in the MSc Education and supervise DPhil students. The HE pathway is increasingly focusing on a range of issues related to tertiary education, including both HE and vocational education and training, and the successful candidate will be expected to be able to teach about these issues and contribute to research in the broad field of tertiary education. Tertiary education research sits across two major research centres in the department, the Centre for Global Higher Education (CGHE) and the Centre for Skills, Knowledge, and Organisational Performance (SKOPE). The successful candidate will be expected to work across and contribute to the leadership of both these centres. The person appointed will also be expected to contribute to other courses in the Department as required.

If you would like to discuss this post and find out more about joining the academic community at Oxford, please contact Professor Victoria Murphy victoria.murphy@education.ox.ac.uk All enquiries will be treated in strict confidence and will not form part of the selection decision.

About the Masters in Education (Higher Education)

The MSc Education (Higher Education) at the University of Oxford is aimed at future academic, policy, and practitioner leaders in higher education (HE) and tertiary education. It provides a critical



introduction to research, theory, and policy in this complex field, taking into account a range of national, international and global lenses.

The course covers a wide range of issues that higher and tertiary education systems around the world are facing today, including internationalisation, student and graduate outcomes, skills supply and demand, and employability, governance, research policy and assessment, access and social justice, fees and funding, and rankings.

Students on the course are people at different stages in their professional lives – from recent graduates, those hoping to forge an academic career in the field, to those who have established careers in a wide range of educational, policy, and professional contexts. Graduates of the programme tend to continue onto doctoral research and academic careers, or take positions in tertiary or higher education management, administration, and policy-formation.

The course consists of six modules and a dissertation. These papers are taken during the first two terms. In their third term, students undertake work towards the production of a dissertation of between 15,000 and 20,000 words (including footnotes/endnotes but excluding appendices and references or bibliography). You can obtain further information on the course by visiting:

<https://www.education.ox.ac.uk/study/msc-education/>

About the Centre for Global Higher Education (CGHE)

The Centre for Global Higher Education (CGHE) is a research centre focused on higher education and its future. Its objectives are to conduct, disseminate and publish basic and applied research in three integrated programmes of work, relating to global, national (UK) and local perspectives on higher education; to develop theory about higher education and methods of inquiry and research; to respond to new issues arising within the frame of the three programmes, and at the interfaces between them; to facilitate broad academic and policy discussion about higher education in the UK and across the world; and to build long-term capacity in UK social science research on higher education.

CGHE is a partnership of six UK universities and eight international universities led by the University of Oxford. CGHE's offshore partners are located in Ireland, Netherlands, South Africa, the United States, Australia, China, Hong Kong SAR and Japan. Its UK partners are University College London, Lancaster University, the University of Sheffield, University of Bath, and Durham University. The Centre is directed by Simon Marginson in the Department of Education at Oxford. Deputy Directors are Claire Callender (UCL Institute of Education), Paul Ashwin (Lancaster University), and David Mills (Oxford University).

CGHE commenced in October 2015 and is supported by £6.1 million in total funding over five years. The CGHE research programmes use multi-disciplinary and mixed methods of research in a range of domains, from individual experiences of higher education, to institutional practices, system level organisation and data analysis, and comparative and global studies. Individual CGHE research projects draw on economics and political economy, sociology, learning and organizational psychology, cultural studies, political science and policy studies, history and other disciplines. CGHE entails a diverse community of social science researchers who are encouraged to work together and develop new cross-field synergies.

A central purpose of CGHE's work, guiding all of its research and dissemination, is to maximize its immediate and long-term impacts in higher education policy and practice in the four UK nations and world-wide. The Centre is strongly committed to working with leading stakeholder organizations in the UK and overseas, to engage them in the development and dissemination of the research. CGHE is partly funded through ESRC by a grant from the Higher Education Funding Council of England (HEFCE), whose functions have now been divided between the Office for Students, and Research England (hence the OFSRE

in CGHE's title). CGHE is also supported by an active structure of Associated Organisations, which include national organisations with a close ongoing interest in the higher education sector.

To find out more about ESRC/OFSRE CGHE, including fuller information on research projects, the CGHE research team, the CGHE Board and Management Committee, CGHE's Associated Organisations, please go to the CGHE website at <http://www.researchcghe.org>

About the Centre for Skills Knowledge and Organisational Performance (SKOPE)

The Centre on Skills, Knowledge and Organisational Performance (SKOPE) is a multi-disciplinary research centre, with staff and associates from most branches of the social sciences. Its central aim is to examine the links between the acquisition and use of skills and knowledge, production and product strategies, and economic performance – be it of individuals, organisations or countries.

