The University of Edinburgh

Annual Grade 10 Staff Salary Review

Information

Updated for 2014
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University Goals and Strategic Themes
(from UoE Strategic Plan 2012-2016)

VISION
KPIs and targets

STRATEGIC GOALS
Excellence in education
Excellence in research
Excellence in innovation

ENABLERS
People
Infrastructure
Finance

STRATEGIC THEMES
Outstanding student experience
Global impact
Lifelong community
Social responsibility
Partnerships
Equality and widening participation
1.0 Introduction

1.1 The University has an established approach to pay which has proved successful in recruiting, rewarding and retaining senior staff. The processes used to review senior staff pay have evolved over the last ten years. Changes have included greater emphasis on equality of opportunity and equal pay for work of equal value, transparency and rewarding contribution.

1.2 The policy relating to senior pay, ie staff in Grade 10, is the responsibility of the Remuneration Committee\(^1\). The Remuneration Committee’s remit is one of governance, ie ensuring that the University has appropriate policies in place, which meet legal responsibilities and which are consistent with, and supportive of, the institution’s strategic plan, and that these policies are properly implemented. When it is considering pay policy for Grade 10 staff the Remuneration Committee has the benefit of an independent observer, with particular expertise in equal pay matters, who prepares an annual report for the Court, for the HR Director, and for the Combined Joint Consultative and Negotiating Committee (CJCNC).

1.3 Staff in Grade 10 roles play a very direct part in leading aspects of the University’s performance and, therefore, the delivery of large parts of the University’s strategic plan.

2.0 Principles

2.1 The principles underpinning the approach are:-

- to make the process as transparent as possible
- to ensure that the process reflects robust equality practice
- to ensure that the process takes account of the quality and standing of the University of Edinburgh and to acknowledge that this quality and standing sets normal expectations of sustained high impact contribution from its senior staff
- to describe the kinds of indicators that are used to identify sustained excellence beyond this expected level.

2.2 The current arrangements provide for both movements up the range ("increments") for sustained excellence and one-off ("lump sum") payments in recognition of exceptional one-off achievements.

\(^1\) The Remuneration Committee considers a parallel guide relating only to professorial staff.
3.0 Grade 10 salaries and progression – contribution reward

3.1 To be appointed to posts at this level, individuals must have an established track record in their area of responsibility and are expected to be major contributors to the institution. This is reflected in appointment criteria and embodied in the generic grade profile for Grade 10 which sets out the role expectations for the grade.

3.2 Once appointed, the impact of these staff on the success of the institution will vary, depending on their own performance and that of those they lead, in particular relation to relevant goals and priorities for the University. It is expected that all staff in Grade 10 roles will sustain their contribution at a level commensurate with the role. For more information about what is normal expectation for a role at this level, please go to Appendix 1 at the end of this guide which contains the grade profile (including performance information).

3.3 Exceptional contribution can be recognised in three ways. For someone recently appointed or promoted to this level such a contribution may result in faster than normal progression through the first six points; for someone who has already reached point 6, or was appointed above that point, sustained excellence in performance may lead to advancement further up the range (normally, but not exclusively, by one point)\(^2\); and for either category, an exceptional one-off achievement may result in the award of a single (lump sum) payment.

3.4 It may be helpful to note that, currently, of the 57 Grade 10 staff, 13 of them are within points 1 to 6. In the 2014 review of salaries, the awards will be set at around 14 increments and 5 lump sum payments and be available for allocation both among those who are already at or beyond point 6 or those whose performance is developing faster than the ‘normal expectation’ within points 1 to 6 (for further information on points 1 to 6, see next section).

3.5 In senior roles such as these, the key success factors will most likely be those which impact, directly or indirectly, on the ‘cross-cutting supporting goals’ and/or the ‘operational priorities’. These are set out in more detail in the final section of this guide. College and Support Group plans are also relevant and contain more detail; the key point is that, for posts at this level, it should be possible to demonstrate the links with organisational goals and objectives with some ease.

3.6 All staff will have their salary level reviewed every year. Assessing the level of excellence demonstrated requires appropriate evidence. The normal expectation is that this will draw on the outcome of the last recorded Annual Review, supplemented by other relevant information, such as an up to date curriculum vitae, with a brief note highlighting changes and particular achievements.

\(^2\) Receipt of an award in previous year will not preclude a further award (the reward would require to be based on further contribution in the subsequent period)
4.0 Grade 10 salaries and progression – Points 1 to 6³

4.1 Within Grade 10, normal expectation, subject to performance review, is of biennial progression up to point 5 of the salary range attached to the grade; with further progression up to point 6 no later than 3 years from the date the individual reaches point 5⁴.

4.2 Each year staff in Grade 10 posts that are eligible for normal progression are identified for review by the Head of Support Group or Head of College, as appropriate, in consultation with the head of service/function where applicable. The cases of any who are not being recommended for progression are referred to a meeting of the Principal and all Heads of Support Groups and Colleges, with the HR Director, for a final decision. If the decision is to withhold progression, then the Head of Support Group or College, in consultation with the head of service/function, is required to take action to give a full explanation to the individual and to ensure that appropriate steps are taken to address the issues and to consider what support and guidance can be provided. The individual's salary progression will automatically come forward for review again the following year (if successful, the increment will be paid from that year, and there is no retrospective pay adjustment). The entitlement to request a review of the decision applies (see below).

