ACADEMIC STAFF CAREER PATHWAYS

1. Introductions

Academic staff are the key to achieving our vision to be a civic university with a global reputation for academic excellence and our mission:

- To be a world-class research-intensive university
- To deliver teaching and facilitate learning of the highest quality
- To play a leading role in the economic, social and cultural development of the North East of England

(For more details see Vision 2021)

The career pathways

We are committed to parity of esteem between research and teaching. Most academic staff combine these activities, but many have roles that have a contractual commitment to a specific activity. The Higher Education Statistics Agency requires us to record and return the 'Academic Employment Function' of academic staff according to whether their contract of employment requires them to both teach and conduct research or to carry out only one of these activities (hereafter known as pathways). This information is used in a number of contexts by the Funding Councils and other bodies, for example in compiling league tables. It also determines eligibility for the Research Excellence Framework (REF) – those on Teaching & Scholarship contracts are not eligible. This document outlines the following academic staff career pathways as Teaching & Research, Teaching & Scholarship, or Research & Innovation (summarised in the table attached as Appendix 1). The contractual status does not preclude an employee engaging in an activity not required by the contract with management approval e.g. a researcher may undertake some teaching. Within the Teaching & Research pathway there may be substantial variation in the proportion of time that individuals devote to teaching, scholarship, research, innovation, or other activities, as determined during their annual PDR with their manager.

2. Definitions

The following section defines the terms used within the career pathways.

3.1 Scholarship

Scholarship is recognised as an essential pre-requisite for high quality teaching and basic research and can be defined as serious, formal activity to ensure that an individual remains up-to-date with their particular specialism. All academic staff are expected to maintain a close and professional understanding of current developments in scholarship in their subjects. Their teaching should reflect, in a careful, conscious and intellectually demanding manner, the latest development in the subject of study. An important aspect of scholarship is being able to position one’s own discipline in the context of other relevant disciplines.

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3.2 Teaching

Teaching includes any activity that contributes to student learning and the student experience, including design and delivery of courses, supervision of student projects and research, pastoral support, management and leadership, student recruitment, widening participation, professional updating, maintaining awareness and understanding of recent advances in knowledge of the relevant discipline. All academic staff in the Teaching & Research pathway are expected to contribute to this activity to at least a minimum level.

3.3 Research

Research builds on scholarship. Through research an academic contributes to the development of their discipline, by original research leading to new knowledge, and/or by the application of research/new knowledge in novel and innovative ways. All academic staff in the Teaching & Research pathway are expected to spend at least a minimum amount of time on research as agreed with the Head of Academic Unit. The amount of time allocated for research in the workload model for academic staff in this pathway will vary, taking account of the quality of the research outputs and other research esteem factors e.g. research grant income. ‘Research active’ should be interpreted as meaning the employee is normally producing, or is expected to produce, research that is internationally excellent in terms of originality, significance and rigour.

3.4 Engagement

Engagement with civil society is integral to ensuring that the University’s academic and professional activities have genuine economic, social and cultural benefits. Engagement is not a separate, third activity, but derives from our research and teaching activities. It may be appropriate for an academic in any of the three career pathways to be applying their teaching and/or research activities in ways that also deliver engagement.

3.5 Management and Leadership

Progression in all the pathways will often depend on the member of staff taking on management and leadership responsibilities. The display of the personal qualities associated with leadership and a willingness to take on and effectively discharge significant responsibilities for a function or area of activity, in any pathway, will strengthen a case for career advancement.

4. Career Progression

The majority of our academic staff are likely to be on the Teaching & Research Pathway, reflecting the key strands in the Academic Job Summary Guidance and the University’s Vision. The broader range of achievements that are possible in this pathway may provide more opportunity for the demonstration of excellence and achievement of an international profile. Some staff may progress through this pathway to a point where they have taken on substantial management responsibilities, perhaps including teaching & learning, and where they have ceased to be research active, in which case a switch to Teaching & Scholarship status may be appropriate. Research & Innovation is not normally regarded as providing a long term career pathway except for a minority. This is reflected in the career guidance made available for research staff. Progression is based upon meeting

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the criteria in the role profile for the relevant level and pathway. There are four main grades for academic staff; grades F, G and H have separate role profiles for each of the three pathways, although the title of Reader is applicable across all three pathways. Grade I is the professorial and equivalent grade; there is only one role profile, valid for all three pathways.

5. Expectations

The University has clear expectations at each level. These will be discussed within the Performance and Development Review (PDR) process and employees will be given explicit targets to help them achieve these expectations. The PDR process will also be the context within which performance generally will be discussed and realistic career plans identified, together with action plans to help facilitate them. The achievement of the University’s mission is dependent on staff achieving or exceeding their expectations.

