building the academic team

a report on the contribution of academic-related staff to the delivery of higher education

foreword

The Association of University Teachers represents academic and academic-related staff across the whole of UK higher education. For us, these two staff groups are indispensable and equal partners in the higher education professional team.

In the pre-1992 universities, this partnership is reflected in common pay determination arrangements and a common pay spine. The maintenance of this link is non-negotiable, and we seek the elimination of remaining unjustified distinctions between grades and conditions.

The association also seeks the harmonisation of employment structures across the old binary divide. This would establish an equivalent academic/academic-related partnership in the post-1992 institutions.

'Building the Academic Team' is a powerful statement of the case for 'the link'.

It is not simply a question of basic trade union interests, though clearly the separation of over 40,000 academic-related staff from 130,000 academics would weaken the interests of both.

It is, just as much, a question of ensuring that we have employment structures in place which reflect the realities of how higher education is delivered – arrangements which are robust and flexible enough to cope with the challenges of the future.

It is also a question of ensuring that higher education is managed and delivered in a spirit of teamwork and collegiality, not elitism and managerialism.

All of this requires the building of the academic team.

This report provides us with the ammunition we need to argue our case. It is dedicated to the memory of our late President, David Green, who died so tragically in September 2000. David's plea for teamwork, not elitism, is referred to on page 19. That is the central message of this report.

Alan Carr
Acting President

summary

1 The delivery of higher education is changing. Academic-related staff – principally administrators, computer staff and librarians – are increasingly involved alongside academic staff in making a direct contribution to the provision of higher education.

2 This change is occurring against a backdrop of huge increases in student numbers, the doubling of student:staff ratios, and the widespread use of information and communications technology (ICT) in teaching and research. These factors are altering the way higher education is provided, and providing opportunities for academic-related staff to develop and expand their role.

3 The purpose of this report is to describe these changes. The principal focus is on the contribution of academic-related staff to teaching and learning, rather than research, although academic-related staff – particularly those involved in ICT – are also increasingly involved in the undertaking of research.

4 Approximately one in seven employees in UK higher education can be described as academic-related. There is strong evidence that, as with academic staff, the labour market for academic-related staff is national, and even international.

5 The main areas of contribution to higher education by academic-related staff described in this report concern:
- teaching
- conducting tutorials
- training in education related skills
- preparation of learning materials
- learning support for students
- implementation of policies and strategies in teaching and learning
- support for ICT-based study
- integrating learning technology into academic provision
- participation in quality assurance.

6 As this document demonstrates, the growing role of academic-related staff in teaching and learning is recognised by academic staff.

7 This report has implications for the employment and professional development of academic-related staff. Employment structures should acknowledge that higher education is increasingly provided on a team basis. Academic-related staff should be viewed as partners with academic staff in providing higher education, and their pay and grading should reflect this. Academic-related staff should be encouraged to take part in professional development alongside academic staff. Pathways to accreditation should recognise the contribution made by academic-related staff to learning and teaching.

contents

(1) Introduction

This report provides evidence of the growing involvement of academic-related staff in teaching and learning in higher education. The main evidence contains information about the personal experience of academic-related staff of direct contribution to the delivery of higher education *(section 6)*, and the perspectives of academic staff on this development *(section 7)*. There is also evidence concerning the nature of the labour market for academic-related staff *(see section 5 and Appendix 3)*. This evidence is set in the context of the most significant investigations into higher education in the past decade – the Dearing and Bett reports.

Academic-related staff are normally expected to be graduates. They include administrators, computer staff, librarians, managers, language tutors, laboratory demonstrators and experimental officers. While these roles have traditionally been seen as supporting academic work, the evidence in this report indicates increasing involvement of academic-related staff in direct contribution to learning and teaching; hence the title *Building the Academic Team*.

It should be noted at the outset that many academic-related staff play a significant role in the running of a university, including its research function, without direct involvement in the processes of learning and teaching. But in the context of the recommendations of the Bett report *(see section 4)*, it was felt important to investigate the direct contribution of academic-related staff to student learning, and ways in which that role might be changing.

NB: In this report, comments from respondents to the questionnaire are indented and in italics.

(2) Facts and figures

There were 300,000 staff employed in higher education institutions in the UK in 1998[1]. Nearly half of these were academic, research, and senior staff. The other half of the workforce comprised academic-related, clerical, technical, and manual staff.

The Bett report estimated there were 20,700 academic-related staff in the pre-92 ('old') university sector in 1998[2] – about 7% of the higher education workforce. Of these, one-third were employed on fixed-term contracts; 15% worked part-time; 48% were female. More than 90% were employed on the six nationally determined pay grades *(see section 11 for salary scales)*. The report did not indicate the distribution of academic-related staff according to their professional specialism.

These employees were either on the national pay scale for administrative, library and computer staff (ALC), or on the 'other-related' scale, for academic-related staff whose work falls outside the ALC areas, such as language tutors and experimental officers. There were slightly under 2,000 academic-related staff on local rates of pay in pre-92 universities. In addition, the report identified a separate, and very small, employment scale for computer operators in the pre-92 sector, numbering 277 staff, whose average full-time salary of £14,000 was well below the average for ALC staff (£25,000).

In the post-92 ('new') university sector and the Scottish Conference institutions, administrators, librarians, computer and other-related staff are chiefly employed on the APT&C (Administrative, Professional, Technical and Clerical) staff pay scale. On the basis of the study for the Bett report of relative 'job sizes', APT&C scales 5 and 6 and the officer grades were considered to be on a par with academic-related staff in the pre-92 universities[3]. These more senior employees comprised 40% (approximately 14,000) of the APT&C total of 36,000 staff.

There were also 10,000 APT&C staff employed on local pay rates, of whom an estimated 4,000 were academic-related. Across the entire higher education

sector, there were approximately 41,000 academic-related staff, or 14% of the entire workforce.

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[1] Sir Michael Bett (1999), *Independent Review of Higher Education Pay and Conditions*, London: The Stationery Office, D5

[2] Op cit, D31.

[3] Op cit, p46.

(3) The Dearing report

The report of the National Committee of Inquiry into Higher Education (NCIHE), chaired by Lord Dearing and published in 1997, viewed academic and academic-related staff in a broad category of university professionals, a view in keeping with the AUT's main recent statement on employment policy, *Promoting Professionalism* (see below).

The Dearing report believed career opportunities for non-academic staff in higher education were widening, with a potential overlap with academic staff. 'Administrative and support staff report a growing involvement in learning and teaching functions' *(NCIHE, para 14.10)*. The report considered that there would be 'erosion of historic staff categories and pay structures and also of the distinction between academic and support staff' *(para. 14.12)*.

The report quotes the Association for Learning Technology saying: 'In circumstances where communications and information technology has changed the nature of learning and teaching, there is a need to review and redefine the roles of academic staff and support staff within higher education institutions' *(para. 14.14)*. Distinctions between staff groups will become 'increasingly irrelevant as staff move across functions', with an emphasis on teams of staff from across an institution.

The message of Dearing is that academic staff are an important, but not uniquely distinctive, staff group in higher education. There is, and will increasingly be, a degree of overlap between what academic and academic-related staff do. The implementation of the changes recommended by the Dearing report has itself led to the formation of new teams of academic and academic-related staff in higher education institutions to develop, implement and deliver learning and teaching strategies focusing on the promotion of students' learning *(Recommendation 8)* and a range of specific initiatives.

These initiatives include a review of programmes of study *(Recommendation 16)*, the creation of programme specifications to make learning outcomes more explicit *(Recommendation 21)*, the establishment of a national qualifications framework *(Recommendation 25)* and the development of a progress file for students *(Recommendation 20)*.

To take the example of progress files, their development has involved academics, students, administrators, careers advisors, systems analysts, staff development specialists, and other staff. A national advisory group covering these staff is being established and every higher education institution will need to establish a similar team at local level. Change within higher education increasingly requires the formation of these teams, embracing all kinds of academic and academic-related staff.

This picture is consistent with the direction envisaged in the AUT's policy document *Promoting Professionalism*, which proposed a main higher education professional career grade including academic and academic-related staff, with flexible career patterns enabling staff to move from one specialism to another during their career. 'It is increasingly common for boundaries to be crossed both within the academic-related area and between academic-related and academic work… It is clear that this is part of a more general process of integration of higher education professional roles which should be reflected in salary and grading structures' *(AUT, pp. 10–11)*.

(4) The Bett report

The report in 1999 of the Independent Review of Higher Education Pay and Conditions, chaired by Sir Michael Bett, proposed a national framework for determining the pay and conditions of staff in higher education, with separate pay spines, or sub-Councils, for academic and 'non-academic' staff.

Bett, who considered that academic-related staff were recruited in a local labour market, made it clear that the academic-related grades in the pre-92 universities, and staff with equivalent jobs on the Administrative, Professional, Technical and Clerical grades in the post-92 institutions, should be included in the non-academic sub-Council.