4.3 The vast majority of eligible staff, who do progress normally, will receive notification as soon as possible after progression is confirmed. In some cases, the achievement is at such a level of excellence that an individual may be recommended for progression that is faster than that set out above and/or the award of a lump-sum payment (see next section). These cases are referred on to be considered alongside any for staff who have already reached point 6 or beyond.

³ See Appendix 2 for a copy of the current Grade 10 salary range
⁴ These increments are not included in the number of available awards on the previous page
5.0 Further information on areas of achievement linked to contribution reward beyond point 6 (or faster progression within points 1-6).

5.1 The performance and achievement of staff in Grade 10 posts will be rooted in the area for which they have leadership responsibility, be it in a College or Support Group. Leadership, of people and through people, is a central theme; however, it is also expected that, at this level, individuals will contribute to the work of the University beyond the boundaries of their own specific area or responsibility. In reviewing their impact on the University’s performance, the Principal, the Heads of Support Groups and Colleges will be looking for indicators of actual achievement using the following core criterion:-

*The outstanding contribution(s), beyond what is normally expected for this level, that the individual has made to the achievement of the University’s goals and objectives in the University’s strategic plan (Appendix 3 contains a summary of this information) as reflected in the College or Support Group plans, which contain more detail and are linked to the Strategic Plan.*

5.2 Examples of what may be considered to be exceptional one-off contributions are set out below. Critically, reward should be made for leadership resulting in a positive impact on the University’s business. The following are examples only; it is not practicable to outline every example from every job in such a rich and diverse range of leadership roles. It is expected that at this level, role-holders should be capable of making a clear judgement about the level of excellence required from the examples given (and be able to ‘translate’ these into their own area of responsibility).

- Exceptional response to a major business continuity threat, providing leadership and problem solving in the event of a major business breakdown
- Exceptional leadership of a significant organisational change or innovation (in contrast to sustained exceptional leadership of series of significant organisational change projects, for which an incremental reward might be more appropriate)
- National or other award or election or appointment to high office in body within or outside the HE sector where there is a direct and significant positive impact on the University’s reputation

5.3 **Sustained excellence** leading to movement up the salary range is characterised differently. Critically, it is expected to be marked by evidence of excellent contribution meeting one or more of the following criteria on a sustained basis:

- **Influential leadership** beyond the individual’s area of direct accountability.
- **Leadership of innovation** – especially delivering major improvements in efficiency and effectiveness (which may include cost reduction and service improvement over a period of years).
• **Impact** on the University’s successful performance, especially in relation to the achievement of challenging objectives which are linked to UoE goals.

5.4 In every case, it is important to consider not just what has been achieved, but also how it has been achieved. In reaching this level of excellence, what impact has the way in which it has been done reflected on other ‘generic’ priorities and objectives or enhanced the reputation of the University (for example, promoting opportunity and diversity, enhancing customer service, etc)?
6. Grade 10 salaries and progression – process

<table>
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<tr>
<th>Timing</th>
<th>Action</th>
<th>Notes</th>
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<tbody>
<tr>
<td>January/February</td>
<td>RC considers equal pay audit data in advance of review</td>
<td>The data will also be shared with the Grade 10 staff cohort at the start of the review. [See below – No salary data will be circulated from which individuals could be identified].</td>
</tr>
<tr>
<td>January/February</td>
<td>RC approves process and the overall level of awards proposed (^5)</td>
<td>The budget includes two elements: the cost of progression within the first six points of the range, which is the ‘normal expectation’ and, on top of that, the expenditure envelope available for reward of sustained excellence.</td>
</tr>
<tr>
<td>Late March/Early April</td>
<td>Information about the process is issued to all staff in Grade 10 roles</td>
<td>This includes equal pay data, information about the process and time-table, and guidance about the ‘impact indicators’ – see below.</td>
</tr>
<tr>
<td>April and May</td>
<td>Heads of Support Groups/Colleges, in consultation with others where appropriate: [a] confirm normal progression for staff within first six points of range, only cases where progression is not being recommended are forwarded to the Principal and Heads of Support Groups/Colleges for final decision. [b] prepare nominations for contribution reward and forward to Principal and Heads of Support Group/Colleges.</td>
<td>Apart from the biennial or triennial reviews within Points 1-6 (other than exceptional cases of accelerated progression); all other staff in Grade 10 posts are considered annually. However, if an individual wishes to do so, s/he may also make an application in writing to the Head of Support Group or College. Where a Head of School or relevant head of service function has had conversations regarding a possible award submission and there is a possible expectation of an award, and an award submission is not then supported, the Head of School should inform individuals of their decision. Contribution reward is not an entitlement; there are a limited number of awards made and they can be made to any member of staff in a Grade 10 post, whether in or beyond the first six points (for those in the first six points, this is ‘accelerated’ progression) and can be in the form of a movement to a higher range point or a lump sum payment or, in some exceptional cases, both.</td>
</tr>
<tr>
<td>June/July</td>
<td>Principal and Heads of Support Groups/Colleges meet to consider all nominations, and make decisions.</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Remuneration Committee receives results.</td>
<td>Outcomes notified to individuals by no later than the end of July.</td>
</tr>
<tr>
<td>August</td>
<td>Payments are implemented.</td>
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Any individual, who feels that s/he should have received an award and did not, has a right to have the decision reviewed by the Vice-Principal Planning, Policy and Resources who will consider all relevant papers. Such requests should be made in writing (addressed to Secretary to the Remuneration Committee, University HR Services) by 31 August 2014.