Established in 1998, SKOPE was originally one of the ESRC's designated research centres, receiving an unprecedented three rounds of centre funding. Its research applies a wide range of interdisciplinary lenses and systems-based thinking to examine global skills systems, education and training, research and innovation, and the implications for policy and practice. The Centre is led by Dr James Robson as Centre Director and comprises 10 academic staff, 12 researchers, 21 doctoral students and an extensive network of international academics, stakeholders and policy makers.

The aims of the centre are:

- To conduct high quality, impactful research on skills systems, education and training systems, and research and innovation systems around the world.
- To link our research directly with real world, global challenges through engagement with policy makers, practitioners, and international stakeholders.
- To develop knowledge and capacity within the UK and global research communities on theoretical and empirical issues related to skills systems, E&T systems, and research and innovation systems.
- To support practitioner and policy communities to embed relevant research in practice and policy discourse and develop their capacity to commission and utilise research on skill, E&T, and research and innovation to maximise the impact.

SKOPE's research is currently focused on 15 active project across five main themes:

- Education and training for the climate
- Organisational performance, behaviour and cultural change
- Access, equity and justice in skills and innovation systems
- Policy and the political economy of skills formation and innovation
- Changing tertiary education landscapes

For more information, see: <https://skope.ox.ac.uk>

The role of Associate Professor at Oxford

Associate Professor is the main academic career grade at Oxford with a focus on research and teaching, spanning the full range of professor grades in the USA. Associate Professors are appointed jointly by a University department/faculty and an Oxford college, and you will have a contract with both.

Associate Professors are full members of University departments/faculties and college governing bodies playing a role in the democratic governance of the University and their college. You will join a lively, intellectually stimulating and multi-disciplinary community which performs to the highest international levels in research and teaching, with extraordinary levels of innovation, creativity and entrepreneurship.

There is considerable flexibility in the organisation of duties, with three 8-week undergraduate teaching terms and generous sabbatical leave to balance teaching and research (please see the Benefits, Terms and Conditions section for further details of sabbatical leave). There is the potential for temporary changes to the balance of duties between College and University to enable a focus on different aspects of work at different stages in your career.

Oxford offers many opportunities for professional development in research and teaching. Associate Professors may apply for the title of full Professor in annual exercises. If the title is conferred, you will also have access to professorial merit pay opportunities. In exceptional cases, the title of full Professor may be awarded on appointment.

Appointments are confirmed as permanent on successful completion of a review during the first five years. The vast majority of Associate Professors successfully complete this initial review.

Duties of the post

The main duties of the post are as follows:

- (i) to engage in research;
- (ii) to contribute to the leadership, management, and teaching of the MSc Education (HE pathway);
- (iii) to co-operate in the work of the Department in both term and vacation under the direction of the Director of the Department;
- (iv) to supervise graduate students;
- (v) to examine as required by the appropriate committee for the nomination of examiners;
- (vi) to contribute to the work and leadership of CGHE and SKOPE;
- (vii) to undertake such other duties and responsibilities as the Director of the Department may from time to time reasonably require.

The amount of teaching under (ii)-(iii) normally must not exceed an average of 288 teaching units¹ per year without approval by the Divisional Board. In addition, the successful candidate will be expected to contribute to the academic and pastoral life of the College.

¹ One hour paired tutorial, 1 unit; one hour lecture, 3 units; one doctoral student, 24 units; and other types of teaching to be weighted proportionally. This tariff is subject to local variation.

Selection criteria

Your application will be judged only against the criteria which are set out below. You should ensure that your application shows clearly how your skills and experience meet these criteria.

The University is committed to fairness, consistency and transparency in selection decisions. Members of selection committees will be aware of the principles of equality of opportunity, fair selection and the risks of bias. There will be both female and male committee members wherever possible.

If, for any reason, you have taken a career break or have had an atypical career and wish to disclose this in your application, the selection committee will take this into account, recognising that the quantity of your research may be reduced as a result.

The successful candidate will demonstrate the following.

