

A POTENTIAL NEW PROFESSORIAL PAY SYSTEM

1. I wrote to you on 20 January this year inviting comments on a proposed new Professorial pay scale. You were asked to feed back your comments through UCU and my thanks to those who did that or wrote to me directly. We now have a helpful summary of those comments from Professor Peter Hall, the UCU Professoriate representative and will be discussing those at the Joint Academic Consultation and Negotiation Committee.
2. Many of you noted during the initial consultation that any such scheme relies upon clear criteria for the different pay levels. We have looked closely at other institutions and considered the important drivers for this University. This has resulted in a draft of some criteria and a few principles about how these might operate. We are now seeking your views on these, at Appendix 1.
3. Any comments should be sent to Professor Peter Hall (maspmh@bath.ac.uk), the UCU Professoriate representative by [date]. This feedback, plus that from the first consultation will be used in negotiations to establish the new pay system.
4. We believe that this combination of a pay scale and criteria for movement within this scale will be a much more transparent approach to Professorial pay. Furthermore, it will provide clarity to those wishing to progress and improved equality of treatment across the Professoriate. I look forward to your comments.

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What is a professor?

The status of professor recognises both an achievement and a role. Throughout an academic career, people play a role in the collective as well as their individual achievement, but as a Professor this academic leadership becomes the most significant aspect and responsibility. Academic leadership means investing in the community around you to multiply the efforts of others and have an impact in society through the application of your specialist expertise, as well as shining a light on the future through original thinking. Professorial performance will therefore be calibrated by evidence of your breadth of positive impact on:

- 1) Your discipline
- 2) The University
- 3) Wider society

Professors must also embody through their behaviours and performance the values of the University, including:

- 1) A commitment to inclusion and diversity, working to ensure that all staff, students and stakeholders have equal access to the benefits of education, research and employment, and an equal ability to contribute to the University's progress.
- 2) A collegiate mindset, working with colleagues to ensure the continued success of individuals, teams and the University.
- 3) A commitment to excellent education and student experience, with teaching performance meeting accepted quality standards and pastoral responsibilities carried out effectively and inclusively.

Proposals to align with Proposed Professorial Pay Band System

Given the recent proposals to reform the Professorial Pay system and introduce pay bands, the following processes are proposed for appointment and/or setting pay levels:

1. **Appointments/Promotion**, either through current appointment processes to a post, or through promotion to Professor via Academic Staff Committee as currently, with entry-level criteria set down in CPER.
2. **Pay review**, lighter-touch system to decide progress within the Professorial scale based on performance reports from Line Manager/Individual to Faculty panels, which make recommendations to University validation panel. Financial envelope decided in advance of review, so panel can make awards appropriately. (This could be at Faculty or University level).

Principles of Assessment

- 1) The system must balance sufficient objectivity to be perceived as fair and consistent, with the essential judgement of discipline experts.
- 2) There should be sufficient flexibility to recognise the broad range of roles that academics play: The assessment process should be able to recognise those who contribute strongly across a range of activities to the same extent that it values those who truly excel in one particular domain.
- 3) Decisions will be based on a basket of indicators that are validated at the level of broad disciplines. Some of these may be quantitative in nature but there should not be over-reliance on metrics, nor should the same metrics be expected in differing disciplines.
- 4) Some form of independent advice or validation should be involved in all decisions about moving between bands.
- 5) Each broad discipline area (largely Faculty-based) will provide a set of indicators that illustrate how the descriptors translate to their area. (For example, what would be a “Major academic accolade” in engineering versus social sciences.)

It is proposed that there are two main mechanisms for pay review, namely a mandatory review every two years to allow progression within a band and an optional review at that point to allow a Professor to move to a higher band:

1. Progression within a band

This mandatory biannual pay review will involve the submission of a single-page performance report by the Professor. The report will provide evidence of achievement in line with the criteria for the band and confirmation that foundation-level performance has been sustained. This with a recommendation from the line manager will be submitted to a Faculty/School review panel.

The line manager will make one of the following recommendations to the Faculty/School review panel:

- 1) Performing significantly below expected level: static pay, performance conversations start.
- 2) Performing [contributing] at the expected level: pay stays the same
- 3) Performing largely at the expected level with some elements of the level above, or performing well across a range of domains: add points
- 4) Performing mostly in the level above, or making substantial sustained contributions across the range: consider application to next band

In order to demonstrate advancement, evidence to be outlined should include areas of development or growth, e.g. new activity, significant outputs, enhanced impact, increased responsibilities (compared with those at the last review). Information relating to personal objectives for the next two years will be also used to consider any requests.

The Faculty panel will moderate the recommendation, working within a cost envelope, and makes a recommendation for consideration by a University-level moderating panel which will take a final decision.

2. Progression to a Higher Band

To enter a band on appointment or move to a higher band, an individual must be able to provide evidence of sustainable performance against the descriptors for that band. This might include achievements such as new and significant outputs, enhanced impact, increased responsibilities (compared with the previous review). Information relating to personal objectives for the next two years will be also used to consider any requests.