6. Pay Progression

All the non-clinical academic roles are paid on a common scale. Each grade applies across the career pathways, subject to the variations set out below. Within each grade, there is a main scale and a discretionary range. Progression within the main scale is normally by the award of an annual increment. Exceptional performance will result in this progression being accelerated by the award of more than one increment. For staff not fulfilling the expectations for the grade the capability procedure allows increments to be withheld. Progression into and through the discretionary range is based on achieving a sustained level of outperformance. Progression to a higher grade is appropriate when the role being fulfilled has developed to the extent that it meets the criteria set out in the role profile for the higher grade. Promotion cases are considered by Faculty Promotions Committees annually. Moving to another pathway requires that the criteria in the relevant role profile are met and that management approval is given. At Grade I there is a small incremental scale and a longer discretionary range which is divided into three bands, to reflect and reward continuing scholarly attainment and achievements, the exercise of academic leadership, and contributions made to the life, work and sustainability of the University community.

7. Academic Staff Career Pathways and Promotion

Promotion is normally considered in the annual exercise by Faculty Promotions Committees, and is based on meeting the requirements of the relevant role profile. The criteria are evidenced and verifiable.

7.1 Teaching & Research Pathway

This is the primary route for academic staff pursuing a long term career at Newcastle University. Roles within this route offer a higher level of self-determination, based in part on the individual’s success in their research and/or in developing teaching and learning activities. Staff following this route will normally be pursuing a broad range of activities which will normally include both teaching and research (in variable proportions) and
possibly involvement in engagement activities based on their skills in one or both of teaching and research. As they progress, they will increasingly be providing leadership and management of academic activities.

**Lecturers (T&R)** may be paid on either of Grade F or G. Progression from F to G is the normal expectation, subject to satisfactory performance. Staff with little experience of academic work will normally be appointed to Grade F; those with more experience may be appointed to Grade G.

**Senior Lecturers (T&R)** are paid on Grade H and will demonstrate achievement of a significant proportion of the activities set out in the Academic Job Summary Guidance. To achieve promotion to this grade they will need to have demonstrated that they meet the promotions criteria in terms of achievement and current contribution to the work of the University beyond that expected or required for the fully satisfactory performance of a Lecturer’s duties.

**Readers (T&R)** are also paid on Grade H. They specialise in either teaching & scholarship activities, or in research & innovation, although they will continue to carry an overall remit that covers both areas of academic activities. Promotion is on the basis of "outstanding achievement and national standing" in either teaching & scholarship or in research & innovation, accompanied by at least competence in the other.

**Professors (T&R)** are paid on Grade I in one of three bands. The Professorial role profile sets out the University’s expectations of its Professors and explains the operation and profile for each of the three bands. Expectations include contributing to research, teaching and learning, engagement and the provision of substantial academic leadership more generally.

**7.2 Teaching and Scholarship Pathway**

The requirement for teaching staff is driven by the organisation of teaching and learning activities in response to demand from students and to ensure the University delivers on its commitment to students. At the higher levels, individual members of staff will be directly influencing this by developing, managing and leading teaching and learning programmes. It is a key requirement at all levels that staff display scholarship by maintaining their knowledge and understanding of the latest developments in their discipline and of best practice for applying teaching and learning strategies for their subject. There is no presumption of progression between grades in this route. The majority of positions within this pathway will exist at Teaching Assistant (Grade E) and Teaching Fellow (Grade F).

**Teaching Assistants** are paid on the Grade E scale and will provide teaching or teaching and learning support on a clear, well-established programme. Activities will be clearly defined by a more senior member of staff.

**Teaching Fellows** are employed on Grade F and will be involved with the development and delivery of high quality teaching and learning activities and resources. They will also provide learning support to students and use their subject expertise to contribute more widely to the teaching activities of the school. There is no guaranteed progression from Grade F to Grade G.

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**Lecturers (G) (T&S)** are employed on Grade G. They will have significant teaching and subject expertise; they will play a key role in the development, delivery and management of teaching and learning within the School/Faculty. Scholarship is essential to support the maintenance of research-informed content and delivery and the development of new material.

**Senior Lecturers (T&S)** are employed on Grade H. They will have substantial, in-depth experience of teaching and learning practice and will exercise a management/leadership role in the delivery and development of teaching and learning. They will be responsible for ensuring the high quality of the teaching and learning programmes and an excellent student experience within their unit. It will be essential that high levels of scholarship inform the content and delivery of programmes of study. The organisation of teaching and learning activities may constrain the number of opportunities available at this level.

