

BETWEEN:

MR P RODDIS

Claimant

-V-

SHEFFIELD HALLAM UNIVERSITY

Respondent

WITNESS STATEMENT OF MR PATRICK WICHERT

I, Patrick Wichert, of Sheffield Hallam University, Howard Street, Sheffield, S1 1WB will say as follows:

1. I am employed by Sheffield Hallam University ("the University") as a Principal Lecturer and as Subject Group Leader in Photography and Media, in the Department of Media, Arts and Communication, which sits within the Faculty of Science, Technology and Arts ("STA").
2. I was initially engaged by the University as an Associate Lecturer from 2000 to 2004. For part of that time (between 2000 and 2002), I was also engaged by the University of Sheffield as an Associate Lecturer.
3. In 2004, I applied for an academic role at the University and became a Lecturer. I progressed to the role of Senior Lecturer in 2007, and to the role of Principal Lecturer in November 2012. In late 2012, I was also acting Subject Group Leader in Communication, and I became Subject Group Leader in Media and PR in July 2014. I have been the Subject Group Leader in Photography and Media since September 2017.
4. Mr Roddis was an Associate Lecturer in my department. I did come across Mr Roddis in my role as Senior Lecturer but couldn't recall him attending meetings regularly or contributing to research or course team tasks beyond his role as Associate Lecturer. I did not seek his involvement as Associate Lecturer during my time as Subject Group Leader..
5. Mr Leader was employed by the University as a Senior Lecturer within my department. I was Mr Leader's Line Manager from 2012 to December 2018.

Background

6. The majority of teaching staff at the University are employed on academic contracts as Lecturers (which includes Senior Lecturers and Principal Lecturers), either on a full-time or part-time basis. In addition to Lecturers, the University also employs Associate Lecturers on a casual basis, to provide flexible teaching resource where required by the University. Associate

Lecturers can accept or refuse offers of work from the University as they wish. The University will typically offer work to Associate Lecturers in the following circumstances:

- 6.1 to cover staff absences due to leave, secondments or development;
- 6.2 where the University has vacant teaching positions and it needs to cover the teaching aspects of that role until it is recruited to;
- 6.3 where the University only requires teaching expertise in a particularly specialised area; and/or
- 6.4 where more teaching capacity is required due to an increase in student numbers.

The role of a Lecturer

- 7. A Lecturer who is employed on a full time basis is required to work 1576 hours per year. This is made up of 1406 hours (on the assumption that you are working 37 hours a week, 38 weeks a year), plus an additional 170 hours per year for research and scholarly activity.
- 8. The role of a Lecturer consists of three core areas:
 - 8.1 scheduled teaching duties ('STD') and teaching related duties ('TRD'), which I will explain further in this statement. (The usual maximum STD are 462 hours per year for academics without a leadership role or research outputs of REF-able standard (which I will explain later in my statement), each STD will be matched with an hour of TRD. Therefore, both STD and TRD amount to a maximum of 924 hours/approximately 2/3rds of your time);
 - 8.2 management and administration (approximately 1/3rd of your time and mainly comprised of general academic duties ('GAD') which amount to a very minimum of 125 hours per year/a little below 10% of your time and module management
 - 8.3 self-managed time for research and scholarly activity (a minimum of 170 hours and typically 11% of your time, or you could* trade some of your teaching hours in exchange for more hours allocated to research and scholarly activity up to 90 hour STD equivalent
 - 8.4 *the allocation of research hours was replaced in 17/18 with a new process which gives those academics who are research active to REF-able standard a maximum of 20% of research time on their annual work-plan. This equates to 1 day per week approximately.
- 9. Associate Lecturers are only required to do the first of the three core areas above (STD and TRD).
- 10. All Lecturers/Senior Lecturers in my subject group either fall in the category of being research active to a REF-able standard or are actively coached to progress their research outputs to meet the above threshold. All academic work-plans in the faculty are policed to follow the same guidelines and principles thereby ensuring comparable and balanced work-plans.

Work-planning

- 11. Every Lecturer must complete a work-plan each year, setting out the hours allocated to each of the three core areas set out above. In or around May each year, I, as Mr Leader's Line

Manager, would sit with him, on a one-to-one basis and agree his work-plan for the upcoming academic year.

