

Academic Career Pathways - Transition Process

1. Introduction

- 1.1 The introduction of the new integrated Pathway, combining the previous Teaching and Research Career Pathway and the Teaching Fellow Career Pathway, offers academic staff greater flexibility in aligning their areas of expertise and academic interests with School and University plans. This is designed to facilitate improved support for career development, succession planning and promotion.
- 1.2 There are three principal circumstances in which academic staff will be able to review their current roles, responsibilities and associated contractual arrangements, as part of this transition process. These are:
- (i) where a Teaching Fellow, Senior Teaching Fellow, or Professorial Teaching Fellow, engaged on an 'other-related' contract, wishes to move to an academic contract.
 - (ii) an individual engaged on a three-legged contract, who wishes to move into an education excellence or education leadership role, and remain on an academic contract.
 - (iii) an individual engaged in an education-focused role, who has developed significant research outputs, which align fully to School and University research goals and priorities who wishes to move to a more research-focused role, and remain on an academic contract
- 1.3 These contractual options were not possible under the previous three academic career pathways. (Under the preceding model, any member of staff who wanted to specialise in an education-focused role, could only be engaged on an "other-related" contract. Furthermore, there were barriers lines between the three pathways that militated against a member of staff being able to change the focus of their work to concentrate on either education or research).

2. Contractual Options

- 2.1 There are two contractual options applicable, depending on the current employment status of the member of staff:
- 2.1.1 If currently on an "other-related" contract, you may move to an Academic contract. Your role will not require you to engage in significant and independent research, but you will be expected to engage in scholarship.

2.1.2 If currently on an academic contract but having agreed to change the balance of duties, a letter to vary your existing contract (i.e. to refocus on education or research) will be issued.

2.2 Any change to your contractual terms will be agreed through **consultation and mutual agreement**.

3. Academic Role Profiles

Purpose

2.1 Academic role profiles are generic University level documents, which determine the role, grade and the expectation levels, for any job.

How they will facilitate the transition process

2.2 The academic role profiles will be used to determine the grade of a role when transitioning from one form of contract to another. This is to ensure that staff continue to be employed on the correct grade for their newly defined role. It will be necessary for employees to meet the stipulated criteria, in order for them to move to that grade of post.

2.3 The academic role profiles will not replace job descriptions (JD), which will continue to be used to define individual responsibilities, as they do currently. If your duties are going to change, then a new JD should be agreed, which better reflects your revised roles and responsibilities.

3. Individual Consultation Meetings

3.1 Staff who fall under any of the circumstances described in paragraph 1.2 above will be invited to a one-to-one meeting with the Head of School or nominee, HR Business Partner, and trade union representative or work colleague (where requested), to discuss the current balance of their duties and whether they wish to move either to an academic contract, or to vary their current contract in order to enable them to pursue academic interests that align to their areas of specific expertise.

3.2 The purpose of the meeting will be to explain any implications of moving to academic terms and conditions, or accepting a variation to contract, as relevant, and to clarify and agree the roles and responsibilities of staff, aligned to School Plans. It will also address issues of grading and academic title.

3.3 Staff can decide if they wish to accept the offer of a change in contract and role.

- 3.4 If the decision is that the individual wishes to remain on their current contract, then this will be confirmed formally by HR to the relevant member of staff, and the current title and contract will remain in place.
- 3.5 The Academic Role Profile is the reference document that will be used to map a member of staff to the correct grade and title for their role.
- 3.7 If an individual wishes to move across but does not map across to an academic role profile commensurate with their current grade, then a development plan will be implemented to support the member of staff to meet the required standard.
- 3.8 Where appropriate, it may be necessary to protect an individual's pay, in accordance with University Policy. This may be for a period of up to four years.
- 3.9 Once agreements have been made regarding the role that each member of staff will move into, HR will write to each individual to confirm any changes to their academic title and terms and conditions.

4. Study Leave

- 4.1 Staff members who transfer to an academic contract, with a focus on Education Excellence or Education Leadership, and who are engaged in scholarship, will have the opportunity to apply for study leave, which would have to be discussed, agreed formally, and approved by the Head of School.
- 4.2 The request for study leave should be based on a proposal to undertake a significant amount of scholarly work on education, that aligns with the strategic aims of the new Learn to Transform strategy, such as: a complete redesign of a module or set of modules, to bring in innovations in teaching or assessment; a research-based investigation or a pedagogic research project that results in publications and conference outputs. The PVC for Education and Students can be consulted as to the appropriateness of any plans in relation to the Learn to Transform Strategy.