Academic Career Pathways - Transition Process

1. Introduction

1.1 The University currently employs staff as Teaching Fellows (TFs), Senior Teaching Fellows (STFs) and Professorial Teaching Fellows (PTFs) on “other related” contracts, and the intention going forward is that these roles will be transferred to faculty terms and conditions. With the introduction of Academic Career Pathways the University will need to undertake a period of one-to-one consultation with individual employees who are working as TFs to identify the appropriate role and grade for them to move into.

1.2 The Academic Career Pathways are intended to be a positive step to achieve parity of esteem between education and research, and it is envisioned that the majority of TFs will be keen to move to full academic titles and contracts. This will be done through consultation and mutual agreement.

1.3 Other members of staff who wish to change the balance of their work (e.g. staff who are current academics (i.e., teaching and research) but want to focus on education excellence, or staff who have focused on education may also wish to explore the options for transition to a new Academic Career Pathway.

2. Academic Role Profiles

2.1 Academic role profiles are generic documents which determine the role grade and the expectation levels. Job descriptions will continue to be used and will be tailored to Schools and role specific responsibilities.

2.2 The academic role profiles will be used to determine which role is appropriate for employees to transfer to. It will be necessary for employees to meet the stipulated criteria to enable them to move to that grade of post.

2.1 The academic role profiles can assist in defining job descriptions (JD) more clearly, as part of the normal review of JDs in appraisal meetings.

3. The Matching Process

3.1 The University will need to undertake a period of consultation in order to establish what roles and grades into which staff will move.

3.2 Communications have been prepared to explain the purpose of Academic Career Pathways and set out the transition process for staff who may wish to change to a new role or contract.

3.3 Staff will be invited to a one-to-one meeting with the Head of School or nominee (HR may be present) to discuss their current job description and the appropriate Academic Career Pathway it is proposed they move to as well as the implications of moving to academic terms and conditions.
3.4. Consultation meetings will be held with staff for them to decide if they are comfortable to move onto the Academic Career Pathway or wish to change the balance of their current academic role by moving to focus more on either education or research than they currently undertake in their role. We expect the process to be concluded by the end of March.

3.5 If the decision is that the individual wishes to remain on the current contract then this will be confirmed to the relevant member of staff and the current title and contract will remain in place.

3.6 If an individual 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 before transitioning to an Academic Career Pathway.

3.7 Employees who currently hold Lecturing roles and undertake teaching and research will have the opportunity to refocus into Education Excellence or Education Leadership roles. Likewise, employees who have been teaching may have a strong enough record to cover both education and research.

3.8 Where appropriate it may be necessary to protect an individual's pay, 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 the role and terms and conditions. This will be effective from January 2018.

3.10 Each School will be required to keep a record of which individuals have moved contracts. Letters confirming transition to new Academic Career Pathways will also be copied to HR for retention on personal files.

4 Contractual Options

4.1 There are two contractual options applicable, depending on the current employment status of the member of staff:

4.1.1 If currently on an “other related” contract the individual may move to a “faculty” (i.e. academic) contract;

4.1.2 If currently on a “faculty” contract but having agreed to change the balance of duties a letter to vary the existing contract (i.e. to refocus on education or research) will be issued.

5 Study Leave

5.1 Staff members who transfer to a full academic contract, with a focus on Education Excellence or Education Leadership who are engaged in scholarship, will have the
opportunity to apply for study leave, which would have to be discussed and agreed formally and approved by the Head of School.

5.2 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 the plans in relation to the Learn to Transform Strategy.