12. The University has a policy on work-planning, which should be followed when work-planning. The relevant policy for when Mr Roddis was an Associate Lecturer is at **pages 72 to 106** of the bundle. The policy applied to Associate Lecturers, but only in relation to STD and TRD (**page 92**), and it would be based on the number of hours they had agreed to work, if they had agreed to work a set amount of hours over a semester.
13. Mr Leader's work-plan for the 2012/2013 academic year is at **pages 132A-B** of the bundle. His work-plan shows that he was allocated 517 hours in respect of STD and TRD. He was also allocated 180 hours in respect of a management and administration, 152 hours for trade union duties, 125 hours for general academic and associated duties and 170 hours for research and scholarly activity. Therefore, he was allocated 475 working hours for his academic duties which form part of a Lecturer's roles but not the role of an Associate Lecturer. This work-plan is typical for a Lecturer without a leadership role or REF-able research output
14. Mr Leader's work-plans from and including the 2014/2015 academic year until when he left the University in December 2018 are at pages **138C to 138J** of the bundle. Mr Leader's work-plans show that as a Lecturer, he was allocated hours for research and scholarly activity, as well as management and administration and general academic duties (all of which do form part of the Lecturer role). Mr Leader was, however, not allocated hours for research and scholarly activity for the 2014/2015, 2015/2016 and 2016/2017 academic years. To my knowledge, Mr Leader never submitted any research proposals to our C3Ri research centre (Cultural, Communication and Computing Research Institute at SHU) or presented at internal annual conferences. In his academic field of 'Media Studies' this is atypical, as it was in my staff team.
15. Mr Roddis' work-plans are at **pages 48A, 64A, 66A-B and 106A** of the bundle. Mr Roddis' work plan for the 2007/2008 academic year (**page 48A**) only details STD and TRD, because he was employed as an Associate Lecturer during that academic year and therefore he was only required to teach and carry out teaching related activities (STD and TRD), which, as explained above, is one of only the three key aspects of a Lecturer's role. Mr Roddis' work-plans for later academic years include hours allocated to research and management and administration. However, I am aware that this is because Mr Roddis was also simultaneously employed by the University during those years on a 0.6 fractional academic contract as an Education Adviser and his work-plans therefore covered both roles and therefore all aspects of the academic contract for those years.



16. As a Lecturer, it is a requirement and expectation of your role to perform research and scholarly activity. Time allocated to learning and research is fairly significant at a minimum of 170 hours per year. As I have mentioned above, you could trade some of your teaching hours to be awarded more hours to dedicate to research and scholarly work. We referred to this as 'buy out'.
17. Research and scholarly activity is an important strategic activity and also inherent in the life of an academic at the University. It is crucial that Lecturers carry out research as this is how we ensure that our offering is current and up-to-date. Our new programmes and degrees are

based on ideas identified from the research of Lecturers in our department, and evolve all the time. Colleagues may also produce books and scholarly work, which their teaching is based upon. Our research informs our teaching. This is known as 'research-led teaching' and it is part of the University's overall strategy, because our research is also what attracts students to us, seeing our courses and how relevant they are to current industry and the calibre of academics in the department and their standing in the industry and media community. If we did not meet expectations in respect of research, this would directly impact upon our ability to recruit students which in turn would affect our income negatively. Declining student numbers have led to course closures in some cases.