Essential criteria:

- a strong first degree, or equivalent;
- a doctorate, or equivalent, relevant to the field of tertiary/higher education;
- the ability to link research in the area of tertiary/higher education to larger theoretical debates in education and the social sciences;
- The ability to obtain and manage research grants and manage contract research staff;
- notable record of funded research in the field of tertiary/higher education;
- substantial experience of teaching, supervision and examining at higher degree level;
- a strong record of collaboration and team work;
- expertise in a wide range of research methods;

Desirable criteria:

- evidence of having successfully held a position of academic leadership;
- evidence of engaging with policy makers and undertaking impactful research.

How to apply

To apply, visit https://my.corehr.com/pls/uoxrecruit/erq_jobspec_details_form.jobspec?p_id=169047 , then click on the **Apply Now** button on the 'Job Details' page and follow the on-screen instructions to register as a new user or log-in if you have applied previously. Please refer to the "Terms of Use" in the left hand menu bar for information about privacy and data protection. Please provide details of three referees and indicate whether the University may contact them now.

You will also be asked to upload a CV, a publication list and a supporting statement. The supporting statement should explain how you meet the selection criteria for the post using examples of your skills and experience. This may include experience gained in education or employment.

Please ensure you provide details of three referees. The University will assume that it is free to approach your referees at any stage unless your application specifies otherwise. Therefore, if you would prefer a referee or referees to be approached only with your specific permission or if you would prefer them to be approached only if you are being called for interview on the final short list, then you must state this in your application, alongside the details of the relevant referee(s). You should provide the names and full contact details of two referees even if you do not wish them to be contacted yet.

The University and colleges welcome applications from candidates who have a disability or long-term health condition and is committed to providing long term support. The University's disability advisor can provide support to applicants with a disability, please see <https://edu.admin.ox.ac.uk/disability-support> for details. Please contact senior.tutor@linacre.ox.ac.uk for information on disability support available via the college. Please let us know if you need any adjustments to the recruitment process, including the provision of these documents in large print, audio or other formats. If we invite you for interviews, we will ask whether you require any particular arrangements at the interview. The University Access Guide gives details of physical access to University buildings <https://www.accessguide.ox.ac.uk/>.

Teaching commitments are mainly concentrated into Oxford's three 8-week undergraduate teaching terms, making it easier to balance teaching and research. There is considerable flexibility in the organisation of duties, and generous sabbatical leave.

Please upload all documents **as PDF files** with your name and the document type in the filename.

All applications must be received by **12.00 noon** on the closing date stated in the online advertisement.

Should you experience any difficulties using the online application system, please email recruitment.support@admin.ox.ac.uk. Further help and support is available from <https://hrsystems.admin.ox.ac.uk/recruitment-support>. To return to the online application at any stage, please log back in and click the "My applications" button on the left hand side of the page

Please note that you will be notified of the progress of your application by automatic emails from our e-recruitment system. **Please check your spam/junk mail** regularly to ensure that you receive all emails.

Department of Education

The Department of Education is a research-led Department, carrying out research which is of relevance not only to academics in the field of Education and related disciplines, but also to teachers, teacher educators, other education professionals, and policy makers. Its policy of developing both depth and breadth of research expertise remains central to successfully maintaining and enhancing our position as an internationally recognised centre of outstanding research. The 2021 Research Excellence Framework evaluation placed the department as the leader for education research in the United Kingdom. We have a world class reputation for research, as illustrated by our publication and funding portfolio, indicators of international and national academic leadership, research prizes, and commitment to mobilising research for the improvement of policy and practice and the benefit of children, parents, and communities. The department has a highly fertile research environment, with around 100 books published since 2010 and over 150 research seminars convened each academic year. All full-time members of academic staff are active researchers.

We have approximately 70 full-time and part-time teaching and research staff, 30 full-time and part-time administrative and professional staff, and around 525 students, of whom 182 were studying part-time.

Research in the Department is organised around three broad Themes: (i) Language, Cognition and Development; (ii) Policy, Economy and Society; (iii) Knowledge, Learning and Pedagogy. Each Theme consists of a cluster of Research Groups and affiliated Centres. All academic and research staff are attached to one or more research groups and research students are active in the groups. The research groups provide a forum for discussion of research ideas and articles in progress, to obtain critical commentary on current projects, and to plan new studies with colleagues. The externally-funded research centres are formally established units, organised around a coherent research plan and include OUCEA (The Oxford University Centre for Educational Assessment), SKOPE (Research Centre on Skills, Knowledge and Organisational Performance), The Rees Centre for Research in Fostering and Education and EMI (English as a Medium of Instruction). Our doctoral students make an excellent contribution to the research environment; there is an intake of just over 20 students per year.