\(^5\) The number of awards available will be approved by CMG, F&GPC in the usual way but the Remuneration Committee will be asked if it judges the limit to be sensible in terms of retention and reward of senior staff.
Appendix 1: Grade 10 – General Support Services
(Administrative/Managerial/Professional)

Summary: Roles at this grade will be most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the university meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the top management team where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the university and will typically have substantial impact on university direction, strategy and objectives.

10.1 Knowledge, Skills & Experience

10.1.1 Professionally qualified/relevant degree or equivalent, plus extensive experience including a minimum of 5 years operating at a strategic management/expert level.

Plus

10.1.2 Breadth of vision gained from extensive experience in field of expertise.
10.1.3 Experience of developing innovative solutions and practical implementations for strategic change.
10.1.4 Experience of managing and controlling substantial budget/resources/funding and an understanding of financial management procedures.
10.1.5 Highly developed knowledge of the principles, theory and practice of a field of work. As well as an awareness of broader developments relevant to the university.
10.1.6 Aware of likely effect of change in economic, social and governmental and technological environment.
10.1.7 Well developed knowledge of systems/services for own area and across functions and how they relate to national and international developments.
10.1.8 Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.
10.1.9 National and international awareness and understanding of the activities, objectives and strategic direction of the university, both current and future.
10.1.10 Strong interpersonal skills including motivational, negotiating, influencing and networking nationally and internationally.

10.2 Representative Work Activities

Analysis & Reporting

10.2.1 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.
10.2.2 Review performance over time in the area of responsibility and compare it to best practice in the market, identifying areas of improvement in structure, practices, policies and technology.
Planning & Organising
10.2.3 Develop and lead the implementation of strategies and plans for the area of responsibility, which support and take forward the university strategy.
10.2.4 Contribute to debate on university strategy and policy.
10.2.5 Lead major projects and initiatives which have significant resources and strategic impact.

Finance/Resource Management
10.2.6 Ensure financial plans are developed and that services operate effectively within budget.
10.2.7 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

Customer Service & Liaison
10.2.8 Review customer needs now and in the future and ensure services are shaped to meet them.
10.2.9 Ensure customer feedback and quality processes are in place for the area of responsibility.
10.2.10 Work with senior colleagues from all areas of the university, with committees and external bodies, providing high level advice.
10.2.11 Represent the university externally in sector groups and in negotiations.

People Management
10.2.12 Lead and manage staff in a major functional area or service grouping, developing them and raising their performance.

Continuous Improvement
10.2.13 Maintain a continuous review of quality and of external benchmarks to promote the best possible service.

10.3 Performance Criteria

10.3.1 Delivery of targets/objectives to agreed specification, time, cost and quality standards.
10.3.2 Quality of planning and link to strategy.
10.3.3 Quality and timeliness of advice and recommendations.
10.3.4 Proposals for policy and procedure meet both internal and external requirements.
10.3.5 Effective utilisation of finance and resources.
10.3.6 Effective transfer of skills and knowledge to colleagues and “customers”.
10.3.7 Feedback on effectiveness.
10.3.8 Generation of new ideas and approaches.
10.3.9 Quality of innovative contribution.

Where relevant
10.3.10 Performance of teams/teams against objectives.
10.3.11 Development of team to meet individual and University requirements.
10.3.12 Image/view of team.
10.3.13 Team morale.
Appendix 2: Grade 10 Salary Range (Effective 1st August 2013)

<table>
<thead>
<tr>
<th>Spinal Point</th>
<th>Grade Step Point</th>
<th>Salary (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>17</td>
<td>92,898</td>
</tr>
<tr>
<td>65</td>
<td>16</td>
<td>90,289</td>
</tr>
<tr>
<td>64</td>
<td>15</td>
<td>87,681</td>
</tr>
<tr>
<td>63</td>
<td>14</td>
<td>84,423</td>
</tr>
<tr>
<td>62</td>
<td>13</td>
<td>80,695</td>
</tr>
<tr>
<td>61</td>
<td>12</td>
<td>78,509</td>
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<td>60</td>
<td>11</td>
<td>75,860</td>
</tr>
<tr>
<td>59</td>
<td>10</td>
<td>73,384</td>
</tr>
<tr>
<td>58</td>
<td>9</td>
<td>70,907</td>
</tr>
<tr>
<td>57</td>
<td>8</td>
<td>68,748</td>
</tr>
<tr>
<td>56</td>
<td>7</td>
<td>66,586</td>
</tr>
<tr>
<td>55</td>
<td>6</td>
<td>64,561</td>
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<td>54</td>
<td>5</td>
<td>62,532</td>
</tr>
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<td>53</td>
<td>4</td>
<td>60,632</td>
</tr>
<tr>
<td>52</td>
<td>3</td>
<td>58,725</td>
</tr>
<tr>
<td>51</td>
<td>2</td>
<td>57,031</td>
</tr>
<tr>
<td>50</td>
<td>1</td>
<td>55,375</td>
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Appendix 3: Extract from UoE Strategic Plan 2012-2016

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<th>Excellence in education</th>
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<tr>
<td><strong>This goal encompasses the quality, breadth and relevance of the learning and teaching of our undergraduate and taught postgraduate students. Related sections include our Outstanding student experience, Equality and widening participation, and Global impact strategic themes.</strong></td>
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<table>
<thead>
<tr>
<th>Aim</th>
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<tbody>
<tr>
<td>To stimulate in our students a lifelong thirst for knowledge and learning and to encourage a pioneering, innovative and independent attitude and an aspiration to achieve success within and beyond the University.</td>
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<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>To meet our aim we will:</td>
</tr>
<tr>
<td>- use our globally leading strengths in research to underpin and inform our teaching</td>
</tr>
<tr>
<td>- guide and support our students through University of Edinburgh degree programmes</td>
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<tr>
<td>- develop each student’s capacity to learn by enquiry, through the in-depth study they undertake, particularly at Honours and Postgraduate level</td>
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<tr>
<td>- foster a climate in which teaching is highly valued</td>
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<tr>
<td>- embed graduate attributes and employability in all our curricula, and equip our students to compete in the global marketplace</td>
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<tr>
<td>- facilitate flexible learner journeys.</td>
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<th>Strategies</th>
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<tr>
<td>We will achieve our objectives by:</td>
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<tr>
<td>- using our new Personal Tutor approach to guide each student’s academic plan and educational progress, supporting them to take ownership of their learning and development and to plan for their future career</td>
</tr>
<tr>
<td>- introducing further flexibility in study patterns, whilst maintaining the integrity and breadth of our curriculum, through articulations with strategic partner providers, direct entry to second year for undergraduates, and enabling students to pause their studies at appropriate points then supporting their return</td>
</tr>
<tr>
<td>- motivating and preparing our students to gain an experience abroad as part of their degree, as vacation work or volunteering, or to undertake national or international work-based learning, recognising the benefits this brings to their educational, personal and career development</td>
</tr>
<tr>
<td>- enabling our undergraduate and taught postgraduate students to engage with cutting edge research and the processes of discovery, knowledge generation and knowledge exchange</td>
</tr>
<tr>
<td>- working with employers, professional bodies, alumni and other stakeholders to ensure our degree programmes are responsive to need, producing graduates with socially and economically valuable attributes and expertise</td>
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<tr>
<td>- expanding and enhancing our distance education provision</td>
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<tr>
<td>- enabling our staff to embrace new technologies as part of enhancing the learning experience, and to deliver prompt and effective feedback.</td>
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<th>KPI</th>
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<tr>
<td>1.1 Proportion of leavers achieving a successful outcome (degree, transfer or other award)</td>
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<th>Targets</th>
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<tr>
<td>1.2 Increase student satisfaction with academic and pastoral support</td>
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<tr>
<td>1.2 Increase student satisfaction with the opportunities and support for developing their graduate attributes and employability</td>
</tr>
</tbody>
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Excellence in research

This goal encompasses the breadth and quality of our research and includes postgraduate research students. Further detail on knowledge exchange, public engagement, global impact and collaboration is provided in the sections Excellence in innovation, Lifelong community, Global impact and Partnerships.

Aim

To foster a vibrant, successful and interactive research community that generates ideas and discoveries, creates new fields of knowledge and makes a difference to the societal, cultural, environmental, health and wealth development of Scottish, UK and global communities.

Objectives

To meet our aim we will:

- pioneer new and emerging areas of research across the boundaries of traditional disciplines
- provide leadership on, and make advances in solving, key global research challenges
- realise the full potential of the breadth and volume of our research base
- deliver excellence with impact
- generate a cohort of future research leaders.

Strategies

We will achieve our objectives by:

- fostering new approaches to cross-disciplinary research, including encouraging outstanding global research collaborations
- shaping and securing strategic partnerships with research funders
- combining our proven research excellence with demonstrable economic, environmental, health and social impact
- driving increased high-impact knowledge exchange and public engagement
- maximising our competitive research funding success, with a new emphasis on large and cross-disciplinary proposals, including playing a leading role in all Research Councils UK Grand Challenge research programmes
- positioning ourselves to compete successfully for funding from Europe and beyond, including by influencing and engaging with EU priorities for Horizon 2020, professionalising our approach to securing EU funding, and supporting our staff to be successful consortium leaders
- generating scholarships and fellowships
- driving forward sustainable use of equipment, and efficiency in other research costs
- raising the profile of our research activity and expertise, both internally and globally.

KPI

2.1 Russell Group market share of research income (spend)

Targets

2.2 Increase our average number of PhD students per member of academic staff to at least 2.5
2.2 Increase our score (relative to the highest scoring institution) for the citations-based measure in the Times Higher Education (THE) World University Rankings to at least 94/100
### Excellence in innovation

*Our well-established routes for knowledge exchange include publications arising from research and the knowledge and skills our graduates take with them when they move into employment. These are addressed in our first two strategic goals. Further detail on the wider impact of our innovation and knowledge exchange activities is provided in the sections Lifelong community and Partnerships sections.*

### Aim

To ensure our knowledge, ideas, skills and expertise are transformed into advice and opinion, innovation, intellectual property, enterprise and wealth, thereby realising national and international objectives and enriching society.

### Objectives

To meet our aim we will:

- stimulate innovation and seek out novel applications, benefiting the local economy and increasing our international profile
- identify the best means of turning ideas from students and staff into commercial reality
- consolidate our reputation as a partner of choice for commercialisation and as a UK leader in new company creation
- maximise financial and wider benefits arising from knowledge exchange and open practices
- increase our impact on culture, health and wellbeing.

### Strategies

We will achieve our objectives by:

- inspiring students and staff to acquire and use their entrepreneurial and management skills
- stimulating students and staff to engage with the public and relevant stakeholders in industry, policy and practice as part of their research, with a focus on impacts and identifying future research requirements
- fostering innovative staff exchange with industry, cultural institutions and public service providers
- efficiently identifying and capitalising on intellectual property, including through reinforcing the University of Edinburgh’s proven model of locally embedding knowledge exchange professionals in academic areas and by extending pre-incubation, incubation and science park facilities
- engaging in a professional, ethical and coordinated way with both commercial and non-commercial partners
- influencing public policy debate, formulation and implementation into practice
- improving the supply of funding to our leading spin-out and start-up companies through our venture investment arm, Old College Capital and through developing and maintaining close relationships with venture capital funds and business angel syndicates
- working with other Scottish universities to simplify engagement with industry, while maintaining our leadership in commercialisation
- extending our range of continuing personal and professional development programmes
- developing long term, sustainable relationships of value with the SME community, through a focussed and proactive engagement policy
- supporting partner universities in developing regions of the world to translate research output into local benefit
- fostering links with the business and financial community to support innovation and our commercialisation activities
- employing open approaches and methods, including open scholarship, open access and open educational resources.

### KPI

3.0 Knowledge exchange metrics: number of disclosures, patents, licenses and new company formations

### Targets

3.1 Achieve at least 200 public policy impacts per annum

3.2 Increase our economic impact, measured by Gross Value Added (GVA), by at least 8%
## Enablers

### People

*Our success in achieving our strategic goals depends on the outstanding performance and contribution of all of our staff. This enabler is related to the Equality and widening participation strategic theme.*

### Aim

To value, support, develop and utilise the full potential of our staff, working with each other across our community to make the University a stimulating and successful place to work.

### Objectives

To meet our aim we will:

- attract, reward and retain the best people, accessing talent from around the world
- develop the knowledge, capabilities and skills of our people
- maintain a sustainable staffing profile which meets our evolving needs
- be inclusive, supportive and collegial in our approach, which is underpinned by principles of dignity and respect, equality and diversity, health, safety and wellbeing.

### Strategies

We will achieve our objectives by:

- promoting the attractiveness of the University as a globally significant institution, and supporting new staff to enable them to become effective
- rewarding excellence and success in a variety of ways
- motivating our staff to be part of our world-changing aspirations by clearly linking individuals’ objectives to those of their School/support department and University through annual reviews
- investing strategically in our staff in order to inspire and equip them to deploy a range of skills to shape, influence and lead, and supporting professional and career development, planning and advancement
- fostering a culture of high aspiration and performance, drawing on excellent leadership, effective management and employee engagement
- promoting flexible interdisciplinary and team working, job exchanges and secondments, and a healthy work-life balance
- providing safe and accessible working environments
- fostering our ethos of collegiality, tolerance, compassion and strong ethics, through effective employee engagement and empowerment, transparency and excellent communications
- continuing to develop constructive partnership working and effective consultation/negotiation with our recognised trade unions.

### KPI

4.1 Proportion of staff who have had an annual review within the previous year, incorporating the identification of objectives and development needs

### Targets

4.2 Achieve the institutional Athena SWAN Silver award
4.3 Increase our number of international applications for academic posts
## Infrastructure

*High-quality infrastructure is key to enabling us to achieve our strategic goals. Further detail on sustainability issues is provided in the Social responsibility strategic theme.*

### Aim
To provide a modern, efficient and stimulating working and learning environment to sustain world-class academic and support activities.

### Objectives
To meet our aim we will:
- pursue consistency and continuity in quality and experience across all elements of our physical, information technology (IT) and library infrastructures
- challenge the scale and sustainability of our estate, whilst protecting our important assets, including iconic buildings which form a key part of our heritage
- optimise our use of space
- achieve greater integration of information technology (IT) infrastructure and major equipment procurement within our overall estate planning process
- ensure that we have the information we need to support learning, teaching, research and effective decision-making.

### Strategies
We will achieve our objectives by:
- adapting our infrastructure to meet the changing needs, approaches and working patterns of our diverse population of staff and students and the wider community we serve to best support our world-class academic activity
- demonstrating agility in our approach to planning and delivery of estates projects, pursuing consolidation and reconfiguration opportunities where required and critically challenging project briefs
- making strides to improve our use of space and deliver increased value for money, by demonstrably improving our learning and teaching estate utilisation via the delivery of the long-terms aims of our Timetabling Policy, by reducing the extent of our dispersal across small buildings and by effectively communicating the importance of good space management
- putting in place information and communications technology with the power and resilience to provide easy access to resources, and to support individual and group study and working, both on-campus and mobile
- developing and maintaining our rich and varied assets in the University’s libraries and collections, ensuring the widest access to them
- identifying future technological developments and positioning ourselves to rapidly and flexibly respond to these
- taking a systematic approach to acquiring, creating, capturing, storing, presenting and managing our information resources.

### KPI
- 5.1 Total income per square metre of gross internal area

### Targets
5.2 Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020
5.3 Increase student satisfaction with learning resources (library, information technology (IT), study space and equipment) to at least 85%
### Finance

*Delivery of all the University’s aims and objectives is dependent on our overall financial strength.*

#### Aim
To maintain and enhance our overall financial strength in order to deliver our strategic goals and enhance the University’s competitive position.

#### Objectives
To meet our aim we will:

- secure long-term viability
- ensure short- and medium-term viability
- ensure high standards of accountability, probity and financial control
- deliver best value in all our activities
- ensure good governance.

#### Strategies
We will achieve our objectives by:

- prioritising and aligning our resources to our strategic priorities by actively monitoring the economic and funding environment and objectively appraising the short and long-term financial implications of all major decisions
- periodically reviewing and updating our financial strategy and undertaking an annual assessment of our financial sustainability
- regularly updating our short- and long-term financial forecasts, and using these to guide decision-making
- growing and diversifying our income from a wide range of financially sustainable academic and commercial activities which generate surpluses for reinvestment
- securing and managing our funds to support investment in our infrastructure and development of sustainable new activity
- keeping the balance between our recurrent and capital spend under review
- managing our costs and driving efficiencies in the delivery of all our activities, including through procurement
- maintaining a comprehensive and effective risk management, internal audit and assurance framework and carefully managing major financial risks to the University
- ensuring that our investment, treasury and loan strategies optimise the financial return to the University and provide maximum financial support to endowed activities
- ensuring our ethical investment policy remains fit for purpose
- coordinating with the Development Trust to deliver a new fundraising campaign and encourage increased philanthropic income
- further develop our governance framework to enhance decision-making and accountability.

#### KPI

6.1 Operating surplus as % of turnover (aim for 3%)

#### Targets

6.2 Increase our total income per staff FTE year-on-year, aiming for an increase of at least 10% in real terms

6.3 Increase our Return on Capital Employed (ROCE)
## Strategic themes

### Outstanding student experience

*This strategic theme builds on our Excellence in education strategic goal, covering some of the opportunities available to our students and the support we provide, which contribute towards our students’ outstanding experience.*

### Aim

To create the opportunities for our students to have an exceptional and distinctive experience which prepares them for life beyond their studies and which is the beginning of a positive lifelong relationship with the University.

### Objectives

To meet our aim we will:

- combine our recognised teaching excellence with an outstanding student experience both on-campus and online
- revitalise our academic and pastoral support framework
- foster in our students and alumni a real sense of belonging to a community of learners
- take a cohesive, inclusive and individualised approach to enhancing our student experience that encompasses all subjects, all modes of learning, all student services, and all parts of our estate
- promote student health, wellbeing and safety
- equip our graduates with the expertise and graduate attributes they need to achieve their full potential within the global community.

### Strategies

We will achieve our objectives by:

- ensuring staff have the skills and knowledge to respond effectively to the range of our students’ circumstances, experience, expectations and aptitudes
- raising students’ awareness and take-up of curricular and co-curricular opportunities, such as study abroad, learning a language or fulfilling student ambassador roles, and expanding provision of these opportunities
- working in partnership with EUSA to develop student peer support and in other ways
- promoting and recognising students’ participation in co- and extra-curricular activities which can contribute towards achievement of the Edinburgh Award, including student representation roles, work experience and helping with a peer-assisted learning scheme
- providing high-quality and well-placed learning and social spaces that support group and individual learning and form stimulating foci for the life of our academic community
- providing inclusive and extensive recreational and sports facilities and supporting our student societies and sports clubs
- taking action in response to internal and external student feedback
- brokering strategic partnerships between academics, industry, specialists and other institutions to enhance the development of graduate attributes in all students
- improving connectivity and liaison between Schools, Colleges and University-wide student support services, to better recognise and respond to the needs and expectations of our students, prospective students and graduates
- creating lifelong links with alumni, and between the University and the wider Edinburgh community, which are mutually beneficial, and which bring richness to our student experience.

### KPI

**7.0** Proportion of graduates (undergraduate and postgraduate) in graduate-level employment or further study

### Targets

**7.1** Increase the level of overall satisfaction expressed in responses to the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) to at least 88%

**7.2** Increase the number of our students who have achieved the Edinburgh Award to at least 500

**7.3** Create at least 800 new opportunities for our students to gain an international experience as part of their Edinburgh Degree
## Global impact

*In this strategic theme, we highlight our approach to achieving global impact. This section complements our three strategic goals, but also links with our Lifelong community and Partnerships strategic themes.*

### Aim

To be global in our aspirations, impact and dimensions, to the benefit of the University community and society as a whole.

### Objectives

To meet our aim we will:

- expand our global outreach and capacity-building contributions
- build integrated responses to complex global issues
- promote global citizenship.

### Strategies

We will achieve our objectives by:

- incorporating internationalisation in all areas of University activity, including by developing a globally relevant curriculum, promoting global citizenship and collaborating on teaching, research and knowledge exchange with international partners
- promulgating the success of our Global Academies in creating innovative approaches to trans-disciplinary academic collaboration
- positioning ourselves at the forefront of understanding of trends in regions with the greatest pace of economic and social change, and using this knowledge to mitigate the risks and maximise the opportunities of working internationally
- developing the reach and strengths of our overseas offices
- advancing our support for our global alumni community and networks
- promoting and recognising the value of international mobility, cross-cultural understanding, and multilingualism for all our students and staff
- expanding the availability, and optimising the impact, of our international scholarships
- supporting EUSA Global in improving international student induction, mentoring, mobility and representation.

### KPI

8.1 Proportion of international students from beyond our five most well-represented countries

### Targets

8.2 Increase our headcount of non-EU international students by at least 2,000

8.3 Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile

8.4 Increase our number of masters’ students on programmes established through our Global Academies by at least 500
<table>
<thead>
<tr>
<th><strong>Lifelong community</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This strategic theme sets the University’s activities in the context of our wider community. External teaching and research collaborations and knowledge exchange are addressed in our strategic goals. Other related sections include Social responsibility and Global impact.</em></td>
</tr>
<tr>
<td><strong>Aim</strong></td>
</tr>
<tr>
<td>To make a positive intellectual, educational, economic, scientific and cultural contribution to society and to promote understanding of, and support for, the University and its work.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>To meet our aim we will:</td>
</tr>
<tr>
<td>- build on our enlightenment principles to enhance public engagement with our work, influence policy-makers, and bring about change</td>
</tr>
<tr>
<td>- make our resources and expertise widely available</td>
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<tr>
<td>- be a responsible and influential neighbour, employer and adviser</td>
</tr>
<tr>
<td>- build an informed, engaged and supportive international community of alumni and associate friends, through a lifetime of contact</td>
</tr>
<tr>
<td>- have a valued cultural and sporting profile in Scotland and across the world.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>We will achieve our objectives by:</td>
</tr>
<tr>
<td>- welcoming local residents and members of our wider community into our buildings to participate in lectures, conferences and wide-ranging festival, cultural and sporting events, to enjoy our galleries, collections and other facilities, and to take-up lifelong learning opportunities</td>
</tr>
<tr>
<td>- engaging positively with local councils and other key partners over a range of issues, including strategic and local planning, transport and the relations between Edinburgh’s student and permanent communities</td>
</tr>
<tr>
<td>- demonstrating our view that public engagement is a key element of our purpose, linked to research impact, by promoting, recognising and celebrating success in this area</td>
</tr>
<tr>
<td>- providing expert contributions to public debate and policy-making, and leading the engagement agenda in Scotland</td>
</tr>
<tr>
<td>- encouraging individuals and teams of staff and students to participate in sporting events and competitions and to undertake volunteering activities</td>
</tr>
<tr>
<td>- recognising the contribution of our former students, and increasing the extent and depth of the engagement of our alumni and associate friends in the current and future life of the University</td>
</tr>
<tr>
<td>- promoting the University of Edinburgh’s achievements, both locally and globally.</td>
</tr>
<tr>
<td><strong>KPI</strong></td>
</tr>
<tr>
<td>9.1 Physical and virtual footfall</td>
</tr>
<tr>
<td><strong>Target</strong></td>
</tr>
<tr>
<td>9.2 Increase the number of active alumni engagements with the University via the Alumni Services website, social media and e-newsletters</td>
</tr>
</tbody>
</table>
# Social responsibility

In this strategic theme we set out our approach to embedding the principles of social responsibility and sustainability across the University. Related sections include People, Infrastructure, Outstanding student experience and Lifelong community.

## Aim
To create the conditions under which our students, staff and the wider community are inspired and supported to engage with and contribute to social responsibility and sustainability across the University and beyond.