18. Given the importance of research, and the fact that it is a key aspect of the academic role, the requirement to research is set out as a main duty in the contract of employment and job description. I refer to the job description for a Lecturer/Senior Lecturer post at the University at **pages 141A to 141B** of the bundle. 'Research and scholarly activity' is defined as an area within the main duties (**page 141A**).
19. I also refer to the contract of employment of Mark Leader, in which research and other forms of scholarly activity are listed as contractual duties (**page 51**). You will note at **page 52**, clause 8.2, Mr Leader's contract states that it is envisaged that normally, the periods of the year outside normal teaching weeks and your holiday entitlement will primarily be devoted to research and scholarly activity. In my view, this highlights how intrinsic research is to the academic role.
20. Research and scholarly activity includes conducting research and scholarly activity which is relevant to the lecturing role; integrating research into teaching and learning; and identifying opportunities for income generation and entrepreneurialism through research, consultancy or professional practice. It is self-managed time, which also includes applying for grants and generating income for and securing funding for research, writing and publishing articles in journals and writing papers, and also putting them forward for the University's submissions to the UK University's research excellent framework ("REF"). REF is an exercise that universities across the UK take part. As part of this process, universities put forward scholarly work and it is assessed across all universities. Based on those submissions, universities are given a rating based on the quality (outputs, impact and environment) of their research submissions.
21. 'Learning' for Lecturers also includes delivering professional development training in relation to your area of specialism to colleagues, attending team away days and training student mentors. These duties are reflected in the role profile (**pages 144 to 154** of the bundle). These duties do not form part of the Associate Lecturer role.
22. Research is a team effort and if the department consisted of Lecturers who did not fulfil their duty to do research and scholarly work, the department could not exist, for the reasons that I have explained above. I am aware that whilst Mr Leader was allocated working hours for research and scholarly activity as Senior Lecturer for a number of academic years, he never actively sought to progress beyond the basic scholarly work required to teach established subjects. Mr Leader is, however, truly is an anomaly in this respect. I found Mr Leader a difficult individual to manage, in that he liked to teach and had no interest in submitting research articles or develop his profile towards this. I regard this as a fundamental part of his role. The only way he could do this was because other academic members of the department carry out research, so Mr Leader has been lucky enough to benefit from their research and teach on

modules and courses that had originally been developed as a result of the research of the other Lecturers in the department.

23. If you apply to become a Lecturer or Senior Lecturer at the University, the typical route of an academic involves progressing to more senior roles such as the roles of Principal Lecturer, Professor, Reader and also management roles such as Subject Leaders and Heads of Department. In order to be promoted to those roles, you must apply and your application will be assessed by a panel. As part of the promotion process, you have to demonstrate your research output alongside leadership competencies. Mr Leader did not progress from the role of Senior Lecturer, and held that role for a considerable length of time. Most academics in my subject area are progressing over time to a Principal Lecturer position, either as 'Reader' or in management. In my time as Subject Group Leader all new academic positions in Media were advertised with a PhD as essential requirement.
24. The requirement to carry out research and scholarly activity is a major difference between the Lecturer and the Associate Lecturer role. Whilst learning and research is one of the three core areas of the Lecturer role, it is not part of the Associate Lecturer role. Whilst the Associate Lecturer job description (**pages 128 to 129** of the bundle) states that an Associate Lecturer is required to keep up-to-date knowledge of a subject area, this does not extend to the research and scholarly activity duties of a Lecturer, that I have explained above.
25. The research and scholarly activities I have referred to above are not contained within the Associate Lecturer job description. There is also no reference to research and other scholarly activities in Mr Roddis' contract of employment, for his Associate Lecturer role at **pages 29 to 36** of the bundle.
26. Another key and core area of the Lecturer role is management and administration (including GAD, which you are specifically allocated a minimum of 125 hours a year for). Associate Lecturers are not required to do this as part of their role.
27. GAD includes attendance at open days and other associated admissions and recruitment activities, attendance at subject group, faculty, department and similar meetings and away days, service on committees and panels, staff appraisal activity, ceremonial duties such as graduation, diary management and correspondence.
28. Management and administration (and GAD) does not relate to administration linked to your own teaching (TRD- which Associate Lecturers are required to do), but it involves broader and more 'higher level' administrative duties. For example, Lecturers take a leading role in relation to student recruitment and admissions, and must prepare for trips and the induction week for students each academic year. This includes planning logistics as to which sessions will take place, and which students should attend, where and when. Senior Lecturers are also responsible for interviewing potential candidate students, attending career fairs, hosting open days and attending UCAS fairs. Lecturers therefore have a more 'outward facing' role, representing the University as a whole. This aspect of the role is not just about specific subject knowledge but about knowledge of life on the University campus.
29. The more outward facing nature of the Lecturer role, which does not form part of the Associate Lecturer role, is also reflected in the requirement in the Lecturer/Senior Lecturer job described

as 'business effectiveness' (**page 141B**). Lecturers are required to engage in generating income and developing and understanding of marketing needs, including contributing to business enhancement and maintenance of customer-focus. This also includes conducting market research to assess the competitiveness and demand for new courses, analysing the progression and pass rates for courses and evaluating module delivery and student performance. It also involves working in the wider community around the University, involving working with schools to generate student numbers and also working with the relevant industry in relation to student placements and collaborative projects. These duties are not part of the Associate Lecturer role and therefore it is not included in the Associate Lecturer job description.