The report proposed that more senior academic-related staff, such as grades 3–6 and technicians H & I in the pre-92 sector, and APT&C PO grade staff in the post-92 sector, should be linked with the academic staff pay scale through a benchmarking process worked out on the basis of job evaluation. The report made the following suggestions about how staff might be assigned to the different sub-Councils:

'The precise division of interests between the two sub-Councils will be a matter for negotiation between the parties. We believe that a significant consideration will be differences between those sorts of staff normally recruited in national (or even international) labour markets, and those normally recruited in local labour markets. It will also be important to consider likely future developments in staff roles and not to rest decisions simply on the anomalous allocation of staff between present bargaining groups. Eligibility for membership of the new Institute for Learning and Teaching may offer an appropriate distinguishing characteristic; but as the detail of that is still being developed it might be more practicable to start by limiting coverage of the Academic sub-Council to teachers, researchers, and others whose primary function is to contribute directly to student learning. The focus should be on the interests of staff groups

across the HE sector, and the historical divisions between trade union memberships do not provide a readily helpful model: until these are rationalised (perhaps with the help of the TUC), at least one union will need to be represented on both sub-Councils.' *(para. 90)*

This AUT report provides evidence that academic-related staff are recruited in a national, rather than local, labour market, and that many academic-related staff contribute directly to student learning (and are potentially eligible for membership of the Institute for Learning and Teaching).

It is significant that another section of the Bett report said: 'The partitioning of staff for pay purposes can inhibit the development of roles which cut across the traditional preserves of two or more staff groups' *(para. 111)*. Those words could very well be applied to Bett's proposal to separate academic and academic-related staff in the two sub-Councils, and to separate junior academic-related staff from senior colleagues through the benchmarking process.

> *The team spirit will be destroyed if the link between academic and academic-related staff is broken.* **Student Finance Officer**

At the time of writing, the parties involved in the 'post-Bett' negotiations on the future framework for employment in higher education had agreed that sub-Council membership should be on the basis of existing contracts. As a result, academic-related staff in the pre-92 sector would be included in the academic sub-Council, while their colleagues in the post-92 sector would be included in the 'non-academic' sub-Council.

(5) The labour market

The Bett report said there was a national labour market for academics, while non-academic staff were 'normally recruited locally' *(para. 136)*. Following on

from this, the report suggested that the nature of the labour market should be one of the factors governing which sub-Council staff groups were assigned to.

However, the attached analysis, *The labour market for academic-related staff in UK higher education (see Appendix 3)*, provides strong evidence of the existence of a national labour market for academic-related staff. In addition, entry to the labour market for academic-related staff is normally dependent on them being graduates.

At the moment in the pre-92 institutions, academic and academic-related staff are on linked pay spines. This underlines the belief and practice, particularly in the old universities, that the work of academic and academic-related staff is bound together in a professional partnership in the provision of higher education. It is AUT policy that this link should be maintained.

(6) Direct contribution to student learning

The Bett report recommended that the academic sub-Council should be limited to teachers, researchers, and others whose primary function is to contribute directly to student learning. This section provides evidence of the growing role of academic-related staff in making a direct contribution to student learning in the academic team.

The information below was provided by AUT members in response to two questionnaires. All of the questions used were open-ended, so the data gathered was essentially qualitative. One of the questionnaires was sent by post, the other was sent via e-mail. The sample was random. Although the product of the survey can only claim to be an indication of the experiences and views of a relatively small random sample of academic and academic-related AUT members, nevertheless a reasonably consistent picture emerges of a variety of academic-related staff making a greater direct contribution to student learning.

The first questionnaire, for use in a workshop at the annual meetings, was sent to all of the delegates from AUT local associations (branches) to the annual meetings of the AUT's administrative, computer, and library staff groups in March 2000. There were 53 useable responses, all from academic-related staff, to this questionnaire. Nine were from administrators, 17 were from computer staff, and 27 were from librarians. All bar three respondents were from the pre-92 sector.

The second questionnaire, addressed to academic staff, was sent via e-mail in July 2000 to an e-mail list for AUT local association secretaries. The aim of this questionnaire was to elicit from academics their perspective of the contribution by academic-related staff to higher education. On their own initiative, some LA secretaries sent the questionnaire on to members of their LA. As a result, there were numerous responses from academic-related staff, as well as academics. There were approximately 100 useable responses to this questionnaire, from both academic and academic-related staff, including other-related (despite the questionnaire being addressed to academic staff only). Virtually all respondents were from the pre-92 sector. *(For the text of the questionnaires, see Appendix 1 and 2.)*

Quotations from respondents, and their job title (where provided), are shown in italics. Reference to specific institutions has been avoided, except in the case of the Open University, where the employment patterns and delivery of higher education are markedly different from other institutions. The allocation of respondents to one of the four categories – administrators, computer staff, librarians, and other- related – was somewhat arbitrary, given the grey areas (such as academic tutors employed as academic- related) and overlaps (particularly of computer and library staff).

6.1
Administrative staff

Administrators are involved in a range of activities related to student learning, including teaching, preparing learning materials, participation in quality assurance, monitoring courses, and supporting students in difficulties. In particular, they are involved in the development and implementation of policy and codes of practice relating, for example, to learning and teaching strategies. It is administrators who manage the day-to-day delivery of the operations which support those strategies.

Progress files:

I work directly with academics in developing a 'progress file' for students, linked to the tutorial system. There is an increasing emphasis on the student – not simply following on from Dearing, but reflecting a renewed emphasis on learning. **Assistant Registrar**

Quality assurance:

We process and monitor programme and course proposals, and develop regulations relating to the student experience and quality assurance issues. We participate in internal quality audits, and service committees discussing academic issues. The input by admin staff into student learning issues has increased through the greater institutional awareness of quality assurance issues. Many procedures relating to QA are implemented by admin staff. This is likely to develop further. If institutions become more self-regulating as a result of 'lighter touch' external audits, it is likely that colleagues in my area will be closely involved in developing mechanisms for monitoring student experience. I have found my teaching experience by far the most useful qualification for my job. **Assistant Registrar**

Teaching, as well as research support:

I contribute directly through teaching on intellectual property issues. Our students are all postgraduate research students, so the majority of my job is concerned with research support rather than student learning. I think I will have more involvement in student learning in the future through providing training on commercial issues.
Financial Administrator

MSc teaching and Research Assessment Exercise (RAE) activity:

I am a member of academic-related staff. For the past year I have been a module leader on the MSc in Primary Care course and have taught on the course. Academic-related staff are entered for the RAE and we are under as much pressure as academic staff to publish in peer review journals and to apply for research grants. **Research Manager**

Student support networks:

Providing good support is important for the well-being of students, to enable them to concentrate on their studies effectively. Providing funds and grants to assist students in financial hardship is important – some students would drop out without this assistance. There is an increasing need for strong student support networks, through counselling, health services, financial advice and assisting with finding part-time work. There will be a greater need for strong student support networks because of increasing isolation through modularised programmes, and the increasing financial pressures on students. **Student Finance Officer**

Course writing:

I have written four Open University courses in the past three years.
Liaison Officer, Open University

Technical innovations, surrogate academics:

Project officers are responsible, amongst other things, for implementing (sometimes for designing) technical elements of courses, such as software. Large innovations of a technical nature, like the introduction of electronic conferencing or the production of web-based material, are usually managed and implemented by project officers, in association with other parts of the university. Many project officers are used as surrogate academics in writing course material, especially for summer schools. **Project Officer, Open University**

Developing materials:

I am responsible for overseeing the production, presentation and maintenance of course materials – ensuring academics keep to schedules for producing and reviewing materials, producing assessment materials to time, organising, in particular, the end of course assessments that are a feature of our courses. I would say that I contributed directly to student learning by taking a part in helping to develop the way our assessment and course materials are presented to students, i.e. the actual wording of the materials so that they are as clear and student-friendly as possible. I have been closely involved in producing clearly written marking criteria, instructions to students etc. I have also been instrumental in adapting the design and administration of the end of course oral assessments so that they run as smoothly as possible and I think this contributes greatly to the academic success of these events. In all of this I have been influenced by my part-time work as an associate lecturer for the university, i.e. part-time academic. Many OU course managers have some sort of academic/pedagogical background which informs their work as academic-related staff. **Course Manager, Open University**

Pastoral responsibility:

I have a group of students and have responsibility for them through their years here, for which I am paid a stipend. A major part of my work is pastoral, but also includes liaising with their academic tutors, writing academic reports on their behalf to sponsors, advising on methods of study, changing courses, referrals to other specialists (such as counselling), exam revision, writing CVs and so on. **Project and Planning Adviser**

Guiding student choices:

