

# Shannon College of Hotel Management

(Shannon College)

Teaching (60%), Research (20%) and Contribution (20%) Norms\*

For Lecturer Type A Contract (Maximum 15 Contact Hours)

\*Typical %

## 1. General Preamble

Because of its stage of development, unique ethos and the fact that it has a professional education mission the norms for staff at Shannon College will differ to some extent from other Schools of the University as follows:

- High level interaction with students expected.
- Due to the emphasis on professional development teaching staff are expected to help to develop professional attitudes and practises. (For example dress, courtesy, attention to detail and attendance).
- Staff teaching in professional areas also have operational responsibilities, for example in managing kitchen and restaurant.
- Due to unavailability of State funding prior to integration the research capability of the School is in an early stage of development. The fact that all lecturers are Type A with maximum 15 contact hours makes it more difficult to build capability. Notwithstanding there has been significant progress with, for example, funding won for the first time. Shannon College staff have organised two research conferences in recent years and regularly attend and present.
- Some lecturers have substantial additional roles in such areas as management, welfare, IT and alumni.
- In general there is far more multi-tasking than would be the norm in other Schools.
- Lecturers have practised 100% student feedback (qualitative and quantitative) on modules, monitored by the School, for many years.
- To date Shannon College has not offered Master's programmes. The first is scheduled for September 2018. Many teaching staff have engaged in the programme development process and are willing to teach on it.
- Almost all staff have brought themselves to masters or PhD level through part time study.
- From last two points staff have not had an opportunity to supervise at Master's or PhD level.

## 2. Teaching

- 100% accreditation compliant, accurate and timely course outlines, module evaluations, student feedback and return of marks.
- Provides a high standard of student focussed, committed, engaged teaching.
- Continually reviews the content of and approaches to courses taught and contributes to programme development.

- Is competent in teaching student groups of different size, level and nationality. Implicit in the latter is the challenge of ensuring equal learning for non-native English speakers.
- Is competent and consistent in setting and/coordinating the marking of assessments and examinations.
- Demonstrates strong enthusiasm for subject area with a high level of up to date relevant discipline and hotel industry knowledge and expertise.
- Participates in the professional development of undergraduate students and where appropriate and possible, inculcates standards of attention to detail, customer service and general professionalism.
- Builds links with the hotel industry through guest speakers and work place visits which may also lead to research.

### 3. Maintenance of Scholarly Standing and Research

- One or more conference or appropriate relevant gathering per year.
- Appropriate professional development to keep up to date with hotel industry practise. This is very important as Shannon College is educating for a particular profession.
- Monographs and/or peer reviewed publications as appropriate in expertise area for Lecturer Type A. For Lecturer type A research and other forms of scholarship are normally associated with research informed teaching and with keeping up to date with developments in discipline and/or research as traditionally conceived in that discipline.
- Presentations at conferences
- Builds collaborative research links and networks
- Is cognisant of developments in the relevant area(s) of the international research community
- Engages as relevant with enterprise, policy, and/or wider civil society communities, to inform research and deliver relevant impacts.

### 4. Contribution

- Demonstrates efficacy in defined management innovative, developmental, administrative, support and tutor roles.
- Actively builds strong networks and collaborative links
- Actively builds positive working relationships with others
- Is collegiate and prioritises the strategy of the School and University

#### Notes:

1. **Strategic Significance:** *Initiated by and with the agreement of the Head of School, a role of responsibility of particular strategic significance may offset some teaching, with a lower bound teaching norm of 30% for the duration of the particular project or role.*

2. **Norm Variability:** Norms are typical but not absolute; variation may occur between individuals or for individual from year to year.
3. **Norm Dynamism:** With the agreement of the Head of School and the individual, from time to time, the overall norm for an individual may change to accommodate a strategic or operational need.