



**From:** [Redacted, pursuant to s.40(2) Freedom of Information Act]

**Subject:** **2015 Professorial and Related Staff Salary Review**

**To:** Heads of School

**cc:** Deans of Faculty  
Vice-Chancellor  
Registrar and Secretary  
Pro-Vice-Chancellors  
Human Resources Managers

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The attached memorandum has been sent to all professorial and related staff, inviting them to make submissions to you by **Wednesday 15 April 2015**.

The Vice-Chancellor has asked me to remind you that it is very helpful for the review group to have comments from Heads of School on the work of **all** Professors in the School (and professorial-related staff in other units) even if individuals do not make a submission.

I should be grateful if all submissions and comments could be copied to the Deans of Faculty and forwarded **TO THE VICE-CHANCELLOR** to reach him no later than **6 May 2014**.

[Redacted, pursuant to s.40(2) Freedom of Information Act]

4 March 2015

**From:** [Redacted, pursuant to s.40(2) Freedom of Information Act]

**Subject:** 2015 Professorial and Related Staff Salary Review

**To:** Professorial and Related Staff

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I am writing to initiate the annual review of salaries, as set out in the professorial and related staff salary structure. The review will be conducted by the Vice-Chancellor and Deans of Faculty around the end of the current semester.

1. Recommendations arising from the review, for implementation with effect from 1 August 2015 may be:
  - (a) in the case of those on the incremental scale, for accelerated movement up the scale or for an individual above-scale salary;
  - (b) in the case of those on individual salaries, for an increase in that salary.

Above the short incremental scale at the lower end of the structure, there is no automatic progression for staff at each review. You should note that:

- progression over a period of time from the incremental scale maximum to an individual above-scale salary requires *“teaching and research of high quality”* and *“academic leadership”* ;
- progression beyond this point also requires one or more of *“an outstanding performance evidenced by public peer recognition, outstanding service to the University and the need to reflect relevant external salary levels”* ;

and understand that:

- sustained high performance is a proper expectation on the University’s part, and continuing and consistent good performance should not be expected to lead to the award of regular increases.

You should refer to Appendix A (attached to this memorandum) as it sets out broad areas in which the professoriate is expected to contribute.

2. For the purposes of the annual review, you are asked to submit:
- a report on your work, drawing attention to **achievements, developments in your work, changes in your role, etc.** since the last review, and
  - a summary CV if you did not submit one last year (full CVs are not required).
3. In accordance with the current guidelines, and with reference to Appendix A, I should be grateful if you could include in your report the following areas:

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| <b>Learning &amp; Teaching</b>   | - <b>extent</b> of activity, and relationship to School norms;   |
|  | - <b>leadership</b> activity within School;  |
| <b>Research</b>  | - <b>extent and originality</b> of activity, and relationship to discipline norms;   |
|  | - evidence of <b>quality</b> and <b>impact</b> ;   |
|  | - <b>external support</b> ;  |
|  | - <b>research students</b> and <b>post-doctoral</b> workers in your team;  |
|  | - <b>leadership activity</b> within School;  |
| <b>Enterprise &amp; Engagement</b>   | - <b>extent</b> of activity;   |
|  | - <b>leadership</b> activity;  |
| <b>Contribution to your discipline at a national and international level</b> | - <b>extent</b> of activity;   |
|  | - <b>leadership</b> activity;  |
| <b>UEA</b>   | - <b>School activity</b> other than research and teaching;   |
|  | - <b>University level</b> activity;  |
| <b>Summary</b>   | - An opportunity for you to go beyond the descriptive material set out above to <b>characterise your overall attainment</b> for the benefit of the review group. |

Wherever possible, your report should not only describe activity and inputs such as research support, but should comment on outputs, effectiveness, impact and achievements. You may find Appendix B of the Promotions Committee Rules and Procedures (the Green Book): Evaluation of Teaching, Research, Enterprise & Engagement, and related Administration, Management and Leadership helpful; it comprises an extensive list of factors

which may feature in an individual's profile of activities, and may be a useful prompt for your report (copies are available on the HRD internet).

