

Academic promotions:

Issues and solutions

Educational Competencies Consortium Ltd is a not-for-profit, member-driven organisation in the higher and further and related sectors. It supplies its members with a unique mix of high quality role design and analysis products and bespoke services to enable them to deliver best practice in people management.

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Please contact us to talk about how we can help you achieve your objectives:

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INTRODUCTION

Promotion is deeply ingrained into academic culture and tradition. In many ways the process is steeped in arcane and outmoded practices. Nevertheless, its fundamental principles are very important as they reflect the essential importance of recognising excellence and rewarding growth in responsibility and ability.

This guide has been produced to highlight the issues that have now arisen in traditional academic promotion practices to help ECC's members examine their current processes and identify ways in which improvements can be made. The issues are described in the first section. Many have come to the fore now because of heightened awareness of the need to comply with the statutory requirement of ensuring equal pay for work of equal value. There is also an increased appreciation of the weaknesses in present systems and their inability to ensure that staff will have the skills and expertise needed to carry out the activities that will be required to secure future organisational success. However, changes to practice should not risk the loss of the strengths of existing systems and should be designed to continue the recognition and reward of merit and endeavour.

The second section of the guide sets out how this challenging, but not impossible task has been approached by two very different institutions. They have very different cultures and needs and have been able to find solutions aimed at addressing the issues in their own way. The common factor is that both have used HERA to model the requirements of promoted posts. The resulting role profiles distinguish between the levels of roles and make it clear that progression to a higher grade is accompanied by a step change in responsibilities. Their experiences are offered as examples of what is possible.

The guide is based on the presentations made at ECC workshops run in the Summer of 2008 and draws on the contributions made by:

Peter Thorpe and Margaret Dale of ECC

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Jane Thompson of UCU

Professor Steve Scott of the University of Leeds

Professor David Arrell of the University of Portsmouth

We are grateful for their input.

ISSUES

PURPOSE OF PROMOTION PROCESS

The aim of promotion should be to find the best, most able and most talented people, engage them in activities required by the organisation and commensurate with the level of their ability, enable them to make an effective contribution to the on-going success of the organisation, and reward them accordingly. This means finding and developing people with potential from the widest possible pool: in other words applying good people management practices.

UCU also accepts that following the Framework Agreement and the introduction of role analysis and role profiles, there is a need to move to competency based progression, re-grading and promotion arrangements for academic and related staff. The union's views on how this can be achieved are set out in the section on partnership working below.

CASES FOR CHANGES

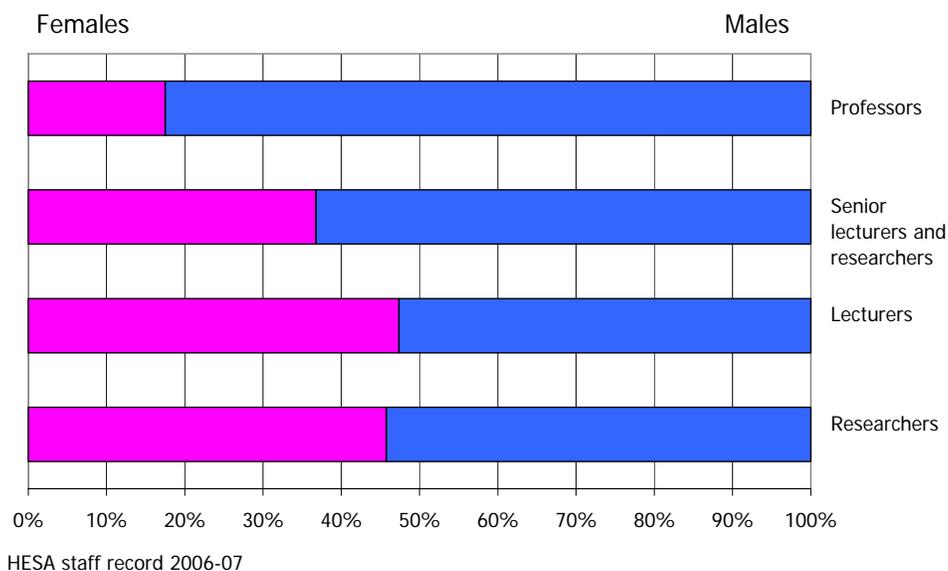
Workforce balance

All organisations have a need to ensure they have the supply of talent required for continued success. This means searching for and developing people from the largest possible pool.

