

## **EXPECTATIONS FOR ACADEMIC STAFF**

This document discusses components of the academic job and sets out norms about activities and contributions that are appropriate at each grade (Lecturer, Senior Lecturer, Reader, Professor). It is normative not prescriptive. In other words, it describes the range of activities which might be undertaken by an academic at a given level. It is acknowledged that there will be some variation of emphasis within these norms, some determined by discipline, some by individual aptitudes, career paths and opportunities. As with all norms, it is acknowledged that not all individuals will be doing each and every thing listed under their current grade: the expectation is that there should be substantial overlap between an individual's current activities, and their current grade.

### **Introduction**

The purpose of identifying contribution expectations is twofold. It should inform individual career planning and help individuals think about their professional development. It should also inform workload planning and management in Schools and Departments, providing a framework that is intended to enable excellence in research, teaching and service as part of Birkbeck's educational mission.

The norms identified here are intended as a companion piece supporting the college's policy of Academic Workload Framework. This current document is intended to offer a transparent foundation for staff and their managers to use as a basis for allocating work, ensuring that responsibilities and expectations reflect experience/grade, and that duties are allocated fairly and with principles of fairness and equality uppermost. This document is not intended to be an exhaustive or granular list of tasks expected of academics in the course of their employment, nor is it expected that academic staff would be undertaking all tasks listed for each grade.

Academic staff at each level are expected to engage in Research, Teaching and Service. The precise balance between these categories, and their composition in terms of the number and range of the activities listed below, should be determined by agreement at departmental and School level as part of workload planning, and in the context of departmental and School plans. Within each category, and for each academic grade, a minimum level of contribution and achievement of the indicative tasks is described below (with necessary variation across disciplines). We hope that these norms will be of value for staff in career planning, in agreeing workload, and in preparing for academic review, research mentoring and other developmental activities.

It is recognised that the relative weight of staff activity on Research, Teaching, and Service may vary over time. As part of the operation of schools and department workload models, staff may place more emphasis on particular aspects in one period, and at different stages in their career. The objective is therefore to encourage a balanced contribution over a 3-5 year period rather than to achieve a balance across all areas in the cycle of one academic year. Similarly, departments will be able to reflect on the career and workload implications of, for example, particular research leadership roles, the types of teaching and assessment methods being used, and the relative demands of service roles.

The College recognises that there are different workload teaching expectations across the College depending on size of student cohorts in programmes, and disciplinary differences as to the mode of teaching/instruction. It therefore recognises that there will be a degree of local variation across Schools and Departments.

This document on Workload Contribution and Expectations should NOT be read as setting out the criteria for promotion. For that, please consult the College's [promotions guidelines](#).

## Lecturer A

### *Research*

- publish research outputs, including outputs suitable for inclusion in the REF, in keeping with disciplinary norms as well as sectoral expectations for ECRs.
- be developing a programme of research, where appropriate this may include submitting peer-reviewed applications for external research funding, either as a co- or principal investigator;
- start to receive peer recognition e.g. requests from journals to review papers; invitations to make presentations at national and/or international conferences; involvement with research networks in the field
- where appropriate to the research, explore ways to foster impact or public engagement with research;
- where possible provide support and supervision to one or more PhD students, usually as co-supervisor or second supervisor.

### *Teaching*

- It is recommended that this is based on between seventy (70) and hundred (100) contact hours \* of teaching per year is regarded as a reasonable load, depending on factors such as size of student cohorts and disciplinary differences in modes of teaching. Contact hours may also be varied by agreement in the context of other activities such as Service. (Early career academics will have an appropriate reduction of this expectation in the first 1-2 years of their appointments);
- as laid out in the college's Academic Workload Framework Policy, account should also be made of assessment, feedback, tutorials and pastoral work on top of the 70-100 contact hours, where these are determined by the size of cohorts and model of delivery
- as appropriate, contribute to the efficient assessment and processing of student applications;
- contribute to the development of new modules and programmes, leading them where appropriate;
- lead undergraduate or postgraduate programmes in certain cases, with appropriate support/mentoring;
- identify learning needs of students and develop teaching materials to address defined learning objectives;
- demonstrate the use of innovative teaching methods and/or curricula;
- respond promptly to student enquiries and concerns, taking action as appropriate or signposting alternative avenues of support;
- undertake supervision of projects and dissertations;
- act as a personal tutor;
- assess and examine student work and provide relevant and timely feedback;
- develop a reputation as an active and effective teacher via student feedback and peer observation;
- have undertaken accredited training, eg HEA membership, PGCHE, or be in the process of doing so.