**Readers (T&S)** are paid on the same pay scale as Senior Lecturers. Very high levels of scholarship will be the expectation at this level, often accompanied by substantial roles in leading or managing teaching and learning activities.

**Professors (T&S)** are paid on Grade I in one of three bands. The Professorial role profile sets out the University’s expectations of its Professors and explains the operation and profile for each of the three bands. Expectations include the provision of high level leadership in teaching and scholarship and related fields. This may include senior staff with substantial management and leadership responsibilities and a high degree of external influence.

### 7.3 Research & Innovation Pathway

The University is committed to the [Concordat to Support the Career Development of Researchers](https://www.ukrs.ac.uk/concordat). The requirement for research staff is driven primarily by the success of staff in the Teaching and Research route in securing funding to pursue specific research projects. This funding tends to be time or cash limited and provided from external sources; there is often uncertainty regarding the renewal or extension of funding. There is no presumption of progression between grades except for progression from Research Assistant to Research Associate on award of a PhD. The majority of positions within this pathway exist at Research Assistant and Research Associate level; there will be relatively few opportunities to progress to Senior Research Associate and it will be unusual to progress to Principal Research Associate.

**Research Assistants** do not hold a PhD and undertake more basic work assisting with the research activities. They are paid on an extension of Grade F covering points 24 to 26. They may be working towards a PhD and will be promoted to the main portion of the Grade F scale when the PhD is awarded.

**Research Associates** are paid on the main Grade F scale and will typically be experienced and professional researchers, subject specialists in a particular area, associated with a particular research project or projects. Some staff will regard this role as a precursor to a move into the Teaching & Research pathway, either here or at another...
institution. They may therefore wish to broaden their experience by engaging with teaching and learning activities as well as with other academic activities. It will not be a realistic expectation for all Research Associates to be able to secure a longer term career in academia. Some staff in this role will wish to move on to other sectors of employment after a period in this role.

**Senior Research Associates** are paid on the Grade G scale. Typically, staff at this level will have achieved substantial experience in the Research Pathway and will have demonstrated the ability to take responsibility for significant aspects of research activity. At this level, they will be initiating and taking responsibility for research projects and may be Principal Investigator. It will be important for them to be clear concerning their career plans, to have realistic expectations and to have discussed these with their manager/supervisor within the context of the Performance Development Review.

**Principal Research Associates** are paid on Grade H and will typically have very extensive experience in research and research management and leadership. They will normally be Principal Investigators and will be establishing national recognition in their field, producing research that is internationally excellent in terms of originality, significance and rigour. The organisation of research activities means there will be comparatively few opportunities at this level in the Research Pathway.

**Readers (R&I)** are paid on the same scale as Senior Lecturers and Principal Research Associates. Promotion to this rank is on the basis of “outstanding achievement and national standing” in research accompanied by at least competence in Teaching and Scholarship. The contract will be for Research and Innovation.

**Professors (R&I)** are paid on Grade I in one of three bands. The Professorial role profile sets out the University’s expectations of its Professors and explains the operation and profile for each of the three bands. Expectations include the provision of high level leadership in research and innovation and related fields, along with an outstanding level of achievement in research. This may include senior staff with substantial management and leadership responsibilities and a high degree of external influence.

Veryan Johnston, Executive Director of Human Resources  
Tony Stevenson, Pro-Vice-Chancellor, Planning & Resources  
Richard Burrow, Assistant Director of Human Resources

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>1 January 2012</th>
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</thead>
<tbody>
<tr>
<td>Approval</td>
<td>Council 12 December 2011</td>
</tr>
<tr>
<td>Policy/Procedure Owner</td>
<td>RJC Burrow</td>
</tr>
</tbody>
</table>
| Last Reviewed  | 22/08/12 to renew links  
19/11/12 numbering corrected  
20/05/13 to incorporate reference to UKPSF  
24/06/13 to amend Career Progression |

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**SUMMARY OF CAREER PATHWAYS**

The following table summarises the career pathways. The numbers in parentheses indicate the headcount (as at 2010) at each level and pathway as an indicator of the opportunities available at each.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Teaching &amp; Scholarship Pathway</th>
<th>Teaching &amp; Research Pathway</th>
<th>Research &amp; Innovation Pathway</th>
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<tbody>
<tr>
<td></td>
<td>T &amp; S contract</td>
<td>T &amp; R Contract</td>
<td>R &amp; I contract</td>
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<tr>
<td></td>
<td>Individuals are required to undertake work and scholarship that supports teaching, learning, and the student experience. It would be unusual for individuals to undertake research, unless they are in the early stages of their career, or have ceased doing research that attracts funding. While there is no requirement to undertake research, time may be allocated in the Workload model on a discretionary basis. Staff will be returned to HESA as ‘Teaching’</td>
<td>While the contract will allow for both T&amp;R, the balance between the two will vary extensively. Managers will review the time allocation annually as part of the PDR and workload allocation processes, taking account of performance and operational needs. Staff will be returned to HESA as ‘Teaching &amp; Research’</td>
<td>The contract will only require research, but does not preclude the individual contributing to teaching and learning activities with management approval. This may be appropriate to enrich the student experience through direct contact with researchers, as well as a means of enabling research staff to gain experience of teaching activities. Staff will be returned to HESA as ‘Research’</td>
</tr>
<tr>
<td>I</td>
<td>Professor (T&amp;S)</td>
<td>Professor (T&amp;R)(298)</td>
<td>Professor (R&amp;I)</td>
</tr>
<tr>
<td></td>
<td>Will include those promoted to this rank on the grounds of teaching and scholarship. It may include those who have developed substantial roles in management and leadership, possibly to the extent that they have ceased to undertake research and staff should be recognised at or be working towards UKPSF Descriptor 3 or 4.</td>
<td>Governed by the existing Professorial Role Summary. There may, exceptionally, be academic appointments at this grade that do not hold the Professorial title, dealt with on an individual basis, with possible amends to the standard Professorial Terms and Conditions (T&amp;Cs). Staff with a teaching role should be working towards UK PSF Descriptor 3</td>
<td>Will include those who have an express contractual status that does not include teaching.</td>
</tr>
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</table>