- *Science Business* 17 October 2007 noted that "60% of medical students are female, so why is it that 69% of academic staff and 88% of professors across 32 UK medical schools are men? New research blames a lack of role models and workforce practices."
- "*Women in the UK academic medicine workforce*" found that of the 3,255 and 3,365 clinical academics in 2004 and 2005 in all specialties, only 21% were women.

This situation is replicated in other professions and in 2008 statistics published by *Opportunity Now* demonstrated a decline in the number of women in senior positions.

The following graph illustrates the distribution of men and women in academic roles:



Academic promotions: issues and solutions

Statistics published by the Equality Challenge Unit in 2009¹ state that although women make up 42.3% of the academic staff population 17.5% are heads of department and professors. This proportion is lower in scientific, engineering and technology groups of subjects (7.9%)

There are also issues relating to the other equalities strands, namely disability, part time status, religion or belief and sexual orientation as well as potential discrimination relating to age – both in favour of and against older staff.

Women and Black and Minority Ethnic staff are under-represented in the higher grades in all sectors. In Higher Education, according to the ECU report:

- o Women accounted for 21.6% of academics earning over £50,000 compared to 78.4% of men.
- o BME academic staff (UK nationality) represent 4.8% of heads of department and professors compared with 6.2% of staff below this level.

The collection of statistics to show the position for the other equality strands is fraught with difficulties. There is no reason to believe that these other minority groups fair any better in the promotion stakes.

Indeed Professor David Eastwood, Chief Executive of HEFCE, writing in 2008² said

“If we look at the number of black and minority ethnic academic staff at all levels over the last 12 years, the underlying trend is upwards. We can have a discussion as to whether the rate of that increase is as it should be but nevertheless that is movement in an appropriate direction. The same is true if we look at the growth in female academic staff in all grades. This is not to say that we have wholly dealt with the challenges around academic promotion, but the suggestion there is that new approaches to promotion have at least met some of the challenges we knew were there.”

Business issues

People in senior roles:

- o Act as role models
- o Provide leadership and direction
- o Contribute to organisational success through what they do and what they enable others to do.

Making sure the best people are doing the right things is, therefore, critically important.

LEGISLATIVE FRAMEWORK

The Equalities Bill is likely to harmonise the existing definitions used to describe the different forms of illegal discriminatory practice. The ones given below are those in use at the time of writing:

1 Equality in Higher Education: Statistical Report 2008. ECU

2 Evidence for Equality: the future of equality in higher education. ECU

Direct discrimination occurs when:

An individual receives less favourable treatment *on the grounds* of a prohibited reason
A comparator with the same or similar circumstances is not treated less favourably

This form of discrimination is not capable of justification, other than in the case of direct age discrimination.

Indirect discrimination occurs when:

- A provision, criterion or practice applied by an employer has or would have a disparate impact on a particular group of employees
- The employee suffers a detriment as a result of being part of that group of employees
- The employer cannot justify its actions.

Thus, indirect discrimination is capable of being justified.

Other legal requirements include:

- Equal pay for work of equal value
- Gender Equality Duties
- Equal Pay Reviews and Impact Assessment.

The increased awareness and high profile cases, certainly those relating to equal pay inequalities, are likely to increase the chances of aggrieved individuals pursuing claims in the tribunals. These can be costly, time consuming and highly embarrassing.

Areas in need of attention

STRATEGIC DECISIONS ON BALANCE OF ACADEMIC WORKFORCE

How will the basics for promotion be determined?

- Will it be based on the number of established promoted posts required by the institution or on the basis of individual entitlement?
- Will it be the same for all members of staff on a particular grade or will different processes apply to different groups?
- If the latter, what arguments will be provided to justify the difference?

Traditionally, the promotion process was underpinned by an assessment of individual merit and excellence.

This basis alone can no longer be justified. There is a need for greater transparency and openness and an imperative to provide explicit criteria to support decision-making.