Broad descriptors and indicators for the bands

Professors on Research and Teaching contracts can present evidence of progress under *either* Research or Education (or both)

Professors on Teaching contracts can present evidence of progress under Education

Community and engagement must be evidenced for both.

Descriptors and indicators for the bands are shown below.

Band	Research	Education	Community and engagement
A	International leader in their discipline having had major impact on the research field	Recognised international leader of educational innovation and delivery across the discipline	Widely-recognised and impactful leader and role model within and outside the University
B	Acknowledged national leader with significant contributions to the global understanding of the research area	Leader of education strategy, delivery and innovation across the University, with external partnerships and demonstrable national leadership	Influential part of University decision-making and development, with voice and impact in the wider world
C	Acknowledged academic standing on both the national & international stage, leading significant developments in the field	Nationally-recognised programme-level educational strategy and policy at Faculty level, contributing to University-wide practice	Faculty- and Department- level citizenship and leadership with impact across the University

Examples of indicators (to be validated by academic community, and expanded / refined through consultation)

Band	Research	Education	Community and engagement
A	<p><i>International leader in their discipline having had major impact on the research field</i></p> <ul style="list-style-type: none"> • Sustained record of leading international collaborative projects at the highest levels of funding • Seminal papers in research field, as recognised by citations • Major international academic accolades (prizes) • Award of honorary degrees for contribution to the field of research from leading institutions • Leading role in developing research strategy on a national or international level • Awarded international academic prize for established academics 	<p><i>Recognised leader of educational innovation and delivery across the discipline</i></p> <ul style="list-style-type: none"> • A leading voice in the development of education in the discipline through leadership of international of professional bodies and national partnerships • Leading role in professional accreditation bodies, e.g. • Author of widely-used and seminal teaching resources in the discipline • Author of highly-cited pedagogic research over a sustained period • Awarded international academic prize for established academics 	<p><i>Widely-recognised and impactful leader and role model within and outside the University</i></p> <ul style="list-style-type: none"> • Contributing to major developments in national/international policy and practice • Leading major national development initiatives delivering benefits to wider community on behalf of the University • Leading internationally-competitive innovation and enterprise activity with substantial benefit to the University and wider society, for example through major institutes or companies. • Major media presence with track record of influential communication such as TV series

Band	Research	Education	Community and engagement
B	<p><i>Acknowledged national leader with significant contributions to the global understanding of the research area</i></p> <ul style="list-style-type: none"> • Leading national initiative with global reach • Significant grant record (a number of grants in the higher levels for the discipline) • Sustained track record of publishing with significant national and international researchers • Long standing senior research status at leading international organisations • Rising citation rate compatible to recognised leaders in the field • Sustained record of developing research teams and networks across disciplinary and national boundaries 	<p><i>Leader of education strategy, delivery and innovation across the University, with external partnerships and recognition</i></p> <ul style="list-style-type: none"> • Leadership of major educational developments in the University which are nationally leading, e.g. new portfolios • Leadership of national professional accreditation processes • Leading collaborative education programmes with a national or international partners • Leadership of major departmental and/or cross-institutional learning initiatives, both national and international, with evidence of personal impact • Development and successful implementation of curricula or methods of teaching designed to attract new client groups, in new national and international markets • National prizes and awards for teaching 	<p><i>Influential part of University development and decision-making, with voice and impact in the wider world</i></p> <ul style="list-style-type: none"> • Successfully leading University-wide long-term change projects involving multiple stakeholders, e.g. setting up a Centre, programme overhaul, departmental reorganisation • Frequent contributor to media debates and platforms that enhance public understanding of science/research • Sustained contribution as e.g. major committee role-holder to professional bodies and learned societies • Sustained record of serving on advisory boards for major national and international bodies (e.g. WHO, CERN)

Band	Research	Education	Community and engagement
C	<p><i>Acknowledged academic standing on both the national & international stage, leading significant developments in the field</i></p> <ul style="list-style-type: none"> • Significant contribution to both national and international projects (as PI and Co-I) • Strong (and rising) citation rates compared to subject norm • Received paid visiting fixed term status at leading national/international institutions • Sustained track record of UK grant income • Awarded national academic Prizes for established academics • Track record of successfully supervising and managing doctoral students and research staff, with evidence of maintaining healthy team culture 	<p><i>Leading programme-level educational strategy and policy at Faculty level, contributing to University-wide practice</i></p> <ul style="list-style-type: none"> • Sustained record of teaching, student support and leading programmes at the highest levels of quality, evidenced by programme evaluation, University and Faculty prizes • Leading innovative changes to the curriculum with approaches adopted elsewhere in the Dept/Faculty/University • Sustained record of leading adaptation and innovation in teaching, e.g. new use of technology across programmes, enhancing inclusivity and access • Professional recognition commensurate with the leading practitioners in the sector, e.g. PFHEA 	<p><i>Faculty- and Department- level citizenship and leadership with impact across the University and growing influence outside</i></p> <ul style="list-style-type: none"> • Sustained leadership roles for the Department (e.g. [HoD] DHoD, DoR, DoT) • Contributing to the development of academic culture and practice, e.g. sustained record of innovation in academic engagement, or governance processes • Membership of editorial panels and grant committees • Innovation and impact in widening participation initiatives