### *Service*

- attend and contribute to subject group meetings and departmental/school working groups;
- lead and/or contribute and collaborate with colleagues on course development, curriculum and research strategy;
- where appropriate, prepare for higher level service roles by acting as deputy (e.g. deputy chair of exam sub-board);
- join and contribute to external disciplinary networks and organisations as the opportunities arise
- Contribute to student recruitment, enrolment and retention activities;
- serve on departmental committees and where appropriate contribute to development and outreach activity
- Support and promote equalities in line with college strategies and local priorities;
- Contribution to strategies to enhance the overall student experience.

\*For these purposes, teaching is defined as classroom contact through lectures, laboratory sessions, teaching in the field, and seminars with groups of students. It includes teaching on joint programmes, whether across schools, college or with other institutions. Account should also be taken in workload models of contribution to other modes of delivery, e.g. distance/online. It does not include individual tutorials and supervision.

## Lecturer B

### *Research*

- publish research outputs, including an appropriate range of outputs suitable for inclusion in the REF, in keeping with disciplinary norms;
- make presentations at national and international conferences;
- be submitting peer-reviewed applications for external research funding, either as a co- or principal investigator, in keeping with disciplinary norms;
- examine PhD theses as an internal, or as an external, as opportunities arise;
- supervise one or more PhD students, and be establishing a record of successful completions; receive requests to review papers and/or grant proposals;
- participate in, and promote the development of, research networks in the UK or internationally;
- train and mentor research staff where appropriate;
- be active in appropriate professional organisations and bodies, journals and other publications;
- be developing impact pathways or public engagement activity linked to research, where relevant to particular research strands or programmes.

### *Teaching*

- It is recommended that this is based on between seventy (70) and hundred (100) contact hours \* of teaching per year is regarded as a reasonable load, depending on factors such as size of student cohorts and disciplinary differences in modes of teaching. Contact hours may also be varied by agreement in the context of other activities such as Service;
- as laid out in the college's Academic Workload Framework Policy, account should also be made of assessment, feedback, tutorials and pastoral work on top of the 70-100 contact hours, where these are determined by the size of cohorts and model of delivery
- contribute to the efficient assessment and processing of student applications;
- undertake supervision of UG and PG projects and dissertations;
- contribute to curriculum development, by designing and leading new modules;
- direct one or more undergraduate or postgraduate programmes, where appropriate;
- employ innovative teaching methods, curricula, educational policy and/or educational development tools;
- act as a personal tutor;
- demonstrate a strong reputation as an active and effective teacher via student feedback and peer observation;
- respond promptly to student enquiries and concerns, taking action as appropriate or signposting alternative avenues of support;
- assess and examine student work and provide relevant and timely feedback;
- contribute to the assessment and examination process;
- have undertaken accredited training, eg HEA membership, PGCHE, or be in the process of doing so.

### *Service*

- prepare for higher level service roles by acting as deputy (e.g. deputy chair of exam sub-board) or undertaking smaller roles;

- attend and contribute to subject group meetings and departmental or school working groups;
- lead and collaborate with colleagues on course development, curriculum and research activity;
- lead local projects when required;
- join and contribute to external networks, projects and working groups;
- Contribute to student recruitment, enrolment and retention activities;
- serve on departmental committees and where appropriate contribute to development and outreach activity;
- Support and promote equalities in line with college strategies and local priorities;
- Contribution to strategies to enhance the overall student experience.

\*For these purposes, teaching is defined as classroom contact through lectures, laboratory sessions, teaching in the field, and seminars with groups of students. It includes teaching on joint programmes, whether across schools, college or with other institutions. Account should also be taken in workload models of contribution to other modes of delivery, e.g. distance/online. It does not include individual tutorials and supervision.