The legal requirement to provide equal pay for work of equal value demands that an increase in an individual's pay must be based on genuine material factors, usually associated with them taking on more demanding, more complex or more responsible duties. Other reasons can be provided but they must be capable of being objectively justifiable. In practice, this means that there must be clear and evident differences between roles graded at one level and those graded at the level above.

There has been a growth in the percentage of higher level posts in recent years. Can this change in balance between lower graded roles and those at higher grades continue?

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- Is it affordable?
- Is there enough higher level work to gainfully occupy those in these grades?
- Will the amount of work continue to expand?
- Does the institution want that work to continue to expand, and, if so, how can the growth be targeted to complement strategic and business plans?
- Will the increase in higher level roles lead to an increase in lower graded roles?

Where will the responsibility for ensuring the balance between the number of roles at each grade be located?

- If line managers have delegated staffing budgets and responsibility for delivering business plans, will they be allowed to determine the distribution of funds and creation of posts?
- Will there be some form of central control, to ensure equity of treatment, compliance with institutional policies and to provide quality control?

If the latter is to be provided through the use of commonly applied criteria, is this based on:

- Academic merit underpinned by peer acclaim and the assessment of the achievement of excellence?
- An assessment of role size using role analysis to differentiate between roles at different levels?
- A combination which provides the means of evaluating the worth of the work being carried out by an individual and assessing their ability to carry out the work to the standard expected?

PRINCIPLES USED TO UNDERPIN THE PROMOTIONS PROCESS

The Framework Agreement states that *“progression of staff to a higher grade will be on an equitable and transparent basis, the details of which will be developed in partnership between HE institutions and their recognised trade unions”*. The Agreement anticipates JNCHES issuing further national guidance on this issue but at the time of writing, this has not been forthcoming.

Given that the regrading and promotion processes should be equitable between academic staff and other staff in corresponding grades, action is required to ensure they are:

- Fair
- Transparent
- Robust
- Analytical
- Evidence based.

Everyone needs to be clear about:

- How the process operates
- What they are expected to do to be promoted
- What they are expected to do at the higher level.

CRITERIA USED FOR PROMOTION DECISIONS

Decision-making should be underpinned by criteria which are:

- Relevant
- Free from bias
- Written in behavioural terms
- Capable of being evidenced
- Applied consistently.

This poses questions about how the work at the relevant higher level is to be described. Good practice suggests that the criteria are related directly to the requirements of the role in question. The terminology used should also reflect the context and imperatives of the particular organisation. The National Library of Academic Role Profiles could alternatively be used to inform the form and content. Regardless of the form of the criteria, they should be capable of being analysed analytically through the use of HERA to ensure transparency and demonstrate equal pay for work of equal value.

It makes sense to use the same criteria for selection decisions. This provides a consistency and ensures that all staff appointed to senior posts are judged against the same yardstick.

A case suggesting that it is not possible to use role size alongside the assessment of individual merit has been run in some quarters. This is a false argument. It is possible, as the case studies given below demonstrate, to define merit and excellence in terms of behaviour that can be learnt, demonstrated and assessed against the requirements of the role. This, however, means that words such as 'Good', 'Excellent', 'High Quality', 'Outstanding' need to be avoided and the decision to move an individual to a higher graded role made as a result of answers to distinct questions:

- Does the work at the higher level exist?
- Is it required by the institution?
- Is the individual concerned carrying out higher level work?
- Does the institution wish that individual to carry out this work?
- Is the individual concerned carrying out the work to the standard required?

The use of the framework provided by the HERA elements and questions and the associated competency framework provide a foundation for establishing criteria that describe **what** is expected of higher graded roles and **how** the occupants are expected to carry out that work. The other decisions are matters of judgement and are for senior managers to make in the context of their own organisation.

PROMOTION PROCESSES – DESIGN AND APPLICATION

It is useful to distinguish between the various terms in common usage:

- *Progression* both within and between grades refers to:
 - Normal incremental progression within a grade
 - Accelerated progression within a grade
 - The transfer from one grade to another, usually involving an increase in pay and responsibility. (Sometimes this is also referred to as promotion.)