My team and I are involved in helping potential students make the right choice of further study. This involves working with teachers in the schools and FE/HE sectors both here and overseas; organising events such as taster days; informing our own (poorly trained and often inexperienced) admissions tutors about the variety of entry qualifications they are faced with; devising meaningful (educationally speaking) widening participation projects with partner institutions; doing presentations on studying in the UK (at all levels) in countries around the world; working with our own students to act as mentors to incoming ones; writing prospectuses, welcome handbooks, course leaflets; advising on market changes and demand for new courses and new methods of delivery. **Head of Student Recruitment**

Co-ordinating training:

I am on the associated academic pay scale. I am a Chartered Mechanical Engineer with extensive experience in industry and NGOs… [with involvement in]… running laboratories and the various classes in them; running CAD courses; devising experimental and test work; advising students on sources of technical/design information; running/tutoring/supervising design projects; giving careers advice/support; visiting students on

placement to ensure training complies with professional requirements.
Industrial Training Co-ordinator

Supporting disabled students:

I am responsible for access and accommodation issues for disabled students in the college. Access and accommodation are part of the learning experience because if students with disabilities cannot get in to the college, lecture theatres, accommodation in halls of residence, access student union activities, eat, and cannot move around on campus easily and are unable to access information etc, they cannot learn and be part of the student life here! I go to outside agencies to get students assessed for dyslexia for example, obtain the DSA for them, liaise with departments on how one might deliver certain course work and so on. I invigilate in exams too.
Disabilities Officer

6.2
Computer staff

With the huge increase in the use of information and communications technology (ICT) in higher education, universities can no longer function without the services of computer staff. They are increasingly involved in the preparation of teaching materials, providing training in IT skills, supporting web-based study, running helpdesks and participating in quality assurance. The likely spread of distance learning in higher education (particularly for disabled students) underlines the importance of computer staff, and the interdependence of all those involved in enabling student learning.

Short course teaching:

I teach on short courses which are open to any member of the institution. I assist students with computing problems, and provide a Computing for Historians course, which includes exam setting and

marking. We provide student access to national data services… and provide and distribute self-paced training materials. More students are requiring training, and we will have to provide more teaching directed specifically at students. There will be more web-based study materials, and we will be supporting students' own computers rather than university-owned ones. **Head of User Support**

Promoting IT literacy:

We provide classrooms and learning centres with software, hardware and central services. We install teaching software on central systems. We provide – with the library – an IT literacy course for undergraduates, help with course design, and maintain a helpdesk available to undergraduates. We participate in QAA subject reviews in the Learning Support category. **Head of User Services**

Future trends:

I assist students with computing problems. Students want to know about the very latest technologies available. In the future I think the contact will no longer be face-to-face, but telephone and web-based, due to the increase in the number of queries and the decrease in the number of staff. There needs to be recognition of the academic abilities of academic-related staff in the university hierarchy with regard to college policies, recruitment and retention issues. **Helpdesk Administrator**

Rocketing expectations:

Within the computer services we run courses for students and staff. More students are computer literate, and expectations of the computer and network facilities have rocketed. Every student automatically has a computer account and e-mail address. Supporting the expectations of students now is much harder. More 'ISP' style services may have to be introduced, and a massive growth area will be video and audio streaming for distance learning.
Systems Administrator

Interdependent services:

We train staff and research students, provide direct advice to them, maintain helpdesks, and provide access to services. Now nearly everyone requires to use our services. IT services will be ever more critical to the university's processes. We are all interdependent. The need for IT services, professionally managed, in providing access to resources, is critical. **Head of User Support**

Becoming more important team members:

We provide the university's voice and data infrastructure. All lecture theatres are now suitable for web-based presentations. The university can no longer function without our services (their words, not ours). We are in the process of moving the data and voice network into every student bedroom. This has huge teaching implications, and provides all sorts of 'distance learning' possibilities. In many ways we are becoming more important members of the team, as ever more dependence on computing/computer networks becomes apparent. They are now an essential part of the teaching and learning process.
Senior Communications Specialist

Writing software and course materials:

We write world-class educational software, contribute to written course material, provide and support online conferencing systems, and assist students in the use of their computing equipment.
User Services Officer

One-day courses and FAQs:

I provide occasional teaching of one-day courses, and contribute to material used in computing service courses, online help files, 'how to' documents and 'frequently asked questions' documents for use by students directly. The demand for support in learning computing skills is steadily increasing, and the demand for online teaching material will grow –

perhaps with online assessments. Provision for disabled students may become a higher priority – computer-based documentation is easier to make accessible than listed buildings.
Computing Officer

Induction and advice:

We provide induction classes to introduce students to computer systems, one-to-one help and advice in computer pool rooms – often the only time students get shown how to use the computer. We conduct workshops and teaching sessions for staff to learn about use of computer applications, and advise academic staff on software for their courses. Increased use of computer-based learning and delivery of teaching materials through an intranet have increased involvement in the design and implementation of course material.
Applications Support Manager

Meeting the staff shortage:

Academic-related staff are involved in tutorials with students of all levels of undergraduate. They also take part in the experimental labs as demonstrators. Postgraduate students also help in this way – though unlike the academic-related they are specifically paid for this. In my time here I have tutored all years and demonstrated in the labs. Typically this takes a few hours a week during term time. Clearly without the input of the academic-related staff there would be a shortage of manpower to do the job of teaching the students. **Database Manager**

Web pages:

Some students are being asked to produce web pages for their projects. As the lecturers are not yet fully conversant with web servers, from time to time the students consult with me about their projects.
Computer Consultant (web)

Understanding software:

There has been an increase in the amount of computer software available to aid student learning in respect of interactive software and student tests. My role… mainly involves understanding how software works and passing this on to students.
IT and Systems Administrator

Under pressure to expand:

Within the institution, in all but one school, the IT teaching is done by non-academic staff, such as various computer officers on ALC grade 1 and 2. They go from basic to advanced IT-type courses as part of a degree/masters programmes. I personally feel that lecturers are paid to teach, and support computing staff should support. I also feel that there is pressure to take on wider roles from management, who have the inability to say no to requests for assistance. **Computer Officer**

Increasing role as teachers:

I teach a full teaching load. The courses I teach tend to be quantitative or computer related. In some instances this is teaching tutorials and computer sessions for quantitative courses. In others they are full courses. I teach a basic statistics course at the MSc level. In addition, I provide advice on data sources and computer packages for the MSc students completing their dissertations, and similar advice for PhD students. My general role within the department is to advise on the inclusion of computing components in as many of our courses as possible. I have been teaching for the past six years, but only recently has this been recognised and included specifically in my job title. Increasingly, academic-related posts are being used as teachers rather than as specific technical staff.
Computing Officer/Teaching Fellow

Project supervision and skills co-ordination:

I am principally responsible for the management of the school's computing facilities. However, I contribute directly to student learning as follows: supervision of final year project students in computer-oriented areas; co-delivery of the first year computing module; co-ordinator of the key skills module running throughout all years; provision of advice for the school's computer users.
Senior Experimental Officer

Accrediting skills:

Here in the IT service academic-related staff contribute greatly to student learning – supporting the networked computer system of the University, helping students with specific problems and delivering IT courses. We also accredit undergraduate IT skills by offering them the chance to gain a university certificate. **Senior IT Consultant**

Changing focus:

Eight years ago we focused on researchers and staff. Now we provide infrastructure for student learning as well (with no more staff actually). I would say that computing staff are equally – or more – crucial to the research side.
Database Applications Adviser

Problem solving beyond IT:

We provide one-to-one help that would otherwise be given by tutors. Help can range from answering word-processing questions to advice on using a specialised software package or solving programming problems. Questions are not always purely IT-related. For example, the answer to a numerical programming question could require advice on the underlying problem that the student is trying to solve. **IT Consultant**

Exponential growth:

The opening up of our helpdesk advisory service to undergraduates and taught postgraduates, combined with the rise in student numbers, has resulted an exponential rise in the number of calls to the helpdesk and the effort required to deal with them. These developments have very often taken place without the commensurate increase in resources. Despite our close working relationship with our academic colleagues, academic-related staff are disturbed that the ILT developments seem not to recognise this and consequently gives rise to some anxiety and doubt about its relevance to their particular situation, even though they are heavily involved in learning and teaching activities in collaboration with teaching staff. **Applications Systems Division Manager**

6.3
Library staff

The central role of ICT, and the huge growth in student numbers, is having a major impact on the way librarians work. Library staff run induction courses for students, teach students specific IT skills, prepare teaching materials, run enquiry desks, participate in quality assurance and help integrate learning technology into course teaching. In particular, faculty librarians are working increasingly closely with academic colleagues on departmental and school committees.