Over the last 15 years, the Department of Education has grown in size and shape. We currently offer the following courses:

- MSc in Education with 5 different pathways: Comparative and International Education; Higher Education; Child Development; Digital and Social Change; Research Design and Methodology
- MSc in Applied Linguistics and Second Language Acquisition (ALSLA)
- MSc in Learning and Teaching (MLT)
- MSc in Teacher Education
- MSc in Applied Linguistics for Language Teaching (ALLT)
- MSc in Educational Assessment
- MSc in Medical Education
- The Postgraduate Certificate in Education (PGCE)
- A comprehensive Doctoral (DPhil) programme attracting students from all over the world

The PGCE is a one-year teacher training programme for over 190 graduates delivering secondary trained teachers in nine key subject areas (English, Geography, History, Mathematics, Physics, Chemistry, Biology, Modern Foreign Languages and Religious Education). It is undertaken in close partnership with local secondary schools. The course has an international reputation for the quality of its work and in the most recent Ofsted inspection it was awarded the highest grade (Outstanding) in all categories for every subject and for management and quality assurance. At Masters Level there are two full-time courses: MSc Applied Linguistics and Second Language Acquisition and MSc Education in total admitting around 80 students each year. There are five part-time courses: the MSc in Learning and Teaching (MLT) is a two-year course which offers a combination of face-to-face teaching and online support for serving teachers; it recruits approximately 80 students each year. The Masters in Applied Linguistics in Language Teaching (ALLT) is a two-year part-time distance-learning course for lecturers teaching English within higher education institutions internationally, and the Masters in Teacher Education (MTed) is likewise a two-year part-time distance-learning course, aimed at those employed as academics, teachers, and teacher educators worldwide who are involved in teacher education. The

MSc Medical Education began in 2021 and is a two-year course which offers a combination of face-to-face teaching and online support for those involved in medical education.

The doctoral programme (DPhil) has over 100 registered DPhil students, including 12 part-time, researching in a diverse range of areas. Education is a recognised Pathway in the ESRC Social Sciences Doctoral Training Partnership (DTP).

Overall the Department is now one of the three largest centres in the UK for full-time postgraduate study in the field of education.

Further information about the Department and its staff, courses and research activities please visit: www.education.ox.ac.uk/

See in particular our Annual Reviews at <http://www.education.ox.ac.uk/about-us/department-reviews/>

Social Sciences Division

The University's academic departments and faculties are organised into four large groups known as Academic Divisions (Social Sciences, Mathematical, Physical and Life Sciences (MPLS), Medical Sciences, and Humanities). The divisions are responsible for academic strategy and operational planning, oversight of the teaching and research of their constituent departments and faculties, and for personnel and resource management. The social sciences at Oxford are distinctive for both their depth and breadth, with over 1,100 academic and research staff working across fifteen departments, faculties and schools. The Head of the Social Sciences Division is Professor Timothy Power.

The Division is a world-leading centre of research and education in the social sciences. The Times Higher Education (THE) University Rankings returned the University of Oxford to the number one spot in the world for Social Sciences in 2022. We have placed first in three of the last five years (2018, 2019 and 2022).

More than 800 researchers were returned to Main Panel C (Social Sciences) for REF 2021 across a diverse range of subject area 'units of assessment' – from geography and business to archaeology and law. Over 55% of the research submitted from the Division was judged to be world-leading (4*, the highest score available). More than two-thirds (69%) of the research's impact was also recognised as world-leading (4*). Research from across the Division was also submitted to subject areas across Panels A (Medicine, health and life sciences), B (Physical sciences, engineering and mathematics), and D (Arts and Humanities), highlighting the enormous breadth and diversity of research expertise across the Division.

Our academic and research staff and students are international thought leaders, generating new evidence, insights and policy tools with which to address some of the major global challenges facing humanity, such as sustainable resource management, poverty and forced migration, effective governance and justice. Particular research highlights in recent years have included [COVID-19](#) and [Climate Change](#). As well as active interdisciplinary links with researchers in other divisions at Oxford, we engage and collaborate extensively with other universities and a wide range of governmental and non-governmental practitioner communities such as law, business, public health and welfare, international development and education around the world. The Division has an extensive portfolio of external funders, partners and supporters, with competitively-awarded external research income exceeding £50 million per year and philanthropic income over £25 million a year.