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- *Re-grading* refers to the situation where a role increases (or decreases) in size through the acquisition of additional responsibilities, as demonstrated through the role analysis procedures, and the role holder's pay is adjusted accordingly.
- *Promotion* is used to describe the situation where an individual applies for and is appointed to a new role at a higher grade, where they will then take on new responsibilities associated with the new role and their pay adjusted accordingly.

Promotion is also used to describe progression from one grade to a higher grade as a result of some form of assessment linked to role growth. The individual may apply or be put forward for consideration and a decision made to move them to a higher grade, or not as the case may be.

The promotion process may contain a number of opportunities for unfair or discriminatory bias to creep in:

- Use of time limits
These can have adverse impact on younger or older people and those taking career breaks.
- Use of external reviewers
Relying on the judgement of people from outside the institution can beg questions about:
 - How are the external assessors chosen and what is the basis for their selection?
 - How can the institution be sure of the quality of their judgement – are they independent, objective and reliable and are they capable of assessing individuals against the criteria being used to support decision-making?
 - Do they understand the meaning of the criteria?
 - Do they have their own agendas and interests which may be different from the institutions?
 - How well do they know the individual and their area of work?
 - Is their experience of the individual limited to one aspect of their portfolio?
 - Do they have access to appropriate and contemporary evidence of the individual's performance?

There are also issues about:

- New and emerging subject areas, cross-disciplinary research and less popular areas of academic endeavour
Individuals may not have the same opportunity, for example to attend conferences or access publication opportunities, as those in more established disciplines.
The availability of external assessors may be limited.
- Mix of activities
Ways of assessing the comparative value of the different mixes of activity will need to be found in addition to the traditional categories of research, teaching and administration, and according to discipline. This will become increasingly important as roles become more diverse and new activities, such as employer engagement, enterprise and knowledge transfer, come to the fore.

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- The Blue Eyed Boy or Girl phenomenon

This occurs when the allocation of development opportunities favours the chosen few and others are denied access to the same opportunities. Individuals may also be over-burdened with other less developmental work so they would not have the capacity to take up the opportunities even if they were made available.
- Role model behaviour

Existing senior role holders act as role models, but they may exhibit behaviours other than those valued by the new criteria. This begs questions about what to do about those who do not meet current standards and how to address the possibility of these behaviours acting as deterrents to those who do not wish to be more closely associated with those individuals.
- Decision making process

This needs to include mechanisms that ensure the evidence needed for objective and transparent decision making is both available and of an acceptable quality.
- Titles

Currently, there is confusion between grade titles and honorary titles which may need to be addressed. The use of honorary titles may be used to indicate status and reward achievement, whereas grade titles are used to indicate the level of responsibility and position in the hierarchy. The two purposes may not be complimentary.
- Staff in other groups at the same grade

Processes are needed to ensure that staff at the same grade as academic role holders have equitable access to opportunities and consideration. However other genuine material factors, such as the availability of work at higher levels, may have a bearing.
- Application process

The ways in which an application for promotion are submitted should be clear. Is an individual able to make an independent submission, is the manager's support required and or does the manager make the submission?

CONTRIBUTION POINTS

If contribution points are used, care is needed to distinguish between performance over and above the standard expected in the current role and acquisition of additional responsibilities. Thus the criteria used to determine the award of contribution pay should be clear and set realistically to avoid the process being confused with re-grading or promotion.

STAFF DEVELOPMENT

All staff should have equitable access to the development opportunities needed to support career progression. This should be in the context of the organisation's needs as well as to support personal development. Opportunities may include participation in development events, such as conference attendance and training (within budget); it should also include access to developmental projects and stretching areas of work. In particular, care may be needed to ensure that such opportunities are available regardless of contractual status (fixed term, part-

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time or hourly paid). However, it should be accepted that some people do not wish advancement, being content to do a good job at their current level of responsibility.

PERFORMANCE MANAGEMENT

Managing and developing performance underpins succession planning and career development.

