The University of Edinburgh

Annual Grade 10 Professorial Staff Salary Review

Information

Updated for 2013
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University Goals and Strategic Themes
(from UoE Strategic Plan 20012 -16)

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 professors. 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, i.e. staff in Grade 10, is the responsibility of the Remuneration Committee (RC). The Remuneration Committee’s remit is one of governance, i.e. 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 (professorial and non professorial) 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 Professorial staff play a leading role in the University’s performance and, therefore, the delivery of large parts of the University’s strategic plan. They are a large group (currently around 556).

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 for professorial contribution of sustained high impact in the areas of education, research and other leadership arenas
- 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 movement up the range (“increments”) for sustained excellence and one-off (“lump sum”) payments in recognition of exceptional one-off achievements.

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1 This paper relates only to non-clinical professors (including veterinary professors). Clinical medical professors are covered by separate NHS related provisions.

2 The Remuneration Committee considers a parallel guide relating only to non-professorial staff.
3.0 Professorial salaries and progression – contribution reward

3.1 To be appointed as professors, individuals must have an established international reputation and be major contributors to the institution. This is reflected in appointment criteria and embodied in the generic academic grade profile which sets out the role expectations for the grade.

3.2 Once appointed, the impact of professors on their discipline and the institution will vary, depending on four overlapping areas (see diagram on page 7). Success in any of these areas would bring reputational and/or commercial advantage to the University, whether directly or indirectly, and each also reflects the University’s core strategic goals [see page 3]. It is expected that all professors 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 a recently appointed or promoted professor, such a contribution may result in faster than ‘normal’ progression through the first six points; for a professor who has already reached point six, 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)\(^3\); 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 494 non-clinical professors, approximately 32% are within the grade step points 1 to 6. In the 2013 review of professorial salaries, the discretionary awards will be set at around 103 increments and 32 lump sum payments and be available to those who are already at or beyond point 6, or whose performance is developing faster than the ‘normal expectation’ within points 1 to 6 (for further information see section 4.0).

3.5 All of these exceptional contributions are assessed by reviewing the impact of individual contribution within what we have called ‘Parameters of Excellence’ which are explained in more detail in section 5 of this guide.

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.

\(^3\) 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 Professorial salaries and progression – Points 1 to 6

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 5.

4.2 Each year, professors who are eligible for ‘normal progression’ are identified for review by the Head of School in consultation with the Head of College. The cases of any staff that are not being recommended for progression are referred to a meeting of the Principal and all Heads of College and Support Group, with the HR Director, for a final decision. If the decision is to withhold progression, then the Head of School, in consultation with the Head of College, 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 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 professors, who do progress normally, will receive a standard notification as soon as that is confirmed. For those whose contribution is developing at a very exceptional rate, progress through this range may be faster – either through award of more than one increment in any one year or through more frequent changes in salary level (e.g. increments in successive years). These cases are referred on to be considered alongside any for staff who have already reached point 6 or beyond.

4.4 Award of contribution increments will be considered separately to normal biennial progression.

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

5.1 The following section describes the parameters within which contribution is assessed and also provides examples of indicators for each. These are not exhaustive since the nature of academic life and the ever-changing external environment are such that, at any moment, some new challenge requires to be met or some new achievement becomes possible. However, it is hoped that the description gives a fair representation of the kinds of outstanding contributions that have been recognised in the past and are more likely to attract recognition in the future.

5.2 There are four broad areas and they do, of course, overlap:-

- Impact of PhD and post-doctoral supervision on the development of the discipline
- Innovation in approaches to learning and teaching which advance the University’s reputation as a leader in education in a particular discipline and transform the experience of students
- Track record in attracting learning and teaching contracts
- Level and type of participation in major national and/or international committees on learning and teaching

6.0 Learning and Teaching

6.1 Parameters include:-

- Impact of PhD and post-doctoral supervision on the development of the discipline
- Innovation in approaches to learning and teaching which advance the University’s reputation as a leader in education in a particular discipline and transform the experience of students
- Track record in attracting learning and teaching contracts
- Level and type of participation in major national and/or international committees on learning and teaching
• Range/type of advisory roles to Government or at the highest level in Higher Education
• Level and type of contribution to dissemination and debate internationally about new approaches to learning and teaching policy, methods and practice
• Prizes, awards or distinction for national/international contribution in the areas of learning and teaching

6.2 Indicators of excellence include:

• High profile careers of significant numbers of former PhD students and post-docs.
• Leadership of a major restructuring of a School’s PGT or UG curriculum, or a major component thereof
• Track record of winning succession of major, high prestige teaching and learning contracts
• Chairing major national and/or international committees on learning and teaching
• Major contribution to dissemination through, for example, research, publication and major international conferences and debate internationally about new approaches to learning and teaching policy, methods and practice [this indicator is the norm for chairs in student learning, but may be exceptional elsewhere]
• Major advisory roles to Governments, major institutions, national and international bodies
• Conferment of honorary degrees, very high prestige awards and prizes

7.0 Research

7.1 Parameters include:

• Range and quality of publications
• Track record in attracting research funding
• Peer recognition of impact on and reputation in the discipline in the UK and internationally and/or public policy relating to the discipline
• Level and type of participation in major national or international research committees
• Record in building research capability in an important or new area