Enabling students:

Information staff are providing an essential service to both teaching and research. We provide, make available and teach how to use materials and resources in varying formats to enable students to do work set by academic staff. We conduct induction sessions for all students, plus formal training sessions throughout the year. We staff an enquiry desk to provide assistance with finding specific information, using databases, electronic journals, library catalogues, the internet, and packages such as Word and Excel. We also participate in quality audits and representation on schools committees. **Deputy Manager, Information Services Centre**

Teaching effective skills:

There is increasing use of electronic resources and IT – especially teaching users how to search effectively. We have to cope with more students, therefore, more formal training and induction sessions for larger groups. There will be more joint training with computer staff covering e-mail, passwords and technical aspects. Much more use of electronic journals online will lead to the need for extra support for distance learning. **Deputy Manager, Information Services Centre**

Managing the learning environment:

We manage the environment in which the learning takes place. I have a responsibility for library provision to continuing education part-time social sciences students, for whom I provide about 50 hours of formal teaching a year, and a matching number of one-to-one sessions. **Head of Central Services**

Increased teaching load:

We provide information skills teaching to all levels of undergraduates and postgraduates, including distance learners, and our library houses the student support rooms for students with disabilities. The teaching load has increased over the past 10 years, especially regarding IT-based sources. As electronic sources increase and make it 'easier' for students to find information, it will become more important to teach students how to evaluate information and devise successful search techniques. **Subject Librarian**

Designing materials:

We are involved in leading seminars for students on information skills, and in designing workbooks and other training materials for hands-on training sessions on information resources. We will probably make more training materials available on the web instead of delivering training in person.
Subject Librarian, Social Sciences

Thesis advice:

We counsel individual students on topics for papers/theses and material to support research. We have input about resources required to support new teaching initiatives, and are involved in quality assessments and audits. **Subject librarian**

Focus on students:

The library service has been refocused, by staff restructuring, to put more emphasis on student support, creating the liaison team to expand the more limited role of the former subject librarians.
Liaison Librarian

Quality assurance:

We interact with School Boards in the development of new programmes, and are involved in quality assurance and the RAE [Research Assessment Exercise]. We are now being invited more often to planning meetings. **Subject Librarian, Technical Services**

Information skills:

We provide support for specific course modules, and have representation on course committees. There is likely to be more student-centred learning with a consequent increase in student use of librarians. There is also increasing emphasis on information skills as module elements. **Senior Assistant Librarian**

Increasing involvement in learning:

There has been more co-operation with academic schools, and some shifts of responsibility from schools to the library. We will have an increasing involvement in student learning, probably using the latest advances in teaching technology, for example, video conferencing and interactive web pages.
Associate Librarian, IT

Teaching within academic modules:

I have about 120 hours of timetabled teaching, some within academic modules, and participate in the leadership of professional legal education courses. I am working with departments to integrate learning technology, for example, web pages and multiple choice quizzes, into courses. It is important that we are seen as equal team members – this is why I went for the PGCE a couple of years ago, to become better *qualified than the lecturing staff.*

Working with departments:

Many of my colleagues are directly involved in teaching undergraduates, postgraduates and sometimes staff. Many are not, but their entire working life contributes to teaching, learning and research, by facilitating access to information for all members of the university. Faculty team librarians are working increasingly closely with departments and schools, developing information plans.
IPR and Projects Officer

Specialists complementing academics:

The move from hybrid library to electronic library will entail far more user education by library staff. With the growth of information sources available, faculty and subject librarians in particular are becoming specialists within their fields and are increasingly complementary to academic staff, whose subject specialisms are becoming narrower. **Law and European Documentation Librarian**

Equipping for the information world:

We make a critical contribution to [teaching students] transferable skills... in the areas of information and computing skills. This is done in active ways by providing workshops, self-paced learning materials, and is sometimes integrated with courses. The world is going through an 'information revolution' and library and computing staff are doing more and more to support teaching and research through these changes, and to equip our graduates for the 'information world' that they will be leaving for. For example, chemistry graduates from Bristol have course assessed information skills training (which I am responsible for), as well as computing workshops. This was conceived by, and is a joint effort between, academic staff and academic-related staff. **Assistant Librarian, Subject Librarian for Chemistry**

Helping with dissertations:

Curatorial staff in the library provide an ever increasing number of training sessions in the use of library and information sources and on sources for and the approach to writing undergraduate dissertations. They also hold a range of regular seminars (typically 18 sessions per academic year for each seminar), chiefly aimed at postgraduates but also attracting some undergraduates in medieval and early modern palaeography and archive/manuscript-related studies. These seminars used to be held by a member of academic staff (reader) who was not replaced on retirement. **Assistant Keeper (Archivist)**

Unrecognised contribution:

The highly focused nature of subject knowledge required by librarians in specialist units – often on a par with academics and shared with students, teachers and researchers – goes unrecognised in staff grading exercises. The advent of electronic information resources has transformed the contribution made to student learning by librarians on clerical and academic grades. **Former Librarian**

Research techniques:

I run a project for first year students based on using research techniques to find information relevant to the first written exercise of their course, which I have taught students. The mark I award each essay is included in the final assessment. My involvement with teaching has increased partly due to the shortage of academic staff and because of the value perceived of the first year project. I am now similarly involved at second year level. **Architecture Librarian**

More involvement with students:

The level of involvement [with students] has greatly increased because of the rapidly evolving shift to online sources of information. New resources are becoming available almost daily, which both staff and students need to be trained to use. Courses contain more project work and assessed essays. Students need training in how to find suitable materials. More taught postgraduate courses, for which the same applies, but more strongly. **Assistant Librarian, Law**

6.4
Other-related staff

There are other academic-related staff whose roles do not fall directly in the administrator, computer staff or librarian categories. In this report, these staff, such as editors, experimental officers, and language tutors, have been grouped as other-related. In the pre-92 universities the other-related scale is something of a catch-all salary, and there is some evidence that it is being used for the employment of academic staff, such as nursing tutors, particularly those with little or no research role. As some of the

respondents indicate below, this can result in inappropriate grading and employment policies.

Lecturers employed on academic-related scales:

In our department most of the lecturers are on academic-related scales rather than academic. We have approximately 60+ lecturers and only four are on academic contracts. Obviously in this case the lecturers are fulfilling all the necessary duties in relation to the students' experience at the University.
Lecturer, Health Studies

Professional tutors:

Professional tutors… are now paid on other-related pay scales at levels 2, 3 or 4. We, however, do much the same job as the lecturers except that we do more teaching and admin and less research. We are therefore very much part of the academic team. We do the bulk of the teaching, in my own case over 350 hours of student contact per year. I am also a personal tutor to around 30 students each year and am a module leader and course co-ordinator. These appointments were first made about four years ago and the number has continued to grow steadily.
Professional Tutor, Biochemistry

Full involvement in teaching, research and learning development:

As a former head of the English language unit and now head of the learning and teaching unit, my work has been solely concerned with student learning. I teach, I research and I oversee 'pro-active' learning development work and 'responsive' learning support work with students of the school – both home and international. I have published in the area of academic literacy and higher education pedagogy and I continue to pursue research in this field. My direct teaching and learning involvement has expanded and changed to work with all students undertaking degree or diploma studies in the institution. I, and my colleagues, work with students

with dyslexia, students from non-traditional academic backgrounds and other students who experience difficulties. We will also be directly involved in the 'delivery' of so-called key skills – at least the language-/communications-related aspects – and in the development and implementation of aspects of the learning and teaching strategy. The difficulty for many academic-related or other-related staff in higher education is that our work does not fit the descriptors for these scales. This then leads to difficulties in defining our work and our role institutionally. It also leads to difficulties in grading, as on these scales the only promotional path is via admin. Personal and professional development based on research and teaching do not figure at all.
Head of Learning and Teaching Unit

Editing distance learning materials:

From my work at the OU, the contribution of the academic editor is to turn often poorly constructed and ill-thought-out draft teaching materials into material with a coherent structure and teaching strategy, and which is much better suited to teaching at a distance than the draft material from the academic author. Also, the academic editor ensures the accuracy of the content, which is particularly important in mathematics, my field of expertise. In recent years, a much larger part of the academic editor's job has focused on computer-based learning materials (though print remains by some distance the main teaching medium). **Academic Editor, Open University**

Expanding teaching role:

I take responsibility for some of the sessions during lecture courses. I take responsibility for advising/teaching the electronic aspects of 3rd and 4th year projects and postgraduates. This year I have been asked to expand this role. I used to have no contact with students. **Experimental Officer**

Teaching and supervising:

I provide instruction to students doing third and fourth year projects, as well as postgraduate researchers. I have also been second supervisor on third year projects. Two experimental officers in the teaching laboratories carry out similar roles, including marking of lab scripts. There was previously only one experimental officer in the teaching labs but recently this has been increased to two. **Experimental Officer, Electronics**

Fieldwork:

I organise student placements, but I also teach a half module in counselling and group work at undergraduate level, some classes in Management and Fieldwork at undergraduate level... three classes on the level three undergraduate module in women's studies... and I supervise undergraduate dissertations. I am also first academic year tutor. After one year in post I have been advised to do the higher education teaching course run for academic staff. **Fieldwork Development Officer**

