

Exeter Academic Review

Terms of Reference

Governance

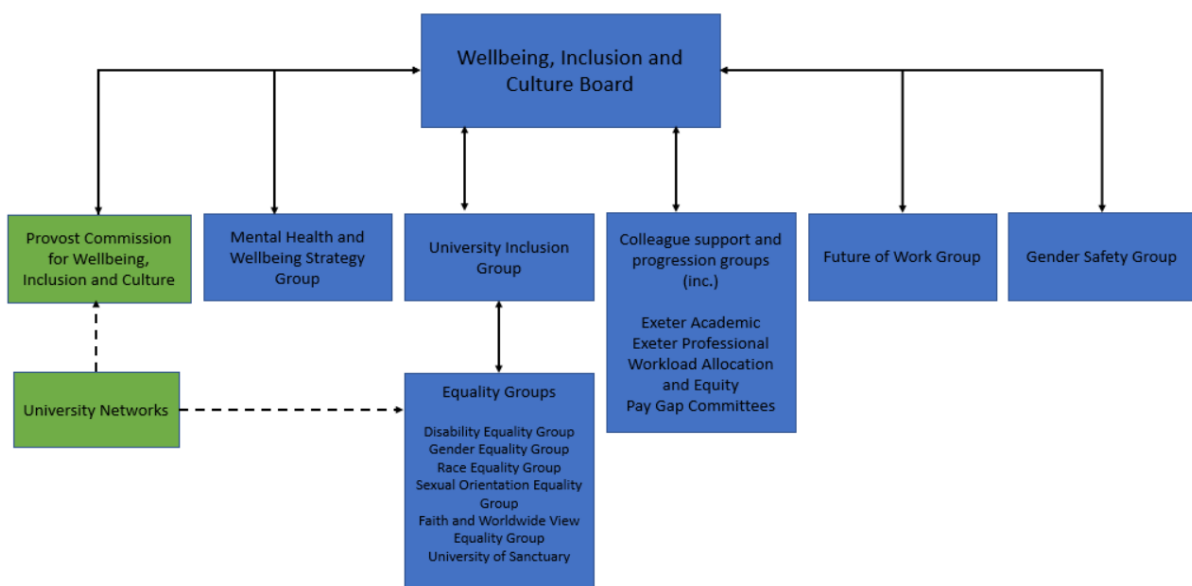
One of the five key themes within [Strategy 2030](#) is [Our People](#). Strategic aim one of ‘Our People’ is the creation of the Wellbeing, Inclusion and Culture (WIC) Board (now Committee).

We will develop a Wellbeing, Inclusion and Culture Board to provide senior leadership and ensure delivery of our health and wellbeing, diversity and inclusion and development strategies, and their intersectionality’s.

Following the creation of the Wellbeing, Inclusion and Culture Board, within the Colleague Support and Progression Groups work stream, four subgroups have been created which will help to deliver the goals of this element of Strategy 2030. They are:

- Academic Workload Planning Steering Group (was previously in existence (Chaired by Dr Michael Wykes)
- Workload Allocation and Equity Group (Chaired by Professor Alex Gerbasi)
- The Exeter Academic (Chaired by Professor Richard Smith)
 - o Steering Group (chaired by Professor Tim Quine, DVC, currently stood down while the review takes place)
 - o Review Group
- The Exeter Professional (Chaired by Drs Astrid Wissenburg)
 - o Steering Group
 - o Review Group

Below is a diagram of how these groups fit into the wider portfolio of the Wellbeing, Inclusion and Culture committee.



To ensure close working, the Chairs from the four groups will meet once a month during term 1 to ensure that collaboration is encouraged and minimise duplication. A single programme manager will oversee the work of all four groups ensuring good communication and collaboration where needed (w.e.f 01.08.22). WIC will oversee and approve the work of all four groups.

The work of The Exeter Academic Review, whilst focusing on expectations, probation/progression and promotion criteria, will take place within this wider landscape.

Background

Throughout 2020/21, views have been sought from a number of sources (inc The Exeter Academic Steering Group, PVC's, HoD Engage) on how to further develop current academic role probation, progression and promotions criteria and processes ([The Exeter Academic](#)), together with a series of options in terms of a way forward, to place the University in a stronger position to support Strategy 2030. This process included a summary of the challenges with and to the current process, these are summarised in Appendix 1.

Following this review, it was recommended that the Exeter Academic Steering Group (Chaired by Professor Tim Quine, DVC) would be stood down while a review could take place, to be led by Professor Richard Smith, DVC (strategy Integration and resource). Professor Smith will lead a small project team of experts (both in terms of subject knowledge and experience) during 2022/23 who will receive support from a professional Programme Manager (to be appointed w.e.f 01.08.22).

The review will examine all aspects of the current probation and promotion process together with sector best practice, with a view to creating a series of recommendations to WIC and then the University Executive Board (UEB).

Purpose of Review

To review the promotion and progression (inc probation) structures for academic colleagues, to create a reward, recognition and promotion scheme that values and recognises excellence across all academic career paths.