## Senior Lecturer

### *Research*

- publish research outputs, including an appropriate range of outputs suitable for inclusion in the REF, in keeping with disciplinary norms;
- supervise one or more PhD students in line with disciplinary norms and have a record of successful completions;
- examine PhD theses as an internal and/or for other institutions as opportunities arise;
- give invited presentations at national and international meetings;
- be developing an ongoing programme of research with appropriate plans for resourcing, including submitting peer-reviewed applications for external research grants and acting as principal investigator where appropriate;
- be taking on joint or sole leadership of research networks in the UK or internationally;
- train and mentor research staff where appropriate;
- be developing impact pathways or public engagement activity linked to research, where relevant to particular research strands or programmes.
- take on roles in professional organisations and bodies, journals and other relevant publications.

### *Teaching*

- It is recommended that this is based on between seventy (70) and hundred (100) contact hours \* of teaching per year is regarded as a reasonable load, depending on factors such as size of student cohorts and disciplinary differences in modes of teaching. Contact hours may also be varied by agreement in the context of other activities such as Service;
- as laid out in the college's Academic Workload Framework Policy, account should also be made of assessment, feedback, tutorials and pastoral work on top of the 70-100 contact hours, where these are determined by the size of cohorts and model of delivery
- contribute to the efficient assessment and processing of student applications;
- design and lead modules on an undergraduate or postgraduate taught degree programme;
- direct at least one undergraduate or postgraduate taught degree programme, individually or as part of a team;
- employ innovative teaching methods, curricula, educational policy and/or educational development tools;
- respond promptly to student enquiries and concerns, taking action as appropriate or signposting alternative avenues of support;
- undertake supervision of projects and dissertations;
- act as a personal tutor;
- assess and examine student work and provide relevant feedback;
- provide teaching mentorship to junior academic staff;
- chair exam boards and act as external examiner as appropriate;
- be a Fellow of the HEA or have undertaken other accredited training, e.g. PGCHE.

### *Service*

- contribute to Department, School and College committees; including, where appropriate, chairing these committees;
- support the College mission through positive contributions to strategic projects and to development and outreach activity;

- promote the international standing of the College;
- sit on staff appointment panels in the department or school as appropriate;
- participate at a senior level (eg AD) in the leadership and management of the subject/department and school;
- Support and promote equalities in line with college strategies and local priorities;
- Contribute to student recruitment, enrolment and retention activities;
- Contribution to strategies to enhance the overall student experience.

\*For these purposes, teaching is defined as classroom contact through lectures, laboratory sessions, teaching in the field, and seminars with groups of students. It includes teaching on joint programmes, whether across schools, college or with other institutions. Account should also be taken of contribution to other modes of delivery, e.g. distance/online. It does not include individual tutorials and supervision.

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## Reader

### *Research*

- publish research outputs, including a significant range of outputs suitable for inclusion in the REF, subject to disciplinary norms;
- be developing or leading an ongoing programme of research, or research network, with appropriate plans for resourcing, including submitting peer-reviewed applications for external research grants and acting as principal investigator where appropriate;
- supervise/co-supervise PhD students in line with disciplinary norms and have a record of successful completions;
- regularly examine PhDs for other Institutions, as well as internally;
- routinely receive requests to review papers and review grant applications;
- lead research networks in the UK or internationally
- regularly give invited presentations and keynotes at national and international meetings;
- lead the organisation of national and international meetings and conferences;
- train and mentor research staff;
- lead impact pathways or public engagement activity linked to research, where relevant to particular research strands or programmes;
- take on leadership roles in professional organisations and bodies, journals and other relevant publications.

### *Teaching*

- It is recommended that this is based on between seventy (70) and hundred (100) contact hours \* of teaching per year is regarded as a reasonable load, depending on factors such as size of student cohorts and disciplinary differences in modes of teaching. Contact hours may also be varied by agreement in the context of other activities such as Service;
- as laid out in the college's Academic Workload Framework Policy, account should also be made of assessment, feedback, tutorials and pastoral work on top of the 70-100 contact hours, where these are determined by the size of cohorts and model of delivery
- contribute to the efficient assessment and processing of student applications;
- design and lead modules on an undergraduate or postgraduate taught degree programme;
- direct at least one undergraduate or postgraduate taught degree programme, individually or as part of a team;
- use innovative teaching methods, curricula, educational and/or policy or educational development tools, and be influencing or leading good practice in the department;
- respond promptly to student enquiries and concerns, taking action as appropriate or signposting alternative avenues of support;
- undertake supervision of project and dissertations;
- act as a personal tutor;
- assess and examine student work and provide relevant and timely feedback;
- be a Fellow of the HEA or have undertaken other accredited training, e.g. PGCHE.