Responsibility without representation:

The demands imposed by research assessment exercises and teaching quality assessments weigh equally heavily on academic-related as on lecturers. At the same time, research support has become increasingly technical and demanding (especially in IT) with department expectations of staff and students far outstripping both financial and staff resources. I increasingly face the scenario where I am asked to provide teaching or research support without suitable resources and I am not in a position on the relevant committees to argue for those resources. In many ways it seems that we (as academic-related staff) increasingly have many of the responsibilities of academic staff with little opportunity to make managerial input. When the roles of academic-related and academic staff are clearly defined I believe that we work well as a team. There is a place for the distinction between the two roles but the

management structure needs to take the contribution and skills of academic-related staff into account. **Senior Experimental Officer, Geological Sciences**

Practitioners engaged in research and teaching:

Nearly everyone in the Foundation for Small and Medium Enterprise Development is academic-related. We carry out research, projects and teaching on accredited and non-accredited courses for the SME sector. Individuals also teach on masters degree programmes in the business school. The academic-related staff are often practitioners from business who come into the university to take part in activities that need people with strong practical orientation. We are not interested in pursuing an 'academic' career, and need an alternative progression route. Most get stuck at other-related 3. **Programme Director**

Artificial boundary:

I consider it an unnatural obstacle to have to create an artificial boundary between academic-related and academic job descriptions. I would like to see a smoother graduation from purely administrative to purely academic roles with every possible mixture in between. **PA**

Ensuring successful learning:

Academic-related staff in European and international offices are able to keep abreast of increasingly complex administrative issues that affect directly or indirectly student learning for home and international students, which in turn enhance the opportunities and ensure the students learning is successful. There is no way that academics have the time or the expertise to be able to do this across a very wide range of student and staff support issues. **Director, International Office**

Development of learning materials:

I co-edit text books, make audio cassettes and CD-ROMs, and conduct developmental testing of course materials. Those of us who are experienced are being expected to take on more 'academic' roles. With the advent of the e-university we will have to learn new skills to learn how to adapt existing courses, and make new courses that can be delivered over the web.
Course Manager, Open University

Advice, guidance, and study skills:

As a student adviser with the Open University I get directly involved with student learning by: a) giving advice on appropriate courses according to the student's prior learning, interests and abilities; b) giving educational guidance to students who are considering withdrawing from the course; c) giving advice on study skills, for example, essay writing, note-taking and exam preparation; d) giving support to students who are in difficulties by allowing them to have extended assignment deadlines.
Regional Adviser, Open University

Teaching about careers:

I contribute increasingly to student learning directly through teaching them. The emphasis on career planning and key skills in higher education has meant my involvement in terms of teaching groups of students in departments increases yearly and is immeasurably higher than five years ago. Group work and lectures to students on career planning/key skills is widespread in most if not all departments and is spreading well beyond classes of final year students to 1st and 2nd year student classes as well. This can only happen through closely working with academic departments. Careers modules are another area in which I contribute to student learning, I teach on two modules. Careers modules are becoming increasingly common – and are more widespread in institutions other than my own. The fact that academic departments are assessed as part

of TQA on how much contact/liaison they have with student guidance services contributes to the growing culture of departments working with us. All this work is very collaborative with departments and 'building the academic team'/'team-based provision' in higher education is very much something I recognise as happening and is increasing. Other learning is delivered via written materials – we produce and distribute ever more information annually. Again acting collaboratively, academic departments help us distribute some of our information directly to students. Additionally we are developing information on the web and have established our own web site. This will be a growing area of provision. **Careers Adviser**

Meeting special needs:

We provide education advice and guidance including guidance on course choice, careers and special needs at all points during a student's studies; preparation, induction and learning support of students; workshops on study skills including essay writing, exams, note-taking, revision, specific skills for disabled students; support in student progress and retention; writing preparation and study skills materials including toolkits on various topics, and a book for dyslexic students and their tutors. Increasing involvement with web-based generic learning materials; staff development; and advice to tutors on disabled student support. Much of this work is now done at grade 2 on the academic-related scales where it was once done mainly by staff on academic scales. Widening access has increased the need for more preparation and study skills work.
Regional Adviser, Open University

Teaching personal skills:

Careers staff run courses and one-off sessions in various skills areas, especially those related to recruitment and personal skills – time management, application skills, etc. Many are taught by careers service staff, others are managed by us but delivered

by employer representatives. The skills courses and one-off sessions has been an area that has greatly expanded in our work over the last few years. From perhaps five sessions per term it has now grown to up to 10 sessions per week at peak times.
Careers Adviser

Rapidly expanding teaching role:

I have devised and convene two undergraduate modules, which I teach single-handed, and I contribute lectures, practicals and tutorials to six others. I convene a taught MA degree, on which I do the bulk of the teaching, and contribute to two other taught MAs. I supervise the standard number of undergraduate dissertations, and offer support for others in my particular areas of expertise. Another experimental officer in this department convenes an undergraduate module, and contributes lectures, practical and tutorials to others, as well as teaching part of a taught MA. A scientific officer has devised and teaches single-handed an undergraduate module, and contributes to others. Our teaching role has expanded very considerably, in terms of the number of contact hours, and in the development of new courses which rely entirely or substantially on our contributions. All of the new courses have a large IT component, and in fact a significant part of the department's computing expertise is provided by non-lecturer staff. I can't speak for my colleagues, but I don't feel that our large input of expertise to teaching and learning is properly recognised by the university. Unlike lecturers, we are not ex officio members of the board of studies, we don't qualify for research leave, and in general we are not regarded as teachers. Recently documents were circulated within the university about membership of the ILT, but these weren't sent to us. Some days later a follow-up e-mail arrived, acknowledging that 'a few' academic-related staff might be able to apply.
Senior Experimental Officer

7) The academics' viewpoint

The late David Green, then AUT president-elect, and an academic in the School of Mathematics at the University of Bristol, stated at the joint annual meeting in March 2000 of the association's academic related staff, that universities were becoming communities of professional staff, not just communities of scholars. He said academics were specialists, not elitists, and the likelihood of increased specialisation in higher education meant there would be a greater need for teams of academic and academic-related staff to work together.

For this report academics were asked for their views on the direct contribution of the main categories of academic-related staff to student learning. These views are shown below.

7.1
Administrative staff

Contacts with students:

As our university and our faculty has expanded we have moved from a situation where much of the admin was done by a member of the academic staff to one where we employ two admin staff on the ALC grade within the faculty (supported by a number of executive assistants on secretarial grades). Those admin staff have close contact with students and definitely contribute to the educational process. In fact they may sometimes be the first to hear of problems and may draw the attention of tutors to students experiencing difficulties. **Reader, Engineering Mathematics**

Academic responsibilities:

Academic-related staff are carrying many responsibilities which in other institutions devolve to academic staff, for example, student record keeping, compilation of final grades, etc. **Reader**

Specialist expertise and pastoral care:

Within the department, both the administrator and the computer officer have a great deal of direct student contact – both are probably better acquainted with the average student than most academic staff are! In addition to helping students by using their own specialist expertise, they both also contribute a lot of 'pastoral care', which helps to enhance student performance. **Lecturer**

Essential knowledge of student needs:

All our courses are supported by course managers – faculty members who are not academics, and whose central duties relate to administration of course delivery to students, but whose detailed knowledge of the needs of remote students is essential to successful course delivery. **Lecturer, Open University**

A central role:

Administrative and editorial staff are central to the planning, writing, development and production of all teaching courses (which are largely text-based distance learning materials). Counselling staff based at regional centres are essential to developing learning skills and helping with academic-related problems encountered by students (who are largely mature students, often with family responsibilities). These roles reflect the unique nature of this university and are, by and large, conducted in an exemplary manner in my experience. Teaching in our format would not be remotely possible without these supporting roles. **Lecturer, Open University**

7.2
Computer staff

Students' first resort:

As the power, complexity and all pervasive nature of computing in engineering has increased exponentially

since the 1970s our engineering faculty has built up a team of computer officers. These staff are vital to our teaching effort – without them the computer resources, and particularly the networks and network services (principally www and e-mail), would rapidly cease to function. In many ways these staff are more on the front line than a lot of lecturing staff. The students spend a lot of time on computer-based work and whatever goes wrong their first line of resort is to the computer staff. The more effective computer staff are usually excellent teachers in their own right. **Reader, Engineering Mathematics**

Help with projects:

Computer advisory staff are freely available during working hours to help students. Some of the teaching is done by non-academic computer support staff. An academic-related appointment is used to help prepare computer teaching materials and intranet sites. Help from the computer service department staff has always been particularly useful to final year students doing computer-related projects. The appointment of an 'in-house' computing support officer has made for a more co-ordinated approach to teaching and has contributed to a limited extent to the provision of specialist software. **Senior Tutor, Engineering**