Timeframe

Final report to be produced recommending changes to the promotion and progression system for the University Executive Board in April 2023. This is to ensure that there is enough time to implement any changes by 1st July 2023, ready for the promotion and progression process to commence from September 2023, with any contractual changes effective from August 2024.

Principles

- Commitment to our inclusive culture is central to all we do.
- Developing and supporting careers is key to individual and University success (and reputation), particularly for early career researchers.
- The vital role of education, supporting learning and the student experience is as important as research, with the two interlinking.
- Consideration of the nature of Higher Education in a rapidly changing digital world, requiring new skills and understanding of the nature and needs of new and diverse learners.
- Recruitment, progression and promotion processes will support increasingly fluid careers with colleagues moving across traditional boundaries, recognising the importance of other interfaces (e.g. industry and public policy).

- Placing importance on teamwork, leadership and mentorship, giving the recognition they deserve.
- Creating a new framework for the Exeter Academic that is light touch, clear, supportive and flexible.

Workstreams

The following three workstreams will be created feeding into the review. Each will be led by a member of the review group (a senior academic colleague)

1. **Job Families and Titles** - lead by TBC
 - a. Undertake a SWOT of explicit job families, including review of other institutions' use of them
 - b. In light of the above, whether/how can job families be most effectively formed to support Strategy 2030 (or indeed if the job family approach is right)
2. **Probation, progression, and promotion – The Criteria** - lead by TBC
 - a. Research sector best practice and learning.
 - b. Review current/proposed criteria against requirements to ensure skills, knowledge and values that drive the University towards Strategy 2030 are reflected and rewarded.
 - c. Analysis of criteria to ensure this supports our EDI Vision.
 - d. Ensure that we adhere to our institutional requirements, such as the Research Concordat to support the career development of researchers, and the Declaration on Research Assessment (DORA), as well as latest advisory documents such as the REF Equality & Diversity Advisory Panel (report June 2022)

Task and Finish Groups to examine identified aspects of criteria feeding this into workstream, with particular emphasis on balance of full vs part-time expectations.

- Practice expectations
- Research expectations
- Education expectations
- Commercial expectations (inc not for profit collaboration)
- Citizenship expectations
- Leadership expectations

3. **Probation, progression and promotion- The Process and Timeline**- lead by TBC
 - a. Research sector best practice and learning.
 - b. Review of current/proposed probation, progression and promotion processes in light of desire to be simple, transparent and efficient.
 - c. Managing the 'transition' from one criterion set to another as careers progress
4. **Training and Development**- lead by TBC
 - a. Review our current training and development provision against sector best practice and in light of developments above to ensure that this clearly supports our colleagues through the probation, promotion, and progression process as part of their wider academic career.
 - b. A 're-package' of current (and planned) training and development support (multiple sources) so that it directly relates to role and progression process and criteria
 - c. Ensure that training is available to update colleagues on the new process and criteria.

- d. Ensure that any training and development which is developed links in with the People Development Directors Group (PDDG) who oversee corporate development needs.,

Objectives & outputs:

Output: A (new) Exeter Academic probation, progression and promotion process, supported by a training and development framework, in place for the start of 2023/24.

This will include the following objectives:

1. *Ensure the review recommendations support the establishment of equitable progression pathways across the career trajectory, job families or pathways, and disciplines.*
2. *In conjunction with the group working on the Exeter Professional, ensure that current and emerging a-typical (sometimes referred to as Hybrid or Third Space) roles are appropriately recognised, rewarded and developed.*
3. *Ensure that any changes to the promotion and progression criteria adhere to the University's commitments to both the Concordat to Support the Career Development of Researchers, and the San Francisco Declaration on Research Assessment (DORA).*
4. *Ensure that our training and development programme supports our colleagues with any changes to the promotion and progression structure (inc those currently engaged in such processes).*
5. *Ensure that any changes to the probation, progression or promotion criteria and process are simple, clear, transparent, efficient and empathetic.*
6. *Ensure any changes to the promotion and progression system align with, and reward support for developing, the new university structures.*

Scope

In Scope

- Academic colleagues on Education and Research, Education and Scholarship or Research only contracts. (inc current 'Professors of Practice' and any agreed 'hybrid' roles)
- Progression through the Professorial Bands
- How academic leadership is a vital element within all academic positions.

Out of Scope

- Postgraduate Researchers (PGRs); should follow student requirements.
- Professional Services Grade (HERA) and Career Development Processes (being taken forward by a parallel group entitled The Exeter Professional).
- Issues of academic workload (being taken forward by a parallel group entitled the Workload Allocation and Equity Group).
- Leadership roles as defined by the current Future Structures project (i.e role of HoD, AL etc)
- Issues around Performance Management of individual colleagues.

Exeter Academic Review Membership:

Core group (small and academic led):

Exeter Academic Review Membership	Title
Professor Richard Smith (chair)	DVC (Strategy, