

Academic Job Summary Guidance

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1. Introduction

The mission statement of Newcastle University is

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

In accordance with the mission statement, the University's activities divide into three core functions: research, teaching and engagement. The academic structures of the University are the three Faculties, each of which divides, for line management purposes, into a number of academic units, typically Schools or Institutes.

The success of the University depends upon the skills, expertise and dedication of its colleagues. Every colleague is expected to contribute towards the realisation of the University's mission and the plans of their academic or service unit.

Academic colleagues will have their own academic and career plans, and the University is committed to supporting them within the context of our institutional strategic plan.

The University strives for parity of esteem between its three core functions, and all academic colleagues are expected to contribute to this aim. The University recognises that engagement differs from research and teaching activities. The University engages with civil society as an educational and research institution, and therefore the expectation is that engagement activities will be carried out not just in the sense of good citizenship, but specifically based on our academic expertise and experience.

Every academic colleague, unless explicitly specified to the contrary, is expected to do research, and expected to do teaching. Although the University encourages and supports colleagues in building up an individual portfolio of engagement, it is not expected that all colleagues must do so. Instead, it is expected that each academic unit will have, as part of its strategic plan, a portfolio of engagement. Academic colleagues are expected to participate in such activities when called upon to do so.

The University accepts that academic colleagues will need adequate administrative and operational support in carrying out our three core functions. For this purpose, many professional services colleagues are co-located with academics in the academic units and Faculties. While the aim is to free up academic time for academic purposes, the interface between the core academic functions and the support functions can only work efficiently and effectively with the active involvement of

academic colleagues. Academic colleagues are therefore expected to participate in administrative and support activities when called upon to do so.

The University is committed to creating a working environment in which university colleagues feel fulfilled and to optimising individual contributions towards a collective realisation of our mission statement. The primary loci where the individual and institutional goals come together are the academic units. The Heads of Schools and Directors of Research Institutes (as line managers) have special responsibilities, including annual workload allocation. We recognise that the talents, interests and aspirations of individuals vary and that the proportion of time allocated to research, teaching, engagement, administration and support by the Head/Director will differ depending on the strengths of the individual. All academic colleagues are expected, over time, to contribute to the range of activities carried out by their academic unit.

Heads of academic units have responsibility for workload allocation and strategic planning. Workload allocation models are intended to help enable academic colleagues to have time to engage in both teaching and research over the academic year. The workload allocation is finalised by the Head after consultation with academic colleagues, and taking individual preferences into account where possible. However, it is not the prerogative of an individual academic to stipulate when they are or are not available for teaching. Any deviation from allocated teaching duties (for example to take time out to attend an academic conference) must be negotiated with and agreed by the Head, on the understanding that suitable alternative arrangements have been made.

The job summary applied to academic positions other than those employed for a specific area e.g. teaching or research only. It is intended to provide a generic summary of responsibilities on which PDR can build and where the balance of activities can be specified for individuals.

With the preamble, the key areas of activity of an academic may now be summarised as follows:

2. Teaching and Learning

- 2.1 Design and deliver high quality teaching and learning material, resources and activities to students in line with School/Institute and Faculty teaching objectives and timetable requirements. Where appropriate this should be carried out within external, professional or accreditation requirements.
- 2.2 Provide a range of timely student support to enhance the student experience and achievements. Set, mark and assess coursework and examinations, providing timely and effective feedback to students.
- 2.3 "Teaching" includes contact time with students other than formal lecturing, e.g. personal tutoring and pastoral guidance (when appropriate, obtaining specialist support and advice).
- 2.4 Supervise undergraduate and taught postgraduate students' research projects.
- 2.5 Contribute to the planning, design and development of modules and programmes to improve teaching across the School/Institute and Faculty.
- 2.6 Contribute to the planning and development of new markets for taught programmes.
- 2.7 Evaluate own practice and undertake continuing professional development in teaching.

3. Research and Innovation

- 3.1 Plan, organise and carry out the work programme for own research, to ensure that research results, new knowledge, insight and innovation are achieved within relevant time, cost and quality standards.
- 3.2 Plan and gain appropriate funding, to carry out an area of research, or contribute to this activity as a member of a team working on a broader programme
- 3.3 Disseminate research results through appropriate media and to advance knowledge in the field and enhance the University's reputation for high quality research. This will include authoring or co-authoring papers for publication in high quality academic journals.
- 3.4 Attract and supervise PhD students to ensure their successful completion (initially as a member of the supervisory team).
- 3.5 Contribute to the wider internal and external research community e.g. by reviewing journal articles, promotions peer review, peer review of research grants and membership of professional bodies.
- 3.6 Where appropriate, initiate or contribute to the interdisciplinary collaborations to maximise the benefits for the School/Institute, Faculty and University.
- 3.7 Participate in the commercialisation of intellectual property and know-how arising from research and academic practice e.g. through spin-out companies, formal knowledge transfer activities and consultancy.

4. Engagement

- 4.1 For clinical academics, fulfil the clinical duties specified in their joint Trust/Faculty job plan.
- 4.2 Participate in organised programmes of outreach/public engagement, such as the Beacon for Public Engagement programme.
- 4.3 Promote the University's values and support widening access to our programmes and facilities to people who have historically had little involvement in universities.
- 4.4 Develop programmes of teaching and/or research which include knowledge sharing with the private and public sectors, and with civil society, with special reference to marginalised and disadvantaged social groups.
- 4.5 Contribute to the development of public policy e.g. through advice to public bodies at local, regional, national and international levels, as appropriate.
- 4.6 Where appropriate, and in line with University objectives, participate in school governing bodies, the governing bodies of NHS Trusts, voluntary work with charities etc.
- 4.7 Contribute to the wider work of the School/Institute, Faculty and University through input to project teams, working groups and committees.

5. Administration and Management

- 5.1 Undertake a range of administrative tasks to support own area of teaching, and/or research, and/or engagement e.g. recruitment or research team leadership.
- 5.2 Take responsibility for a defined management or administrative role such as Module Leader, Year Tutor, Degree Programme Director, Research Director, Outreach Co-ordinator.
- 5.3 Contribute to the wider work of the School/Institute, Faculty and University through input to project teams, working groups and committees.

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