Lecturing partners:

As more and more modules are taught by computer-aided methods, the presence of computing staff as indispensable partners of the lecturing staff is becoming more and more important. **Lecturer**

Importance of training:

Due to more IT being used, training of staff and students to use available facilities, and helping in the setting up and maintenance of IT equipment and facilities, has become more important.
Lecturer, Marketing and Strategy

Making technology available:

I am the academic responsible for the 10-strong computing support group, which looks after the computing equipment, networking and software for our 500-600 students (as well as most of our academics and researchers). We teach computer science, so the quality of our laboratories is absolutely on the front line in doing this well. In this extremely fast-moving area, these academic-related staff take primary responsibility for ensuring that important new technologies are made available to students for lab exercises and projects.
Senior Lecturer, Computing

Dependent on the network:

No PC these days is 'independent', if only because of central software, file storage, e-mail, web access etc. It becomes VERY clear that facilities for student use are absolutely dependent on the network, whether for services between buildings, e-mail, the web, or others. For learning, students now routinely consult ANY source around the world that a search-engine can find. We on the staff are TOLD where the most useful sources are. **Head of Department, Engineering**

7.3
Library staff

Consultants to students:

Over the last 20 years we have increasingly introduced project-based work into all our engineering courses – things like team design exercises and similar practice-based work. These exercises often involve data gathering and background research – our professional grade library staff are often involved as consultants to the student teams in providing these information resources.
Reader in Engineering Mathematics

Essential workshops:

Academic-related staff are essential. In my research methods course for MA and MBA students, the students attend two intensive workshops on use of IT given by an academic-related member of information services, and another workshop on use of the library given by a specialist librarian.
Lecturer, Insurance

Developing research techniques:

The help of library staff in developing (directly and indirectly) student research techniques is invaluable. It is difficult to teach students in a classroom situation how to use a law library, but the help library staff give in practical terms is immense.
Lecturer, Law

Direct role:

Because of our distance teaching remit, until recently our library staff contributed rather little to direct student teaching… but the increasing availability of electronic means of information delivery has hugely increased their direct role with our taught students.
Senior Lecturer, Statistics

Undergraduate and postgraduate contributions:

Our music librarian gives induction tours and several lectures on the use of the library to all first year students at the beginning of the autumn semester. She also contributes to our third year undergraduate dissertation module, a couple of seminars on library research tools, and to a core course shared between our postgraduate programmes. **Lecturer, Music**

Tuition in learning resources:

Library staff provide organised tuition in IT and learning resources to undergraduates and postgraduates in archaeology, ancient history and history. This provision is more extensive than it used

to be and is on a more formal basis.
Professor, History and Archaeology

Help with search strategies:

Library staff contribute directly to student learning, by assisting with design of search strategies. Also safety staff… and animal technicians often give help, advice and practical training.
Reader, Cellular Pharmacology

Specialist help for students and staff:

Our specialist librarian sees all first year students in groups of around 10+, shows them round the library, explains the classification system, especially as it relates to books in our subject, and gives them some instruction in using the online catalogue. She encourages inquiries from second-year students planning their 3rd year dissertations, for which they make their own bibliography. Postgraduate students get a lot of help in drawing up their bibliographies. She often draws the attention of academic staff to newly-published items, and forwards e-mails from various sources that she feels may be of interest to academics. Academic staff make constant use of her skills in the use of new online search engines etc when drawing up reading lists. The help we receive from academic-related staff has increased enormously in recent years, mainly because of increased student numbers and new technology in the library.

Advanced holders of knowledge:

Library staff teach not only library skills but wider bibliographic and information-related skills to both undergraduates and postgraduates, including credit-bearing modules for postgraduates. Library staff also sit on our graduate school board to ensure that their perspective on postgraduate affairs is heard. All these contributions are, at least as formal activities, relatively recent. Of particular importance here is the IT revolution in information provision,

which has made the subject librarians the most advanced holders of knowledge regarding access to databases, bibliographical sources and other scholarly methods, often well in advance of the academic staff, especially the older ones.
Senior Lecturer, History

Increased involvement in student learning:

Academic librarians are increasingly directly involved in student learning through teaching library and information skills to groups of students, and by providing one-to-one assistance on the library information desk. Probably three-quarters of the librarians in this university take turns in this type of work. A slightly smaller proportion of the computing services staff do similar work on the IT side. Often library and computing services staff deliver training in 'double harness'. **Lecturer**

Creating pathways to knowledge:

With more emphasis on students carrying out their own investigations for coursework, a well organised library (physical and virtual) and knowledgeable and motivated library staff are vital. Students, I know, get valuable training and one-to-one support when they are trying to identify appropriate resources to help them perform well in their academic work. With the blend of print and electronic resources available, it is even more important that there are people who are able to save the time of students and academics by identifying the most useful resources and creating pathways to them. With their broader knowledge of what's available, the librarians can collaborate with academics to make the best use of available funds to support learning, teaching and research. They can also help stimulate students to evaluate what they find and analyse the way they approach problems. **Lecturer, Information Studies**

7.4
Other-related staff

Skills teaching:

Staff from the student learning centre co-teach workshops with academic staff on topics such as oral presentations, reading skills, time management. Collaboration is at the planning level and delivery, so that generic material can be tailored to the subject context. Library staff are involved in information technology teaching. Involvement has increased with the emphasis on transferable skills and a recognition that the nature of the student intake has changed so that what was previously taken for granted is now taught. I have found the input from these staff essential to developing teaching in the area of skills. They are far better qualified to teach this stuff than I am, my contribution is to relate it to the subject of history. It is a sensible division of labour to draw on this expertise, and it is unfortunate that many of these people are on fixed-term contracts with no guarantee that they will be retained.
Lecturer, Economic and Social History

Help with experimental work:

We have an electronics workshop member who is academically-related. I have been able to send third-year project students to him for advice and help with designing, building and testing circuitry which forms an integral part of their experimental work. I think he does a fair amount of this sort of thing, and is much valued. I believe in future we are going to be using these skills on a more formal basis.
Lecturer, Physics and Astronomy

Support for students on placements:

Staff in the partnership office train teachers to mentor students on placements, provide handbooks and guidelines for school placements, organise training sessions, and give lectures on school-based work. They are now much more responsible for

training of mentors in schools and documentation than before. **Senior Lecturer, Education**

Undergraduate teaching:

Our experimental officer has contributed to the teaching of one undergraduate module this year (about 75% of the module). **Head, Music Department**

Undervalued resource:

The vehicle of the web has meant we can't rely upon academic content focused delivery but we have to incorporate the skills of academic-related and administrative staff. These rapid changes in higher education make some of our staffing grades rather obsolete and this is an issue that needs to be addressed. I think your report should mention that in certain departments… even secretarial staff are developing capability that is very advanced and a major resource that can be significantly undervalued.
Director, Entrepreneurship Centre

7.5
General contributions

Valuable interaction:

It is very valuable to have colleagues who know the ropes and can interact with students in a less formal role than academics, providing feedback to course conveners on student questions or responses to aspects of the coursework, early warning signs of academic or personal difficulties experienced by students. **Lecturer, Zoology**

Hands-on teaching:

In drama this happens in two ways: 'hands-on' teaching of theatre crafts options, for example, lighting and sound operation and design; and overseeing of students on the technical theatre team when engaged in productions. **Head of School, Drama and Music**

Supervision and marking:

On the courses which I teach, academic-related staff supervise and first-mark laboratory reports. The reports are subsequently second-marked by academic staff. **Lecturer**

7.6
Changes in role of academic-related staff

Direct input:

Academic-related staff have gradually been contributing more and more over the years as the use of new technologies has increased, and individual lecturers do not have the time to keep up with every new development. It is far more efficient to bring in the academic-related person with the relevant expertise. Academic departments which can afford it have appointed computer officers who not only maintain the machines and networks, but often have a direct input into specific modules. Often these people build up a good knowledge of the subject speciality of the department, even if they did not have it before taking on the post. The boundary between 'teaching' and academic-related staff is, in many cases, becoming a 'grey area' rather than clearly demarcated. **Lecturer, Insurance**

More team work:

Academic-related staff tend to have a more senior role in terms of project management across, not just individual courses, but across programmes; they are often responsible for supporting new academics in their roles and guiding them through processes. Their role has not formally changed, but far more constructive and flexible practices are now operating with more team work between administrators of all kinds and academics. We work very closely together. **Senior Lecturer, Open University**

(8) Conclusion

8.1
The employment of academic-related staff

Academic-related staff play a key role in supporting and complementing the work of their academic colleagues. From this stems the AUT's long-held policy that the salary and grading of academic-related staff should be linked to that of academics.

This report has produced strong evidence that academic-related staff are increasingly part of the academic team delivering higher education. This role has increased, and will increase further, because of the rapid recent and planned future growth in student numbers. It will also increase with the growing use and importance of ICT.