As part of our commitment to equality of opportunity, eleven of our departments have achieved Bronze awards under the Athena Swan Charter (a UK accreditation scheme recognising organisations' commitment to equality and diversity, particularly in gender). Our School of Geography and the Environment holds an Athena Swan Silver award. In February 2023, for the first time, the University as a whole was awarded an institutional Athena Swan Silver award, acknowledging the progress that has been made in addressing a number of gender gaps across the University over the last five years.

The Division delivers an exceptional range of high-quality educational programmes all underpinned by the innovative research being undertaken by our academics. The student body is made up of over 2,000 undergraduate students, nearly 3,000 students studying postgraduate taught programmes and 1,200 postgraduate research students. The programmes we offer are wide-ranging, often interdisciplinary and include professionally-oriented provision in areas such as business, law and education. The Division is home to several of Oxford's most widely recognised teaching programmes, such as Philosophy, Politics and Economics (PPE) at undergraduate level; and at the Masters level programmes such as the Bachelor in Civil Law (BCL), Environmental Change and Management, International Relations, and Social Data Science.

For more information, please visit: www.socsci.ox.ac.uk.

Linacre College

There are 38 self-governing and independent colleges at Oxford, giving both academic staff and students the benefits of belonging to a small, interdisciplinary community as well as to a large, internationally-renowned institution. The collegiate system fosters a strong sense of community, bringing together leading academics and students across subjects, and from different cultures and countries.

Linacre is a vibrant and progressive post-graduate College of Oxford University. The College has more than 650 students all of whom have completed a first degree and are now studying for an advanced qualification. Linacre's prime objective is to provide high quality support, both intellectual and social, for its Fellows and graduate students.

There are some 40 Governing Body Fellows, the majority of whom are academics in a wide range of University Faculties. The Fellowship includes some of Oxford's most distinguished scholars. The College has sought to support early-career researchers and has a community of more than 45 Junior Research Fellows. About 70% of the student body is from overseas, representing over 85 countries; and spread across all four academic divisions of the University. The College has 19 administrative staff, three chefs and large catering and housekeeping teams.

The College was founded in 1962 to provide a community for Oxford's growing number of international post-graduate students. It was named after Thomas Linacre, a distinguished Oxford humanist and medical scientist of the early 16th Century, whose breadth of learning symbolised the new College's multi-disciplinary purpose and ideal. In 1986 the College received its Royal Charter and is now a fully independent, self-governing, registered charity. The College is governed by its Fellows and student representatives. The College Principal has overall management responsibility for the College and its staff. He is supported by a senior management team consisting of the Vice Principal, Senior Tutor, Bursar and the Director of Estates.

Linacre was the first College in Oxford to accept both men and women on an equal basis for all post-graduate degrees. It is unusual among Oxford Colleges in having no senior common room. The Fellows, staff and students share the same facilities and eat together in the dining hall in order to cultivate an egalitarian academic community. The College is family-friendly and has a strong environmental ethos.

Drawing on its current academic strengths, Linacre is making a particular contribution to the support and promotion of environmental studies in the University. It has close links with the University's Environmental Change Institute and is in the process of developing a Net Zero Carbon Strategy. The College is the Oxford host of the Tanner Lectures on Human Values, a lecture series held at nine of the World's leading universities.

The College is housed in fine buildings, most of which were purpose-built, on St Cross Road, surrounded on three sides by parks and playing fields, in a convenient location on the edge of the University Science Area and within easy reach of all the main University Departments and Libraries. The College has a number of modern teaching and seminar rooms, a well-equipped gym, an excellent dining hall and small but exquisite gardens.

The College is a busy academic community throughout the year. Unlike undergraduates, graduate students remain in residence for almost the entire year. The College has only two brief periods a year when the dining room and administrative offices are closed.

For more information please visit: <https://www.linacre.ox.ac.uk/>

About the University of Oxford

Oxford's departments and colleges aim to lead the world in research and education for the benefit of society both in the UK and globally. Oxford's researchers engage with academic, commercial and cultural partners across the world to stimulate high-quality research and enable innovation through a broad range of social, policy and economic impacts.

Oxford's self-governing community of international scholars includes Professors, Associate Professors, other college tutors, senior and junior research fellows and a large number University research staff. Research at Oxford combines disciplinary depth with an increasing focus on inter-disciplinary and multi-disciplinary activities addressing a rich and diverse range of issues.

Oxford's strengths lie both in empowering individuals and teams to address fundamental questions of global significance, and in providing all staff with a welcoming and inclusive workplace that supports everyone to develop and do their best work. Recognising that diversity is a great strength, and vital for innovation and creativity, Oxford aspires to build a truly inclusive community which values and respects every individual's unique contribution.

While Oxford has long traditions of scholarship, it is also forward-looking, creative and cutting-edge. Oxford is one of Europe's most entrepreneurial universities. It consistently has the highest external research income of any university in the UK (the most recent figures are available at www.ox.ac.uk/about/organisation/finance-and-funding), and regularly creates spinout companies based on academic research generated within and owned by the University. Oxford is also recognised as a leading supporter of social enterprise.

Oxford admits undergraduate students with the intellectual potential to benefit fully from the small group learning to which Oxford is deeply committed. Meeting in small groups with their tutor, undergraduates are exposed to rigorous scholarly challenge and learn to develop their critical thinking, their ability to articulate their views with clarity, and their personal and intellectual confidence. They receive a high level of personal attention from leading academics.

Oxford has a strong postgraduate student body, who are attracted to Oxford by the international standing of the faculty, by the rigorous intellectual training on offer, by the excellent research and laboratory facilities available, and by the resources of the museums and libraries, including one of the world's greatest libraries, the Bodleian.

For more information please visit www.ox.ac.uk/about/organisation

University Benefits, Terms and Conditions

Salary

The salary will be on the scale for Associate Professors, £52,815 to £70,918 per annum.

Those appointed below the top of this salary range will receive annual increments until they reach the top point. There is also an annual 'cost-of-living' review. In exceptional cases, the Department/Faculty board may propose the awarding of additional increments within the substantive scale to an Associate Professor at any time during their appointment.

Associate professors who are awarded the title of full professor receive an additional allowance (unless they already receive additional recruitment or retention payments at that level or above) see [Recognition of Distinction | HR Support \(ox.ac.uk\)](#); and they will be eligible for consideration in subsequent regular exercises for professorial merit pay (unless they already receive additional recruitment or retention payments in excess of the level of award) see [Professorial Merit Pay | HR Support \(ox.ac.uk\)](#). These awards do not result in any change to the duties of the post-holder.

Additional remuneration may be paid for graduate supervision, examining and some tutorial teaching. Those holding administrative appointments within the department/faculty may be eligible for additional payments.

Pension

The University offers generous pension provision. Associate Professors are usually offered membership of the Universities Superannuation Scheme.

Details are available at <https://finance.web.ox.ac.uk/uss>

Sabbatical leave

You will be eligible for sabbatical leave to allow you to focus on your research. In general, one term of leave is available for each six terms worked. This leave may either be taken as one term of leave after 6 terms of service, or accumulated and taken as one year of leave after 6 years of service.

Outside commitments

You may apply to spend up to 30 working days in each year on projects outside your employment duties, such as consultancy, spin-out activity and membership of research councils and other bodies. There is no limit to earnings from these activities without deduction from salary. Details of the approval process may be found at <https://hr.admin.ox.ac.uk/holding-outside-appointments>.

Guidance is also available on:

ownership of intellectual property

<https://governance.admin.ox.ac.uk/legislation/council-regulations-7-of-2002> and

managing conflicts of interest

<https://researchsupport.admin.ox.ac.uk/governance/integrity>

Membership of Congregation

Oxford's community of scholars governs itself through Congregation which is its "parliament". You will be a voting member of Congregation.

See <https://www.ox.ac.uk/about/organisation/governance> and <https://governance.admin.ox.ac.uk/legislation/statute-iv-congregation> for further details.

Family support

The University offers generous family leave arrangements, such as maternity, adoption, paternity and shared parental leave. Details are available at <https://hr.admin.ox.ac.uk/family-leave-for-academic-staff>. You will have considerable flexibility in the day-to-day organisation of duties in the Associate Professor role. Requests for flexible working patterns will be accommodated as far as possible.

You will be eligible to apply to use the University nurseries (subject to availability of places). For details of the nurseries and how to apply for places, please see <https://childcare.admin.ox.ac.uk/home>.