- Succession planning should focus on:
 - The replacement of key individuals, for example to fill gaps caused by predicted events such as retirement, or the end of a secondment or rotational appointment
 - Preparation for future developments, such as new subject areas or activities
 - Delivery of the institution's strategic needs for example by having the skills needed to respond to predicted areas of growth or development
- Career development includes:
 - Enabling individuals to see what opportunities are available for progression through the acquisition of increased responsibility, expertise and knowledge
 - Securing the knowledge, skills and expertise needed for the future so the organisation can choose to 'grow its own' rather than rely solely on external appointments.

Managing and developing performance is underpinned by:

- Agreement of role requirements and expected standards
- Clear objectives
- Provision of support, in the form of feedback, encouragement and development planning, often delivered as part of an appraisal and performance review, and the resources needed to achieve the objectives
- Knowledge of outcomes
- Appropriate rewards for achievement.

COMMUNICATION AND FEEDBACK

Clear communication, setting out the way in which the promotion and decision-making processes operate is essential. Published procedural guidance should be easily accessible and available and the advice given verbally to staff should be consistent.

The procedure should set out:

- How submissions are to be made
- What evidence is required to support the submission
- The criteria used for decision-making
- Who will make the decisions and how
- What other sources of evidence, including the use of external assessors, will be used
- What time scales will be followed
- How individuals will be informed of the outcome
- What feedback will be given, by whom and how
- How individuals are able to access information about the process
- Rights of appeal.

Impact assessments, scrutiny and equal pay reviews

Re-grading and promotion processes should be subject to a full equality impact assessment. Such an assessment should include an analysis of recent re-grading and promotions statistics (numbers of successful and unsuccessful applications at each grade) and form a central part of equal pay reviews. As well as looking at the distribution of individuals by the various equality strands, other key areas for examination include:

- The impact relationships between individuals and key decision makers may have on the outcome
- The impact of group dynamics might have on the decision-making process
- Other forms of prejudice, bias, decision-making errors and favouritism of any sort that might distort fair decision-making
- Differences caused by subject discipline
- Impact of external factors and individuals might have on the process.

The impact assessment should also include an identification of the causes of barriers to progression by under-represented group and the development of solutions to remedy imbalance.

PARTNERSHIP WORKING

There has been a step change in the operation of the working relationship between employers and trade unions. The Framework Agreement included recommendations on the development of partnership working and ECC strongly encouraged its members to involve the trade unions in the use of HERA and role analysis process.

UCU has continued to contribute to the collaborative relationship it has with ECC by setting out its views on how it would like to see revisions to the academic promotions process being made. These include:

- Clearly defined career pathways and progression arrangements for all staff groups
- Transparent procedures for re-grading and promotion
- Equal access for progression for all staff groups, including part-time and fixed-term staff and consideration of how senior posts are perceived vis a vis work-life balance.

UCU believes that assimilating academic staff under the Framework Agreement has done little to address the imbalance between different staff groups in senior academic grades so recognises that change to current practice is needed.

UCU would like to work with employers, in partnership, to oversee any necessary changes and asks that institutions review, with the union, existing policies and procedures relating to re-grading and promotion.

The union has an obligation to its members to resist detrimental changes to their terms and conditions of employment. It will therefore oppose the imposition of procedures that would restrict progression and promotion opportunities for its members.

It also has an absolute and overriding obligation to ensure that any progression, re-grading or promotion procedures are free from discrimination and afford the same opportunities for all its members.

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UCU would like to see the normal expectation of progression for academic, research and academic-related staff at lower grades and recognises that staff moving to higher grades under these career paths will be expected to carry out work at a higher level.

It would not expect someone to be working fully at the grade above to achieve a promotion but they should be able to demonstrate an ability and capacity to take on the key features of the higher graded post when they are promoted.

Equally, where individuals have achieved a successful re-grading through a role analysis exercise there should be no further hurdle to achieving the higher grade.

UCU has issued advice to its branches on possible promotion criteria based on the national academic role profiles which can be used to set out a level of achievement for promotion to the higher grade.

SOLUTIONS

University of Leeds

The University employs around 8,000 staff. The assimilation to its new pay and grading structure was based on HERA and a significant number of interviews were carried out. This extensive data gathering led to the creation of evidenced-based profiles for all grades and staff groups.