It follows from this that the future employment structure for staff in higher education should clearly link all academic and academic-related staff. This link exists in the pre-92 higher education institutions, and the AUT is strongly committed to retaining it. The AUT is also strongly committed to the introduction of such a link in the post-92 sector, and since 1995 it has been seeking harmonisation of pay scales for academic and academic-related staff throughout the UK higher education sector.

The AUT has clearly stated since the publication of the Bett report that the link between academic and academic-related staff is non-negotiable. It considers that all academic-related staff should be included with academic staff in the academic sub-Council, rather than in the 'non-academic' sub-Council.

8.2
The accreditation of academic-related staff

It follows from sections 5, 6 and 7 of this report that many academic-related staff could be, and are, eligible for membership of the Institute for Learning and Teaching in Higher Education (ILT). The more inclusive approach towards membership now being adopted by the ILT will make a large number of academic-related employees, especially computer and library staff, eligible to apply. The ILT says it is trying to see membership categories as widely as possible, for teaching staff, information services staff, learning technologists, and staff developers working with teaching staff. For example, teaching can include open learning, virtual learning, and team-based learning.

The AUT is in favour of group-based membership of the ILT, where any group of staff – academic and academic-related, full- or part-time, permanently or casually employed – has successfully been through any recognised form of external validation of their course(s). The evidence of the validation showing a satisfactory or better outcome could be submitted as the basis for each individual in that whole group applying for and being admitted to the ILT, without further onerous demands. However, the Institute is currently unwilling to adopt this approach to membership.

8.3
Parallel accreditation

Not all academic-related staff, particularly administrators, make a direct contribution to student learning, but they have a vital role in complementing the work of the academic team. The AUT is strongly opposed to any measure which would create divisions between academic and academic-related staff, or among academic-related staff on the basis of the extent to which they contribute to academic activities. The AUT is currently exploring the

possibility of creating a parallel system of accreditation for administrative staff which would allow their professionalism to be formally recognised and accredited by either the ILT or some other appropriate body.

(9) Appendices

ASSOCIATION OF UNIVERSITY TEACHERS

Administrative, Computer and Library staff annual meetings

Thursday 30 March 2000 – Bankside House, 24 Sumner Street, London SE1 9JA

Building the academic team

Workshop questionnaire

There will be workshops in the afternoon for each staff group – administrative, library and computer – on the extent to which they contribute to the academic team. We have prepared this questionnaire to enable you to participate as fully as possible in the workshop you attend, and to make the meeting as effective as possible. Please think about these questions before attending the workshop. There are spaces after each question for your comments.

The amount academic-related staff contribute directly or indirectly to the provision of higher education varies. And many academic-related staff do not contribute directly at all to student learning in their institution. We hope these workshops will provide a snapshot of current practice in higher education which will enable the association to improve the way it represents academic-related staff. Please use examples, where possible.

After the annual meetings, the association will be preparing a document on the contribution of academic-related staff to the delivery of higher education. The document will be based on the content of the joint meetings and these workshops. It will also make use of the analysis of the labour market for academic-related staff which is included in this delegate pack, and a wider analysis of how higher education is, and will be, provided.

Your academic-related staff group:

❑ Administrative

❑ Computer

❑ Library

❑ Other: _____

Job title: _____

Institution: _____

1　**In what ways – directly or indirectly – do you and colleagues with similar roles contribute to student learning at your institution?**

2　**Has the extent to which you and colleagues with similar roles contribute to student learning changed in recent years at your institution? In what ways?**

3　**Do you think the extent to which you and colleagues in your staff group contribute to student learning will change in the next five to ten years? In what ways?**

4　**What professional accreditation – if any – do you have?**

5　**What professional accreditation – if any – would you like to have, or think would be most appropriate to your job?**

6　**What other issues do you think are relevant to the theme of academic related staff and building the academic team'?**

Please complete before the workshop and hand in at the annual meeting, or send by 7 April to:

Stephen Court, AUT, 25-31 Tavistock Place, London WC1H 9UT

Fax: 020 7670 9799, E-mail: stephen.court@aut.org.uk

Thank you

Dear academic staff

The AUT is putting together a document on the contribution of academic-related staff (administrators, computer staff, librarians) to the delivery of higher education. The document is called 'Building the Academic Team', in recognition of the increasingly team-based provision of HE.

We now need evidence from academic staff on the ways academic-related staff are involved in providing higher education, alongside academic staff.

If you can spend a few minutes answering the following questions, we would be grateful. Your responses need only be a few sentences. Please e-mail back to **stephen.court@aut.org.uk**.

1   In what ways do academic-related staff contribute directly to student learning at your institution? Please provide examples from your experience where possible.

2   Has the extent to which academic-related staff contribute to student learning at your institution changed in recent years? In what ways? Please provide examples where possible.

3   Any other relevant comments.

Your institution:

Your job title:

Stephen Court
Senior Research Officer

Summary

An informal survey of academic-related staff recruitment policies was carried out by e-mail. The results (taken in conjunction with previous research) indicate that the majority of academic-related staff are recruited from national or international labour markets. Some recruitment of part-time staff is carried out in local labour markets. This is more likely to reflect the geographical mobility of part-time employees *per se* than the nature of the labour market for academic-related staff.

Background

The Bett report on pay and conditions in UK higher education suggested certain criteria for the allocation of staff to the proposed academic and 'non-academic' sub-Councils. A significant consideration would be differences between those sorts of staff normally recruited in national (or international) labour markets, and those normally recruited in local labour markets.

A survey of the advertising policies of institutions' personnel departments was therefore carried out in order to determine whether academic-related posts are advertised in national or local media. This paper contains the results of that survey. Data from a previous analysis of administrative staff job advertisements and from an analysis of advertisements in specialist library and computing media are also presented.

The survey

A survey of academic-related staff recruitment policies was carried out during December 1999 and January 2000. An *Update* article and an e-mail circular requested the information from local associations, and 21 responses from pre-1992 institutions were received. The reports came from members who were either directly involved in recruitment or who had consulted their personnel departments. The responses were not exhaustive, for example, even where advertising for librarian posts in specialist media was not reported, it is likely that this does occur to some extent. Where possible, follow-up e-mail and telephone enquires were made. 'National' media refers here to UK-wide media. The use of Scottish and Welsh media is described where it arises.

Results

The responses are summarised in a table at the end of this appendix. Since the sample was not selected on a representative basis, the results are indicative only. Nevertheless, the results are consistent enough to allow reliable conclusions to be drawn.

(a) Overall results
- All higher education institutions (HEIs) responding to the survey advertise nationally for the majority of academic-related posts.
- This includes grade 1 and 2 posts on the pre-92 ALC (administrative, library and computer staff) salary scales *(see section 11)*.
- Seven HEIs out of the sample (32%) reported that they advertise a limited number of posts locally. These are usually lower grade part-time administrative and library assistant jobs.
- None of the HEIs reported only advertising locally for academic-related posts.

Previous research by the AUT confirms the overall survey results. Job advertisements placed in the *Guardian Higher* and the *Times Higher Education Supplement (THES)* were counted over a nine-week period, 31 August 1999 – 29 October 1999. A comparison was made between the proportion of academic-related, academic, and research posts advertised, and the proportion of academic-related, academic, and research staff in post as found by the Bett staff survey. If academic-related posts were being advertised in the local press to a significant extent, one would have expected a different proportion of academic-related national job adverts to the proportion of academic-related staff in post. However, similar results were obtained *(see table one).*

Table one: staff numbers and job adverts		
	Staff numbers by job category (Bett report)	**Number of job adverts in the national press by job category**
Academics	67%	62%
Researchers	19%	26%
Academic-related	14%	12%

(b) Administrative staff
- 100% of those institutions which provided information reported national advertising for administrative staff.
- Many institutions operate a 'default policy' of advertising for administrative staff in the *Guardian Higher*. Departments often have to meet the cost of additional adverts in local press.
- 18% of those institutions which provided information advertised locally for part-time administrative posts because they are thought likely only to attract people living in the local area, although this is done in conjunction with national advertising.

The analysis of job adverts in the *Guardian Higher* and the *Times Higher Education Supplement (THES)* indicates that administrative posts at all grades are advertised nationally. The administrative posts were broken down by grade on the pre-92 ALC scale. Where a post was advertised across two grades, for example grade 1/2, it was recorded under the lower grade. Grade 1 and 2 posts make up 63.5% of administrative staff posts advertised in the national press. Table two displays the results.

Table two: nationally advertised administrative job adverts by grade							
ALC grade	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
Number of adverts	50.5	43.5	30	4	15	5	148
% of total	34.1%	29.4%	20.3%	2.7%	10.1%	3.4%	100%

In order to compare the prevalence of academic-related staff adverts in the national as opposed to local press, adverts in the London *Evening Standard* and the *South London Press* were counted. Only two advertisements for administrative posts on the ALC scale were found, both grade 1/2 and both placed during week two of the analysis (6–10 September) which was the heaviest week for HE advertising. This is clearly not a precise comparison, but at least 20 London administrative posts were advertised in the national press during the period under study.