30. Lecturers must also attend subject group and team meetings. They cannot refuse to attend if they have been requested to do so. There is no requirement for Associate Lecturers to attend these meetings. I cannot recall if Mr Roddis attended any of these meetings in the department. He could potentially have done because he was also employed on an academic contract as an Employment Adviser, and therefore may have been available on campus at times when he was not teaching (unlike an Associate Lecturer), and therefore may well have attended. However, I doubt that he did, because it is not common practice for Associate Lecturers to attend these meetings, as Associate Lecturers were not invited to these meetings to my knowledge.
31. As a Lecturer, you are also required to participate in meetings that relate to wider University life, participating in the democratic processes of the institution. For example, you are normally required to sit on committees for various matters. Associate Lecturers would not typically be members of University committees or panels. Associate Lecturers may be members of course committees in respect of the courses that they teach on, but this is rare. Associate Lecturers are not members of more institutional committees, as such committees require individuals to represent the staff body. Committee and panel meetings typically take place on Wednesday afternoons, as there is no standard teaching on Wednesday afternoons. This is because the University has an agreement with the Students' Union, that students can partake in student union and sports activities, which are typically on Wednesday afternoons. As students are timetable-free on Wednesday afternoons, Associate Lecturers are not usually on campus during this time, as their duties are teaching or teaching related.
32. Lecturers are also responsible for organising the delivery of teaching, which includes course management- planning how courses and modules will run and when and what the modules should include. This is not a task for one individual alone, but for the academic team to work together. To clarify, a course will be taught over an academic year. The course will consist of 'modules', which will each be focused on a different aspect of the wider course. Students will be assessed in respect of each of their modules, to form an overall score for their course.
33. Planning the delivery of teaching includes looking at how a whole course will be taught, liaising with colleagues in the department and working together to look at the styles of learning and teaching assessment used more broadly in the department, and looking at ways to improve them, and developing strategies to assist with this. This is very different to planning how you will deliver a particular module or session that you are teaching, which an Associate Lecturer would be required to do as part of their teaching duties. The Lecturer role is therefore more over-arching, including consideration of how teaching is delivered in line with the University's wider teaching and assessment strategies, rather than being solely focused on the material that you are personally teaching.