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<table>
<thead>
<tr>
<th>H</th>
<th>Reader (T&amp;S)</th>
<th>Reader (T&amp;R) (81)</th>
<th>Reader (R&amp;I)</th>
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<tbody>
<tr>
<td>Will normally include those promoted to this rank on the grounds of their outstanding achievement and national standing in Teaching. While they will have no contractual requirement to undertake research, this will not totally preclude some allowance within the workload allocation. Staff should be recognised at or be working towards UK Professional Standards Framework Descriptor 3 or 4</td>
<td>Promotion is available on the basis of &quot;outstanding achievement and national standing&quot; in either teaching and learning or in research accompanied by at least competence in the other. This rank is not a necessary step for progression to Professor. Staff claiming outstanding achievement in teaching should be working towards UK Professional Standards Framework Descriptor 3</td>
<td>Will include those who have an express contractual status that does not include teaching. Appointments at this level in this pathway will be rare as most will be in the Teaching &amp; Research pathway.</td>
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<tr>
<td>Senior Lecturer (T&amp;S) (5)</td>
<td>Typically they will be leading and managing the design and delivery of major teaching and learning programmes, including marketing, student recruitment and welfare. This may include some staff who have developed substantial management and leadership roles but who are no longer research active. There will be fewer positions available at this level. Will be expected to be recognised at or be working towards UK PSF Descriptor 3.</td>
<td>Senior Lecturer (T&amp;R) (224)</td>
<td>Promotion will be on the basis of excellence in Teaching and Research, although the standard to be achieved will be less than that required in just one strand for promotion to Reader, and slightly less than will be required in just one strand to gain promotion to either Senior Lecturer (T&amp;S) or (R&amp;I), to take account of the broader range of duties being undertaken. This is the main career grade to which a successful academic (T&amp;R) should aspire. Taking on management and leadership responsibilities for areas of academic activity will be key characteristics at this level. Staff claiming excellence in teaching should be working towards UKPSF Descriptor 2 or 3.</td>
</tr>
<tr>
<td>Principal Research Associate (19)</td>
<td>There will not be many appointed or promoted to this rank, as they are likely to be dependent on external funding. Management and Leadership responsibilities, including being PI, will be characteristics at this level. While there is no contractual requirement to teach, some will wish to do so in order to prepare the way for a move to SL or Reader (T&amp;R) and it may be desirable for students to experience firsthand the dissemination of results from research. The standard of research achievement required is high – only a little below that of Reader and in practice slightly above that of an SL (T&amp;R) to take account of the greater focus and time allocation. Opportunities for promotion or appointment at this level on research &amp; innovation contracts</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Lecturer G (T&amp;S) (16)</td>
<td>Play a key role in the development, delivery and management of teaching and learning within the School and/or Faculty, possibly as module leader or DPD. They will be expected to take responsibility for the development and delivery of programmes. There is no presumption of promotion from Grade F. Bearing in mind the focus on teaching and learning, it is appropriate to expect recognition at UKPSF Descriptor 2, through completion of the Certificate in Advanced Studies in Academic Practice (CASAP) or equivalent whilst at this level. Staff in this role are likely to be working commensurate with the achievement of Descriptor 3 and are encouraged to work towards it.</td>
</tr>
<tr>
<td>G</td>
<td>Lecturer G (T&amp;R) (237)</td>
<td>It is the normal expectation that Lecturers (T&amp;R) will progress from Grade F to Grade G, and that they will be fulfilling the academic job summary to an increasing extent, including both Research and Teaching. Some may decide to make a move sideways or diagonally into the Teaching &amp; Scholarship strand. Newly appointed Lecturers are expected to engage with the Newcastle Teaching Award (NTA) and CASAP and to have completed the NTA within their probationary period i.e. staff should be recognised at UKPSF Descriptor 1 and be working towards Descriptor 2.</td>
</tr>
<tr>
<td>G</td>
<td>Senior Research Associate (95)</td>
<td>There will be a significant number on this grade, typically those who have worked on a number of research projects. They will need to be aware that the number of opportunities to attract funding beyond this level decreases, and many will be keen to establish a career in the mainstream via a diagonal or sideways move. Whilst not required to teach, many may therefore wish to gain experience in this area. Most appointments will be on limited funding.</td>
</tr>
<tr>
<td>F</td>
<td>Teaching Fellow (26)</td>
<td>This is likely to be the most populous rank in this strand, including those delivering perhaps substantial amounts of u/g teaching. There is no guaranteed progression to Grade G, which will need to be based on additional achievements and responsibilities beyond an effective performance in delivery of learning and teaching – which is the basic requirement at this level. Jobs at this level will be involved mainly with the development and delivery of a</td>
</tr>
<tr>
<td>F</td>
<td>Lecturer F (T&amp;R) (76)</td>
<td>This is the entry grade for lecturers, some with little previous HE experience. It is expected that they will progress, subject to satisfactory performance against the academic job summary, to Grade G. Some who decide they are not suited to both teaching and research may decide on a sideways or diagonal move – this is most likely to be to Teaching &amp; Scholarship.</td>
</tr>
<tr>
<td>F</td>
<td>Research Associate (518)</td>
<td>This will be the most populous rank for this strand. Nearly all will be on limited funding, and most will not have a long-term career with the University. Some will wish to transfer to the core Lecturer (T&amp;R) strand, and so will wish to gain experience in teaching. Research staff may engage with the Newcastle Teaching Award (NTA) if they wish to develop their teaching skills at UKPSF Descriptor 1.</td>
</tr>
</tbody>
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range of high-quality teaching and learning activities and resources. They are also expected to provide learning support and pastoral care to students, and to use their subject expertise to contribute more widely to the school’s teaching activities. Hourly paid Teaching staff may also be paid at equivalent rates. Completion of the NTA is expected and staff should be recognised at or be working towards UKPSF Descriptor 2.

Newly appointed Lecturers are expected to engage with the Newcastle Teaching Award (NTA) and CASAP and to have completed the NTA within their probationary period i.e. staff should be recognised at UKPSF Descriptor 1 and be working towards Descriptor 2.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Position</th>
<th>Responsibilities and Requirements</th>
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<tbody>
<tr>
<td>E</td>
<td>Teaching Assistant (10)</td>
<td>Jobs at this level are normally required to teach/instruct or provide teaching and learning support on a clear, well-established programme. Activities are clearly defined by a more senior teacher or academic. At this level it may not be necessary to have a PhD. This level is commensurate with many of the hourly paid Teaching Assistants. Staff are expected to engage with the two day “Introduction to Learning and Teaching in HE” and are encouraged to become recognised at UKPSF Descriptor 1 through the NTA.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is no core academic rank at this grade</td>
</tr>
<tr>
<td></td>
<td>Research Assistant (149)</td>
<td>Appointments at this level will not have a PhD and will be carrying out fairly basic assistance to research projects. These appointments are on an extension of the Grade F scale to overlap with the top of Grade E.</td>
</tr>
</tbody>
</table>

Grade E staff (Teaching Assistants) are regarded as not being ‘academic staff’ within the meaning of the statute, as they do not require the protection or freedoms that status entails in order to carry out their work.

Notes: Hourly paid staff are currently excluded.

NTA is the Newcastle Teaching Award and CASAP is the Certificate in Advanced Studies in Academic Practice. Please see: http://www.ncl.ac.uk/staffdev/devactivities/academic/accredited.htm

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