EXISTING PROMOTIONS PROCESS

It is forty years since the promotions process underwent its last major revision. Currently, it is an annual event which is slow as it involves layers of decision-making at both departmental and University level. Criteria are sometimes vague e.g. outstanding achievement, externally recognised and it embodies different processes for different staff groups. There is a perception of patronage. Most critically, its use is inconsistent and does not provide equal pay for work of equal value.

EQUALITY ISSUES

Statistics indicate the under-promotion amongst female staff is based on under-application.

The University carried out a joint consultation exercise with UCU amongst female and Black and Minority Ethnic staff to look at (perceived) barriers. These results indicated:

- Failure to allow for part time working/career breaks
- Softer skills and team working not rewarded
- Teaching not rewarded compared to Research
- Bad or no advice (“leave it one more year”) combined with annual deadlines
- All staff in a department could see and comment on an individual’s application.

PRINCIPLES FOR NEW PROCESS

The University set out design principles incorporating:

- Single basic system across all staff groups
- Lessons learnt from the consultations
- Single and faster decision-making
- No annual round, rather applications could be submitted “as and when”
- Role rather than person based
- A “management requirement” for higher graded roles.

PRINCIPLES FOR NEW CRITERIA

The new criteria to assess a case for promotion are:

- Analytically-underpinned and evidence-based
- Transparent and fair
- Support constructive feedback and career development
- Allow for judgement of quality as decision-making does not include a simple “tick box” or assessment of quantity

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- The meaning of 'quality' is explicit
- Identifies the entry level
- Consistent with institutional strategy and values.

ROLE OF AN ACADEMIC AT LEEDS

Historically there had been different promotion systems for different types of academic staff. Following a debate at Senate, it has been agreed to move to a process that will incorporate all academics into one 'family' as all staff will be expected to contribute to research/scholarship, teaching and academic leadership as part of the University's strategy "*to integrate research, scholarship and education*".

In doing so, however, the University recognises that an individual's contribution in each area may vary due to circumstances as agreed with their Head of School. Nevertheless each will need to make a "core" contribution. This represents a big cultural change.

PROMOTION PROCESS

The new process sets out five clear and distinct stages:

- 1 Self application using standard CV or agreed Job Description with no set deadline.
- 2 Verification of the application. This involves the confirmation of the need for the activities in the role only. There will be no judgement regarding the quality of the application at this stage.
- 3 Decision-making will be by a panel constituted to be appropriate for the promotional grade.
- 4 Individual will be notified of the outcome of the decision. The effective date of any resultant promotion will be determined by the submission date.
- 5 The right of appeal will be on the grounds of either a procedural defect or substantive reason.

CRITERIA FOR ACADEMIC STAFF

The criteria on which an application will be assessed have been produced by academic boards of Senate and are expressed in terms of "research/scholarship", "teaching", "academic leadership" and "Enterprise and Knowledge Transfer (EKT)".

The 'core' contribution requires evidence of delivery of each of Research / Scholarship, Teaching and Academic Leadership plus being a "good citizen". The latter requires activity in areas such as Health and Safety, equality etc.

The applicant must also provide evidence of 'enhanced' activity for two of Research / Scholarship, Teaching, Academic Leadership and or EKT.

The criteria are analytically underpinned by the use of HERA.

The development work has been carried out in partnership working with UCU.

CRITERIA FOR SUPPORT STAFF

Criteria have also been developed for support staff who are grouped into four categories: Professional and management, technical, clerical and operational staff.

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The idea of “core” requirements will also be applied to these groups of staff irrespective of role. In addition, applicants will be expected to provide evidence of “enhanced” contributions against criteria which will be dependent on the role. Thus:

Professional and management staff must provide evidence of carrying out work against the core criteria and will include evidence of one of managerial, specialist activities with or without team management responsibility.

Support staff in the three remaining groups must provide evidence of work against the core criteria including administrative, technical, operational support activities.

In all cases the applicant’s managers must confirm the need for all the activities evidenced.

Staff and managers will be trained to carry out the process and to ensure they understand the practical meaning of the criteria.