34. The wider and more overarching role of the Lecturer, with responsibility for co-ordinating and planning, is reflected in the job description for a Lecturer/Senior Lecturer. It goes further than the requirements of the Associate Lecturer role, which are to participate in these processes in respect of your own teaching. Under the heading 'Learning, Teaching and Assessment', in the Lecturer/Senior Lecturer job description, duties include planning, in addition to teaching and learning for students (**page 141A**). The Associate Lecturer job description, on the other hand, does not include planning under the 'Teaching and Learning' heading (**page 128**).
35. Lecturers are also responsible for curriculum development. This includes designing, drafting and assessing courses and modules. As I mentioned above, this largely stems from the research carried out by us. We used to have a validation process every five years for each course, whereby the Course Leader was responsible for reviewing the course and re-writing it, where appropriate, with help of the team. In my experience, a Course Leader is always an academic member of staff and not an Associate Lecturer. Whilst Associate Lecturers may be involved in drafting a module, or may be asked for their input by Lecturers, this is only a part of curriculum development. The University's online portal also confirms that Associate Lecturers contribute to curriculum development only in relation to a specified subject or topic that they teach (**page 177**).
36. Lecturers have management responsibilities, in that they are required to motivate and encourage colleagues and to seek ways for their team to be more efficient and to improve, contributing to the achievement of not only what they teach, but their team objectives. Again, this is an example of how the Lecturer role is far broader than the Associate Lecturer role, as the focus is more about your department's and the University's objectives, rather than purely teaching. This responsibility is included in the Lecturer job description, under the heading 'Personal effectiveness' (**page 141B**), but it is not in the Associate Lecturer job description. Personal effectiveness will typically include improving NSS (National student survey) grade, gaining Gold in the TEF, engaging more companies within the placement scheme and reviewing BAME student engagement and achievement.
37. Lecturers are also required to work alongside the University's systems team to set up assessment deadlines for the academic year. They are also responsible for quality and moderating processes. The moderation process would start with the student work being marked. After the work is marked, it will be moderated, by other individuals conducting a second round of marking for the same work. This process ensures that marking is consistent. Whilst an Associate Lecturer is responsible for assessing student work and may take part in the first round of marking, a Lecturer would typically conduct the second marking of that work, not an Associate Lecturer. A Lecturer would also be responsible for organising that internal moderation and marking process, including deciding who marks at each round, together with organising and ensuring that the associated paperwork is prepared adequately and on time.
38. Once the internal moderation exercise is complete, a Lecturer will prepare all the marking documentation for the exam boards and liaise with external examiners when they visit, providing samples of work etc, where requested. The Leader for a specific module that is being assessed would attend the exam board meeting. The Module Leader must also write a review of the module for the exam board. Typically, the Module Leader will be a Lecturer, and they may seek input from Associate Lecturers working on the module, to complete their review. It is rare, but Associate Lecturers can sometimes be Module Leaders, although this would require exceptional circumstances, e.g. short term staff illness. However, this is not typically a

significant administrative task. In my experience, Associate Lecturers would not be Module Leaders for large and/or complex modules or for any long period of time.

39. The practice of Associate Lecturers being Module Leaders was more common at the time I was appointed, but I disagreed with the practice and stopped it, because Module Leaders must be accountable for teaching performance which is difficult to manage/enforce otherwise.
40. Whilst an Associate Lecturer who is a Module Leader may attend an exam board meeting and write a review of the module, they would not have any involvement in the wider administration of the moderation process, such as organising the internal moderation and marking process, nor preparing the paperwork associated with the review of the course which the module forms part of. Associate Lecturers who are Module Leaders would only input in relation to the specific module they lead. The broader role of the Lecturer in this respect is depicted in the job descriptions. The Associate Lecturer and Lecturer roles are distinct in relation to quality and assessment because the Lecturer role involves critical reflection on practice to improve performance and a requirement to contribute to innovation in learning and teaching. These duties are set out in the job description under the heading 'Teaching and Learning' (**page 141A**), and are additional to the duties of an Associate Lecturer in this regard (**page 128**). A Lecturer's duty in relation to quality management and enhancement, which includes contributing to quality standards and criteria, taking part in initiatives to improve quality of educational provision and access to higher education (**page 141B**), is not included within the Associate Lecturer job description.
41. The role of an Associate Lecturer is far more flexible than the role of a Lecturer, because it is solely based on providing teaching resource. Associate Lecturers attend the University campus when they consider that they need to be there to carry out their teaching. Associate Lecturers are not required to be on campus when they are not teaching and therefore, they do not have allocated office/desk space at the University and they may come and go as they please. This is in contrast to Lecturers, with their much wider administrative and front-facing role, and their responsibility to ensure that the department and courses can evolve and be a success, who must agree weekly 'office hours' to be available for students.
42. If students have any queries, whether they are academic queries or queries in relation to their pastoral care/student welfare, they can email and/or visit an academic member of staff in their office, at any point during the working day. There is no such requirement for Associate Lecturers to be accessible to students, other than when they are teaching. If a student raises a welfare or an issue not related to the Associate Lecturers' teaching, the Associate Lecturer should refer them to an academic member of staff. Associate Lecturers are, however, expected to deal with queries from students if they relate specifically to their teaching, but there is no expectation for Associate Lecturers to be available at any other times than their teaching hours to answer those queries. This would be very difficult to enforce, given that the Associate Lecturer role is very much independent and their working hours are not monitored in any way, they are just required to attend the sessions that they are teaching.
43. Lecturers are also allocated a number of students to whom they are responsible for, as named contact, should those students have any academic or pastoral issues. Lecturers are expected to 'check-in' with those individuals and actively seek to meet up with them, to ensure that they feel that they have adequate support. Again, this is part of the wider role of a Lecturer, being embedded in University life as a whole, and not just being responsible for teaching. Associate Lecturers are not allocated students to provide pastoral support to.