4. Academic-related staff should use their judgement to prepare a report which is appropriate to their activities, and reflects the intentions of the structure set out above.
5. **Submissions (to the Vice-Chancellor) are to be made through your Head of School who should add comments.**

**All submissions sent in by Heads of School should also be copied to the appropriate Dean of Faculty at the same time that they are sent to the Vice-Chancellor's Office.**

**Please note that Heads of School and Associate Deans should make their own submissions to the Vice-Chancellor through their Dean of Faculty who should add comments.**

**Submissions should reach your Head of School (or your Dean of Faculty, in the case of Heads of School and Associate Deans, or the Registrar and Secretary, in the case of Academic-related staff) by Wednesday 15 April 2015.**

**PLEASE NOTE THAT SUBMISSIONS SHOULD NOT BE SENT TO ME.**

PS: Please note that if no submission is made to the Vice-Chancellor, no letter will be sent to you following the Professorial Review Group meetings.

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4 March 2015

**Professoriate Role Descriptors**

The table below sets out broad areas in which the professoriate is expected to contribute - namely research; teaching; enterprise & engagement; and associated administration, management and leadership. Some comments are incorporated where there might be some differences of emphasis between an ATR professor and ATS professor. Individual professors may, of course, show greater aptitude and ability in some areas (outside their core academic standing) than others.

<b>Key role</b>	<b>Comment</b>	<b>Qualifying comment</b>
Maintaining and strengthening personal academic achievement (publications, grants, relevant E&E, supervision of PGR students)	There is a risk that once appointed to a Chair an academic may lose momentum and not feel incentivised to drive on to a higher level of attainment	High importance for both ATR and ATS
For ATR professors, leadership of research and of research teams. This will of necessity entail obtaining external research funding support for these teams	The extent of research <i>team</i> leadership will depend on the discipline – more applicable to SCI, FoH, parts of SSF, less but increasingly so to HUM. Research leadership is to be expected throughout	High importance for ATR Possibly lower for ATS
Mentorship and academic leadership for more junior academic staff	Should be expected in all areas – can be assured via appraisal	High importance for both ATR and ATS
Critiquing and co-applying for research grants with (less experienced) academic colleagues	Should be expected in all areas – can be assured via appraisal and research plans	High importance for ATR ATS should bid for funds to support E&E
Academic networking nationally and internationally to enhance their own and the University's reputation and influence	Should be expected in all areas – can be assured via appraisal and research plans	High importance for both ATR and ATS
Securing membership of significant national and international bodies (for example funding committees of Research Councils, NHS R&D or major charities; seeking nomination to influential academic organisations and bodies)	Should be expected in all areas – can be assured via appraisal	High importance for both ATR and ATS

Assisting in identifying new recruits to the UEA academic staff (search committees) and thereby contributing to the School and Faculty's recruitment strategy	Should be expected in all areas	High importance for both ATR and ATS
Acting as a source of innovative ideas to be fed to the HoS, Dean and ADs (in the areas of research, E&E, teaching and recruitment strategy)	Should be expected in all areas	High importance for both ATR and ATS
Contributing to a strong pool of management-inclined academics to take on Heads and AD roles in the future	Should be expected in all areas – potential candidates identified via appraisal and then supported through targeted leadership/management training	High importance for both ATR and ATS
Contributing cutting-edge expertise to the student learning experience in their specialist areas	Should be expected in all areas – can be assured via appraisal	High importance for ATS Possibly lesser importance for ATR
Proactively identifying and pursuing opportunities for Enterprise and Engagement at a high level in order to enhance the impact of our research and scholarship. This might include commercialisation of original discovery, high level consultancy based on expertise, and premium CPD provision	E&E should not be seen as being in tension with research for ATR staff, especially with the emphasis on impact in the REF. ATS professoriate will generally undertake E&E to an especially high level of performance	High importance for ATS Medium importance for ATR
Contributing to School, Faculty and University level activities through membership of committees, panels or working groups	Should be expected in all areas – can be assured via appraisal	High importance for ATS Medium importance for ATR