### *Service*

- be actively involved in College committees and support the College mission through positive contributions to strategic projects and to development and outreach activity;
- promote the international standing of the College;

- attend or chair national or international conferences or working groups as a lead expert and representing the College;
- participate at a senior level (e.g. AD) in the leadership and management of the subject/department and/or the School;
- mentor junior academic staff;
- sit on staff appointment panels in the department, school or college at any level, as appropriate;
- Support and promote equalities in line with college strategies and local priorities;
- Contribute to student recruitment, enrolment and retention activities;
- Contribution to strategies to enhance the overall student experience.

\*For these purposes, teaching is defined as classroom contact through lectures, laboratory sessions, teaching in the field, and seminars with groups of students. It includes teaching on joint programmes, whether across schools, college or with other institutions. Account should also be taken of contribution to other modes of delivery, e.g. distance/online. It does not include individual tutorials and supervision.

## Professor

### *Research*

- publish research outputs, including a significant range of leading outputs in the REF.;
- be developing and leading an ongoing programme of research, or research network, with appropriate plans for resourcing, including submitting peer-reviewed applications for external research grants and acting as principal investigator where appropriate;
- supervise/co-supervise PhD students and have a record of successful PhD student completions;
- be regularly invited to be an external PhD examiner;
- lead research networks in the UK or internationally;
- mentor and train research staff routinely;
- review papers/grants and be invited to sit on or chair grant review panels;
- regularly give invited presentations and keynotes at national and international meetings;
- lead the organisation of national and international meetings and conferences;
- lead impact pathways or public engagement activity linked to research, where relevant to particular research strands or programmes;
- take on leadership roles in professional organisations and bodies, journals and other relevant publications.

### *Teaching*

- It is recommended that this is based on between seventy (70) and hundred (100) contact hours \* of teaching per year is regarded as a reasonable load, depending on factors such as size of student cohorts and disciplinary differences in modes of teaching. Contact hours may also be varied by agreement in the context of other activities such as Service; as laid out in the college's Academic Workload Framework Policy, account should also be made of assessment, feedback, tutorials and pastoral work on top of the 70-100 contact hours, where these are determined by the size of cohorts and model of delivery.
- contribute to the efficient assessment and processing of student applications
- design and lead modules on an undergraduate or postgraduate taught degree programme;
- direct at least one undergraduate or postgraduate taught degree programme, individually or as part of a team;
- undertake supervision of projects and/or dissertations;
- use innovative teaching methods, curricula, educational and/or policy or educational development tools, and be influencing and leading good practice in the department
- act as a personal tutor;
- oversee the design and development of the overall curricula and develop and deliver a range of programmes of study;
- respond promptly to student enquiries and concerns, taking action as appropriate or signposting alternative avenues of support;
- assess and examine student work and provide relevant and timely feedback;
- deliver high level inspirational teaching, academic leadership and mentoring;
- chair exam boards and act as external examiner;
- be a Fellow of the HEA or have undertaken other accredited training, eg PGCHE.

### *Service*

- lead appropriate departmental, school and College committees, national and international committees and working groups, and/or act as an advisor to government or in another significant advisory capacity;
- contribute to the leadership and strategic direction of the School and College through designated roles (e.g. AD, PVM), through committees or project activities and to development and outreach activity;
- actively contribute to and promote the international standing of the College;
- sit on academic staff appointment panels, including at college level
- participate in leadership and management initiatives;
- Support and promote equalities in line with college strategies and local priorities;
- Contribute to student recruitment, enrolment and retention activities; Contribution to strategies to enhance the overall student experience;
- Provide mentorship to academic staff.

\*For these purposes, teaching is defined as classroom contact through lectures, laboratory sessions, teaching in the field, and seminars with groups of students. It includes teaching on joint programmes, whether across schools, college or with other institutions. Account should also be taken of contribution to other modes of delivery, e.g. distance/online. It does not include individual tutorials and supervision.