44. Both Lecturers and Associate Lecturers are required to teach and carry out teaching related duties. STD includes lectures, seminars, scheduled tutorials, teaching in laboratories, studios, workshops and other specialist rooms, scheduled teaching on residential courses including field trips, invigilation and other direct involvement in student work for assessment, scheduled supervision and scheduled contact with research students. TRD includes preparation for teaching duties, assessment and examination of student performance, teaching-related leadership, membership of examination boards, support for informal learning and updating personal subject knowledge.
45. The two roles (Associate Lecturer and Lecturer) are similar in relation to this core area only. In both roles, you have an element of discretion as to how you prepare your teaching and the way in which you teach. However, you still have certain constraints, in that the module or course that you teach must comply with the course framework which is drafted by Lecturers and validated as part of the overall course management, as I have explained above.
46. Both Associate Lecturers and Lecturers can prepare module guides for students, including a brief of the topics to be taught. Whilst an Associate Lecturer might draft a module guide, the responsibility to moderate the guides and ensure they are appropriate and moderated is the responsibility of Lecturers, as set out above.
47. As Associate Lecturers are casual roles, an Associate Lecturer can accept work at short notice, for example to cover a staff absence, and in that case, they would teach using materials which have been prepared for them.
48. An Associate Lecturer is paid effectively at a rate of two and half hours' pay for each hour that they teach. Associate Lecturer roles are typical in a number of Universities and this rate of pay is typical nationally, to reflect that an hour of teaching will also entail the teaching related duties, such as preparation and marking.

Conversion from Associate Lecturer to Lecturer

49. Associate Lecturers who have worked at the University for some time can make an application to become Lecturers. Marie Williamson explains this process in more detail within her evidence. There is no natural progression from the role of Associate Lecturer to Lecturer/Senior Lecturer. The conversion process includes submitting an application form and attending a panel interview. I have attended many conversion interviews in my role as Subject Group Leader and advised many Associate Lecturers on their career progression options.

Summary

50. Having done both the Associate Lecturer and Senior Lecturer role, and being a senior academic within the department that both Mr Roddis and Mr Leader were employed in, I believe there are significant differences between the two roles both generally, and also in practice, in my department. The core activities that Lecturers carry out that Associate Lecturers do not are activities of great strategic importance to the University. As I have mentioned above, research is crucial for the success of the University, informing the development of courses we can offer and attracting students. The administrative duties of Lecturers are also activities that are vital to the functioning of the University. Research and administration are both equally important

and they are activities which hold as much weight, and if not, more weight, than the task of teaching. Lecturers are also employed on a part-time basis and if they are, they are required to carry out their duties in respect of all three core areas (as set out above), pro-rated in accordance with their working hours. For example, a colleague on a 0.5 FTE part-time academic contract would devote half a day per week to research activities and would be required to fulfil administrative duties pro-rata also.

51. The majority of work performed by Lecturers is not performed by Associate Lecturers. I understand that Mr Leader considers that when he became a Lecturer, his teaching load reduced, compared to the hours that he taught as an Associate Lecturer, but that his pay significantly increased. As Mr Leader undertook Associate Lecturer work to an unusually high level of hours, this is likely to be true. This is because Lecturers are remunerated to take into account the role and responsibilities that they have as academics, which as I have set out above, involves much more than teaching. Whilst Mr Leader did not produce any REF-able research, Mr Leader was in fact engaged to carry out research and scholarly activity (as evidenced by his contract of employment and the work-plans which show that he was allocated working hours for this purpose). As I have mentioned above, Mr Leader is truly an anomaly, as Lecturers are required to, and are engaged to, perform all three of the core areas of work set out above.

I confirm that the contents of this statement are true to the best of my knowledge and belief.

SIGNED



Mr Patrick Wichert

DATE

11/02/19.....