Because employers recruiting computer and library staff tend to advertise in specialist national media, or specialist sections of national media, the analysis described above reported relatively few advertised computer and library posts in higher education.

(c) Library staff

- 100% of those institutions which provided information reported national advertising for library staff.
- 41% of those institutions which provided information reported that librarian posts are advertised in specialist media.
- An average of 25% of all Library Association (LA) Library and Information Appointments and LA JOBNET adverts sampled over a two month period were for higher education posts.
- 12% of those institutions which provided information advertised locally for part-time library assistant posts.

(d) Computer staff

- 100% of those institutions which provided information reported national advertising for computer staff.
- 50% of those institutions which provided information reported that computing posts are advertised in specialist media.
- Many respondents pointed out that computing staff often have similar qualifications to academic staff (typically PhDs) and are consequently recruited in the same national labour markets (for example, software designers). [4]
- Some computing staff are recruited in international labour markets.
- An average of 52% of jobs advertised on the IT section of the *Guardian*'s *JobsUnlimited* web site sampled over a two month period were for higher education posts.

Conclusions

The results strongly suggest that administrative, computer, and library staff are recruited from national, and sometimes international, labour markets. The increasing use of university web sites and the *jobs.ac.uk* web site to advertise academic-related jobs adds to the international dimension of recruiting academic-related staff. Where recruitment from local labour markets takes place, ie for lower grade part-time ALC posts, it is not so much the nature of the labour market for these staff which is influencing recruitment policy but the geographical mobility of part-time employees in general. These employees may have another employer, are disproportionately women and are often women returning to work after a maternity break. Data from the Bett staff survey indicate that 73% of part-time academic-related staff are female. [5]

The results of both the present analysis of recruitment policies and the previous study of job adverts lend support to the proposition that academic-related jobs are now crossing traditional boundaries. Some posts traditionally classified as academic-related are now advertised on research and academic scales. In particular, reports from local associations indicate that the teaching content of much of the work produced by computing staff is, in effect, indistinguishable from academic work, and the qualifications required for such posts place many staff in the same labour market as academic staff. Computing and library staff are essential to learning and teaching processes and their integration into academic work is likely to increase with the further development of distance and on-site web-based learning programmes.

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[4] Out of the 13 members of staff in one university computing staff group described in a response to the survey, nine had PhDs and two were studying for PhDs.

[5] Independent Review of Higher Education Pay and Conditions, 1999. Appendix D, p32.

Local association reports on media used by HEIs in academic-related staff recruitment

HE institutions (pre-92 only)	Administrative staff	Library staff	Computer staff
Aberdeen	Scottish media; jobs.ac.uk; occassional local press	Specialist media; jobs.ac.uk; Scottish media	Specialist media; jobs.ac.uk; Scottish media
Bangor	National	National	National
Bradford	*	LA Record Supplement	*
Dundee	Guardian; Scottish	*	*
Durham	National media; university web site	National media; university web site	National media; university web site
Glasgow	National	National	National
Imperial	*	*	Guardian; jobs.ac.uk; specialist media
Kings	Guardian; jobs.ac.uk	Guardian; jobs.ac.uk; specialist media	Local; national
Lancaster	Local; national	Local; national	National; regional (e.g. Western Mail, not local); specialist media
Lampeter	Guardian; THES	Guardian; THES; specialist media	Guardian
Leeds	Guardian	Guardian	Guardian Online; specialist media
Loughborough	*	*	Guardian, THES; Manchester Evening News; specialist media
Manchester	Guardian; THES	Guardian; THES	*
Newcastle	Guardian; Independent; THES	Guardian; specialist media; jobs.ac.uk; part-time posts locally	University web site; Guardian; specialist media
OU	Univeristy web site; Guardian; specialist media	University web site; Guardian; specialist media	National
QMW	National	National	National
St Andrews	National	National	Specialist journals
SOAS	Guardian; THES	Specialist journals	*
UCL	*	National; web page	National; web site
Warwick	National; web site	National; web site	*
York	Local; national	*	

(*= no information)

(10) Bibliography

Association of University Teachers (1994), *Promoting Professionalism*, AUT, London.

National Committee of Inquiry into Higher Education (1997), *Higher Education in the Learning Society* (the Dearing Report), HMSO, Norwich.

Sir Michael Bett (1999), *Independent Review of Higher Education Pay and Conditions*, The Stationery Office, London.

(11) Salary scales

2000–2001 salary scales for pre-1992 universities – academic and academic-related staff

Pt	1 April 1999	1 April 2001 (3% imposed increase)	Academic staff		Pt	Administrative library computer staff		Pt	Other-related		Pt	Research staff		Pt
4	16,286	16,775			4			4			4			4*b*
5	17,238	17,755	*d*		5	Grade 1		5	Grade 1		5	Grade 1B		5
6	18,185	18,731			6			6			6			6*a*
7	18,915	19,482			7			7	BAR		7			7
8	19,869	20,465	Lecturer A		8			8			8	Grade IA		8
9	20,811	21,435			9			9			9			9
10	21,597	22,245			10	Grade 2		10		Grade 2	10			10
11	22,579	23,256			11			11			11			11
12	23,521	24,227	Lecturer B		12			12			12			12
13	24,479	25,213			13			13			13			13
14	25,452	26,216			14	Disc points		14		Disc points	14	Grade II		14
15	26,429	27,222			15			15			15			15
16	27,451	28,275			16		Grade 3	16	Grade 3		16			16
17	28,478	29,332			17			17			17			17
18	30,065	30,967			18	Grade 4		18		Grade 4	18			18
20*c*	31,563	32,510	Disc points	Senior Lecturer	20*c*			20*c*			20*c*			20*c*
21	32,571	33,548			21			21			21	Disc points	Grade III	21
22	33,593	34,601			22		Grade 5	22	Grade 5		22			22
23	34,634	35,673			23			23			23			23
24	35,670	36,740			24			24			24			24
25	36,568	37,665			25			25			25			25
26	37,495	38,620		Disc points	26	Disc points		26	Disc points		26		Disc points	26
27	38,561	39,718			27			27			27			27

Professorial minimum 1 April 1999 £36,401 and from 1 April 2000 £37,493	Grade 6 minimum 1 April 1999 £36,401 and from 1 April 2000 £37,493	Grade 6 minimum 1 April 1999 £36,401 and from 1 April 2000 £37,493	Grade IV minimum 1 April 1999 £36,401 and from 1 April 2000 £37,493

Notes

a Age 27 point
b Minimum appointment level for staff with PhD
c Point 19 was deleted with effect from 1 April 1991
d Point 5 on the academic scale abolished with effect from 1 April 2000

Disc points
Discretionary salary points are awarded to a minority staff

London weighting £2,134 pa

2000–2001 salary scales for post-1992 universities and colleges of higher education – academic staff, England and Wales

1 March 1999 £pa	1 September 1999 £pa	1 September 2000 3% increase imposed £pa	Grade	Scale point	Grade	Scale point	Grade	Scale point
10,399	10,763	11,086						1
11,198	11,590	11,938						2
12,001	12,421	12,794					Researcher A	3
12,804	13,252	13,650						4
13,599	14,075	14,497						5
14,398	14,906	15,349	Points 3–5 abolished wef 1 September 2000					6
15,205	15,737	16,209						1
15,997	16,556	17,053						2
16,802	17,390	17,912		6				3
17,606	18,222	18,769		7				4
18,396	19,040	19,611		8				5
19,203	19,875	20,471		9			Researcher B	6
19,999	20,699	21,320	Lecturer	10				7
20,803	21,531	22,177		11				8
21,601	22,357	23,028		12				9
22,400	23,184	23,880		13		(		10
23,199	24,011	24,731		14		0		11
24,002	24,842	25,587		15		1		
24,803	25,671	26,441				2		
25,596	26,492	27,287				3		
26,395	27,319	28,139			Senior Lecturer	4		
27,206	28,158	29,003				5		
27,998	28,978	29,847		0		6		
28,800	29,808	30,702		1		7		
29,600	30,636	31,555		2		8		
30,395	31,459	32,403		3				
31,200	32,292	33,261	Principal Lecturer	4				
31,996	33,116	34,109		5				
32,795	33,942	34,960		6				
33,602	34,778	35,821		7				
34,405	35,609	36,677		8				
35,204	36,436	37,529		9				
26,304	27,225	28,042	HoD* minimum					
			Part-time staff £hr					
25.62	26.51	27.31		I/II/III				
21.84	22.60	23.28		IV				
15.99	16.54	17.04		V				
			London weighting					
	2,191		Inner					
	1,437		Outer					
	561		Fringe					

* HoD = Head of Department