7.2 Indicators of excellence include:

• Track record of attracting research funding and/or PGR students at a high level for the discipline
• Sustained record of very high impact publications
• Winning a new research centre of international importance
• Sustained and successful leadership of a research centre of international importance
• Winning renewal of a research centre of international importance
• Fellowship of prestigious scholarly societies [e.g. FRS, FBA or international equivalents]
• Membership, and in particular, chairing of a major national or international research committee
• Regular invitations to present keynote papers at major international conferences, or to exhibit or perform at major venues
• Appointment as external assessor for professorial and other senior academic posts elsewhere
• Appointment to highly prestigious editorships
• Invitations to deliver very high profile/named lectures
• Major advisory roles to Governments, major institutions, national and international bodies, companies or other organisations
• Conferment of honorary degrees, very high prestige awards and prizes

8. Innovation

8.1 Parameters of excellence include:-

• Generating sustained and profitable revenue and/or reputation through the exploitation of intellectual property through spin-outs, patents or licences
• Track record of revenue generation for the University from consultancy, matched by a sustained contribution to the business success of clients
• Development of new CPD programmes, for example, by e-learning
• Track record in leadership of public understanding of discipline (e.g. public understanding of science)
• Discipline-grounded impact on the work of public, charitable and/or cultural bodies

8.2 Indicators of excellence include:-

• Sustained high level of income generation for the University from knowledge transfer or commercialisation activities
• Initiation and leadership of major innovative and successful CPD programmes, which may be indicated by a sustained and high level of income generation
• Evidence of sustained and high level of delivery in KT activities such as proof of concept, Enterprise Fellowship Scheme, Knowledge Transfer Partnerships or highly successful collaboration with small and medium sized enterprise companies
• Evidence of a high and visible national reputation for enhancing public understanding
• Record of regular invitations and successful delivery of high profile, high prestige cultural events (such as curation of major international art exhibitions or performances)
• Evidence of sustained high level impact on public policy development through engagement with top level civil servants and ministers.
• Leading or chairing a major body within the public service (related to the discipline)

9.0 Impact on the institution

9.1 Impact on the institution may be reflected in senior roles or special contributions which are not confined to either research or teaching. Indicators include:-

• Sustained contribution by fulfilling leadership and/or management roles, ranging from ‘thematic’ Vice Principal to leader of a major Research or Teaching Institute within a School/College
• Leadership within a discipline which leads to a major advance in that area and enhances the University’s reputation
• Leadership of activities which have a major positive impact on the performance or standing of the University, e.g. quality enhancement, assurance, validation or accreditation activities, serving on the Board of national bodies
• Sustained and successful leadership of significant organisational change (such as reform or restructuring of [College or University-wide] curriculum or organisation, or high value and complex physical relocation)
• Chairing or participating in HE sector bodies, Funding Council or major research council committees, or holding high office in major learned societies
• Developing and maintaining national or international networks within higher education or with industry which are of major benefit to the institution
• High prestige national and international awards relating to innovation, industry and enterprise
### 10. Professorial salaries and progression – process

<table>
<thead>
<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 professorial 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 proposed⁶</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 professors</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 College, in consultation with Heads of Schools:</td>
<td>Apart from the biennial or triennial reviews within Points 1-6 (other than exceptional cases of accelerated progression); all other professors are considered annually. However, if an individual wishes to do so, s/he may also make an application by writing to the Head of College.</td>
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<tr>
<td></td>
<td>[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 College group for final decision. [b] prepare nominations for contribution reward and forward to Principal and Heads of College group.</td>
<td>Where a Head of School 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; it can be applied to any professor, 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 College / Support Group meet to consider all nominations, and make decisions.</td>
<td></td>
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<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 professor, 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 2013.*

⁶ 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 - Academic Profile

Jobs will be matched to the profile which provides the best overall ‘fit’, although they may include some activities relating to the grade below (see section 1 above). No job is expected to include all the activities listed; most will only include a subset.

Summary: Roles at this level carry significant academic leadership responsibilities. Individuals whose roles are focussed on research and/or teaching will have a substantial international reputation in their field. In research, this will involve leading original research of an international standard, maintaining an appropriate level of research activity and output and engaging with the relevant international research community. Any teaching specialists at this level will have broadened and deepened their impact on curricula, teaching methods and teaching, learning and assessment systems through extensive and widely recognised innovation of an international standard. They will normally lead developments in teaching, learning and assessment across a field or more widely. Academic managers at this level will be responsible for all aspects of a significant area of work, including strategy, and for the management of staff, programmes and projects, finance and other resources and for overall quality assurance in the area of work.

10.1 Required Knowledge, Skills & Experience

10.1.1 Extensive and high level research and/or teaching experience successfully sustained, and productive over the long-term;
10.1.2 Experience and capability to act as role model in the areas of research, teaching and management, as appropriate;
10.1.3 Ability to lead and motivate people to manage resources, and to contribute to the running of the university;
10.1.4 Extensive experience in leading the design of programmes and projects;
10.1.5 Established and widely recognised reputation for excellence in the field among peers internationally;
10.1.6 Proven ability to plan and lead the delivery of high quality research and/or teaching programmes;
10.1.7 Proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the unit.

10.2 Representative Work Activities

Research

10.2.1 Make a leading contribution to the development and implementation of research strategy at school level or equivalent.
10.2.2 Plan and lead the development, implementation and publication/dissemination of research of outstanding quality and international repute for a designated area;
10.2.3 Where appropriate to the field, lead major funding bids which develop and sustain research support for the specialist area and advance the reputation of the University;
10.2.4 Make a leading personal contribution to research in the field nationally and internationally by means of publication etc;
10.2.5 Sustain other research-related contributions through conference papers and presentations and/or consultancy projects and advice;
10.2.6 Oversee the supervision of doctoral and post-doctoral research;

Teaching

10.2.7 Oversee the development, delivery and review of teaching provision in the subject area for students at all levels;
10.2.8 Develop and review approaches to teaching, learning and assessment which advance techniques and standards locally, contribute to local policy and serve as a contribution to broader debate;

10.2.9 Make a leading contribution to debate nationally and internationally about new approaches to teaching, learning and assessment policy, methods and practices by publication, contribution to conferences and/or work with relevant national and/or international bodies, reflecting an acknowledged international reputation as an expert in teaching;

10.2.10 Sustain other teaching-focused activity as appropriate.

Leadership and Management

10.2.11 Take responsibility for policy and strategy in a specific area, developing and promoting a clear vision of the unit’s strategic direction;

10.2.12 Lead and manage a team of senior colleagues, who have delegated responsibility for specific strands of work/sub-units;

10.2.13 Mentor and develop more junior colleagues;

10.2.14 Manage staff and other resources of a significant academic area/unit, including the allocation of workloads and the appraisal of senior academic staff;

10.2.15 Ensure all relevant quality assurance, validation and accreditation requirements for the unit are met;

10.2.16 Review performance, compare it with best practice and identify continuous improvement targets, taking responsibility for leading the work to achieve these;

10.2.17 Contribute to the running of the University through: executive responsibility for particular areas of work and for participation in decision-making and governance and chairing significant committees as appropriate, at School/College and/or University level;

10.2.18 Represent and promote the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders;

10.2.19 Play a leading role in the relevant wider academic and, where appropriate, professional community.

10.3 Performance Criteria [not to be used as part of Matching Process]

10.3.1 Ensuring all internal and external requirements are met in the area of work managed;

10.3.2 Reputation among peers externally, internationally as well as in the UK;

10.3.3 Consistent and sustained high quality, reputation, innovation and impact in published output;

10.3.4 Where the norm for the field, sustained track record in attracting high levels of resource;

10.3.5 Evidence of effective management, e.g. in respect of financial performance of areas under personal supervision;

10.3.6 Evidence of acting as a role-model for best practice;

10.3.7 Evidence of effective contribution to the development and performance of colleagues through mentoring and peer support;

10.3.8 Evidence of effective contribution to the University through leading or contributing to broader processes, governance and project activities.
Appendix: Academic Veterinary Clinical Work

It is recognised that some academic roles include an element of professional practice, and this is particularly significant in the case of academic veterinary clinicians. For that reason, this appendix to the Academic Role Profiles has been developed to enable clinical activities to be considered alongside the other key aspects of academic work for those affected.

In assessing academic jobs involving veterinary clinical work, it should be recognised that the balance of activities is different from most other academic roles and often there is less focus on research, given the importance of clinical practice in teaching and knowledge transfer. As for other academic jobs, it is not expected that such individuals will perform all, or even many, of the other activities in the academic profiles and it is expected that they will continue to contribute to some activities associated with the lower grades as they move up the grade structure.

Grade 10

Clinical roles at this level carry significant clinical leadership responsibilities and individuals will have a substantial international reputation in their field. Clinically, this will involve being a recognised expert in the field, dealing with a referral caseload at secondary or tertiary level and leading clinical developments in that area.

10.1 Plan and strategically develop the clinical caseload of a specialist unit, overseeing its work, managing senior colleagues and properly delegating clinical cases and responsibilities.

10.2 Provide a clinical solution to all case challenges presented, including the most complex, acting as key decision-maker and providing clinical support and advice to colleagues.

10.3 Lead the development, application and maintenance of clinical standards and techniques at international level in a defined area of work.

10.4 Take the lead in determining policy and practice in relation to the balance of practical, ethical and financial factors as they relate to own field of expertise.

10.5 Lead and develop the provision of customer care (where “customers” may be clients, referring veterinarians, University colleagues or outside bodies) in keeping with the standards of the University.

10.6 Take a lead role in liaising with professional, government and international bodies to ensure legal and regulatory requirements are fulfilled.

10.7 Lead the development of external partnerships to provide clinical and consultancy services to external bodies.

Develop the veterinary clinical standing of the University, including taking leading roles on representative bodies and at meetings and conferences of national and international organisations.
## Appendix 2: Grade 10 Salary Range (Effective 1st August 2012)

<table>
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<th>Spinal Point</th>
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