University of Portsmouth

CURRENT PAY STRUCTURE

The University of Portsmouth operates a single pay structure for all staff. Roles are evaluated using HERA and graded accordingly, regardless of contract type. Although the new structure has been in place since August 2005, there is still work to do to ensure that everyone understands the difference between excellence (merit) based promotion and evaluated roles.

PREVIOUS ARRANGEMENTS

Before August 2005 there were four financial reward processes:

- Promotion
- Merit increments
- Honoraria payments
- Recognition Awards.

Merit increments and honoraria were available to all staff on the basis of recommendation of the line manager.

Progression from Lecturer to Senior Lecturer was by line manager recommendation.

Promotion to a Principal Lecturer post was based upon historical evidence, presented to and judged by a promotion committee that met annually.

Promotion to a Reader or Professor was based upon historical evidence and peer review, presented to and judged by a specially convened panel.

Recognition awards were smaller cash payments issued and controlled at budget holder level.

FUTURE ARRANGEMENTS

The **contribution increments** were introduced in 2008 with two pilot rounds, in January and September. The University is currently consulting with managers and trade unions in order to establish the format for future contribution payments. The pilot scheme was by application or management recommendation with assessment and award made at an institution level.

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Applications had to be endorsed by managers who confirmed:

- The accuracy and relevance of the evidence.
- That it has not been delivered at the expense of the substantive role.
- Their reasons for supporting or otherwise the application.

There were no examples or exemplars; only broad criteria that enabled the submitted evidence to be interpreted.

Sustained performance had to be demonstrated for a minimum of two years, normally while the role holder was within the same grade.

Staff could apply for a contribution award at any point in their grade, though to meet the two year criteria, the normal expectation was that they had reached the third increment within their grade.

A successful application resulted in an additional increment paid during the current academic year followed by normal annual incremental progression to the top of the extended range.

If an application did not fully meet the scheme criteria but nonetheless deserved recognition, a cash payment the equivalent to an increment for the individual concerned was awarded. The applicant will be able to include the submitted evidence as part of any future application.

A **performance and retention** grade has been in use since April 2006 to reward senior staff beyond their substantive grade maximum for reasons of performance or retention. There is no automatic annual incremental progression within this grade; position and movement depends on individual negotiation.

In September 2008, the University of Portsmouth introduced additional performance pay ranges for senior staff in the form of two advanced payment grades. They were piloted by professors and access to the performance pay grades was by application to the Vice-Chancellor. Applicants had to make their case against published criteria and once access had been gained to either of the performance grades, individuals receive annual incremental progression, subject to satisfactory performance at the higher level.

The **appointment to senior posts** of Associate Dean, Head of Department and Dean have always been filled through recruitment and selection processes.

In future, other posts will be advertised and processed using normal recruitment selection procedures. These will normally be generic roles such as Research Fellow or posts with substantial academic leadership responsibilities such as Principal Lecturers who are course leaders or directors.

PROGRESSION BETWEEN GRADES

Regrading

An individual may ask that the grade of their role to be reviewed. Role holders are required to provide evidence to demonstrate they are working to a higher level role profile.

Generic role profiles are used for academic and research roles in grades 4 to 12.

Role analysts evaluate non-generic roles using HERA.

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Evidence is verified by the line manager who confirms that the new role is required and that there are no other potential candidates. This enables the University to recognise innovation and the development of strategic aims such as Knowledge Transfer.

Promotion

As noted above, two roles are accessible through promotion: Reader and Professor. Both are attained as a result of an application, the assessment of which includes peer assessment made by internal and external referees and an institution level appointment panel.

As well as demonstrating excellence in obtaining research funding and publications, applicants must also identify how their new role will meet the role evaluation requirements of the new grade.

WHERE ARE WE NOW?

- We now have a single pay structure underpinned by role analysis
- The reward process provides clarity regarding the difference between role size and performance
- The grading or regrading of roles is based upon institutional need and in line with the Strategic Plan
- Managers play a pivotal role in grading roles and are clearly seen as the custodian of their people and roles
- We are working towards flexible and appropriate reward mechanisms that recognise performance, contribution and excellence.

Developing people, delivering results

For more information
call +44 (0)20 7430 8368
Or visit www.ecc.ac.uk