The University subscribes to Work and Family Space, a service that provides practical advice and support for employees who have caring responsibilities. The service offers a free telephone advice line, online support and informative webinars in addition to the ability to book emergency childcare through their online service Bubble. For more details, please see <https://hr.admin.ox.ac.uk/my-family-care>.

The Oxford University Newcomers' Club is run by volunteers, whose aim is to help the newly-arrived partners of visiting scholars, of graduate students and of newly appointed academic and administrative members of the University to settle in and to give them opportunities to meet people in Oxford. Further information is available at <https://www.newcomers.ox.ac.uk/>.

Welcome for International Staff

One of Oxford's great strengths is its truly international body of research and teaching staff from over 140 countries, and we welcome applications from academics across the world. We can help international staff and partners/families make the transition to Oxford. Information about relocation, living and working in the UK and Oxford is available at welcome.ox.ac.uk.

If you require a visa, we have a dedicated Staff Immigration Team to support successful applicants through the immigration process (for Global Talent and Skilled Worker visas) from job offer through to arrival in the UK. This is subject to the eligibility criteria being met for the respective visa routes.

Relocation

Subject to UK tax regulations and the availability of funding, a relocation allowance may be available.

Promoting diversity

The University is committed to recruiting and retaining the best people, whoever they are, to ensure equality of opportunity. The Vice Chancellor's Diversity Fund provides resources for innovative projects to promote diversity.

The Equality and Diversity Unit promotes good practice across the University by developing policies and offering training, and runs a range of support networks for staff. It works closely with Colleges, the Oxford University Student Union and external campaign groups. Please see <https://edu.admin.ox.ac.uk/home> for details.

Other benefits and discounts for University employees

The University has a range of facilities and benefits for its staff, including discounted health insurance, sustainable travel schemes, and discounts in local shops and restaurants. Details are available at:

<https://hr.admin.ox.ac.uk/staff-benefits>

<https://hr.admin.ox.ac.uk/discounts>

Pre-employment screening

Your appointment will be subject to the University's standard pre-employment screening. This will include right-to-work, proof of identity, references, a pre-employment health declaration, and any other checks as applicable to the post. We advise you to read the notes for applicants at <https://jobs.ox.ac.uk/pre-employment-checks>.

Length of appointment

Appointments to Associate Professorships at Oxford are confirmed as permanent on successful completion of a review during the first five years.

The University operates an employer justified retirement age for academic posts of 30 September immediately preceding the 70th birthday.

The justification for this may be found at <https://hr.admin.ox.ac.uk/the-ejra>

For **existing** employees, any employment beyond the retirement age is subject to approval through the EJRA procedures. Further details can be found at <https://hr.admin.ox.ac.uk/the-ejra>

Data Privacy

Please note that any personal data submitted to the University as part of the job application process will be processed in accordance with the GDPR and related UK data protection legislation. For further information, please see the University's Privacy Notice for Job Applicants at:

<https://compliance.admin.ox.ac.uk/job-applicant-privacy-policy>.

The University's Policy on Data Protection is available at: <https://compliance.admin.ox.ac.uk/data-protection-policy>.

College Benefits, Terms and Conditions

Fellowships at Linacre are non-stipendiary, but Fellows are entitled to free lunches and dinners in College when the College kitchens are open. They may also apply for small grants (up to £500.00) to assist with research expenses. Fellows are expected to co-operate in the running of the College. The main commitment is to attend meetings of the Governing Body which normally meets three times each term. All members of the Governing Body are trustees of the College and must comply with relevant trustee legislation. There are also various standing committees of the Governing Body which require members, but this commitment is not arduous. Linacre is not able to offer Fellows personal study rooms in College; but they may reserve rooms for tutorials, seminars, social functions, and to accommodate guests. There are no teaching duties, but all Fellows are expected to act as College Advisors to up to ten students to help them with any personal as well as academic problems which they may encounter. The College has arrangements to assist with the entertainment of students by their Advisors.

Offer of employment

Applications for this post will be considered by a selection committee containing representatives from both the Department of Education and Linacre College. The selection committee is responsible for conducting all aspects of the recruitment and selection process; it does not, however, have the authority to make the final decision as to who should be appointed. The final decision will be made by the Social Sciences divisional board and the Governing Body of Linacre College on the basis of a recommendation made by the selection committee. No offer of appointment will be valid, therefore, until and unless the recommendation has been approved by both the divisional board and the governing body, and a formal contractual offer has been made.