## Objectives
To meet our aim we will:

- minimise our environmental impact
- maximise our contribution to society
- have infrastructure which is developed and, where possible, operated to meet national and international environmental sustainability and social responsibility objectives
- exhibit high ethical standards
- balance our community’s desire for around-the-clock access to responsive infrastructure against the impact on our costs and carbon footprint.

## Strategies
We will achieve our objectives by:

- embedding our commitment to social responsibility and sustainability in our curricula, policies, strategies and procedures
- motivating all members of the University community to become effective advocates who actively support best practice, innovation and leadership with regard to social responsibility and sustainability
- offering every student opportunities to study the broader aspects of current global challenges, social responsibility and sustainability, and to explore in depth how their chosen subjects relate to them
- demonstrating and reporting our main social, environmental and economic impacts
- recognising and sharing our current expertise, opportunities, activity and achievements relating to social responsibility, sustainability and the global challenges
- managing our physical infrastructure and the procurement of goods and services in ways that maximise efficiency and effectiveness while minimising social, environmental and other impacts
- applying sustainable development guidelines and adopting appropriate HE BREEAM (Building Research Establishment Environmental Assessment Method for buildings) standards for environmental performance
- improving our overall management of resources to reduce waste and maximise recycling
- facilitating sustainable and active travel between the different parts of our dispersed estate and promoting more sustainable modes of business travel
- in partnership with EUSA, consolidating our long-standing commitment to contribute to meeting the global poverty challenge through fair trade.

## KPI

1. **10.1 Carbon emissions per £ million turnover**

   **Target**

   2. **10.2 Reduce absolute CO₂ emissions by 29% by 2020, against a 2007 baseline (interim target of 20% savings by 2015)**
### Partnerships

This strategic theme sets out our approach for attaining our strategic goals through the pursuit of strategic partnerships and collaborations.

### Aim

### Objectives

To meet our aim we will:

- position ourselves to create and seize partnership opportunities at the frontiers of new knowledge
- enhance our capacity and competitiveness
- generate mutually beneficial sustainable outcomes
- secure more efficient use of resources
- contribute to international and national priorities for teaching and research.

### Strategies

We will achieve our objectives by:

- developing, and deriving benefits from, local and international strategic partnerships and collaborations with other leading universities, the commercial sector, and governmental and civil society organisations, which are built on excellence and driven by shared academic interest
- deepening our established relationships with research pooling partners, NHS Scotland, our Associated Institutions and other local institutions and businesses
- bringing an international research dimension to the Scottish Government and its constituent bodies
- hosting new, and developing existing, research centres and cutting-edge facilities of national and international significance
- deriving maximum benefit from external expertise and participation in national and international networks
- exploring opportunities to collaborate and share activities, services, systems and facilities internally, across institutional boundaries, and with commercial partners, where mutual benefits can be realised.

### KPI

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Number of our research publications which are internationally co-authored</td>
</tr>
</tbody>
</table>

### Target

11.2 Increase our number of PhD students on programmes jointly awarded with international partners by at least 50%
## Equality and widening participation

*In this strategic theme we set out our approach to embedding the principles of equality, inclusion and diversity throughout our community and our commitment to widening participation. This section is closely connected to our People enabler.*

### Aim
To create and maintain a diverse community of students and staff, thereby enriching the learning, working and social experience for all and demonstrating our commitment to social justice.

### Objectives
To meet our aim we will:
- admit the very best students from a wide range of backgrounds
- embed equality, inclusion and diversity as fundamental principles throughout our community
- foster a culture which permits freedom of thought and expression within a framework of mutual respect
- strive to ensure that no student is deterred from entering the University by financial barriers
- enable students from under-represented groups to fully embrace their University experience, successfully complete their programme of study and expand their ambitions and employment opportunities.

### Strategies
We will achieve our objectives by:
- protecting and celebrating diversity as a defining element of the University of Edinburgh experience
- ensuring staff have appropriate training and information in equality areas to prevent discrimination, make reasonable adjustments, and promote equality of opportunity
- ensuring staff and students with particular needs have access to appropriate facilities and support
- raising engagement and aspirations in individuals from under-represented groups, broadening the base of our applicant pool
- orientating prospective students to the challenges and opportunities of higher education and the University of Edinburgh experience, through our targeted outreach work and on-campus events
- developing flexible entry and exit routes for students
- taking context and individual circumstances into account when identifying students with the best potential to succeed, through our fair, clear and transparent admissions policy
- fully supporting our students in their learning and career planning, and in their living environment within the University, so that they achieve a good outcome from their studies, and then progress successfully on to further study or high-quality employment
- providing, and raising awareness of, our access bursaries and making fundraising for bursaries and scholarships a high priority for philanthropic giving
- being at the forefront of the initiation, design and implementation of national widening participation projects and outcome measures.

### KPI
12.1 Undergraduate entrants from under-represented groups

### Targets
12.2 Converge on our participation benchmarks for under-represented groups
12.3 Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, and reduce the gender pay gap for University staff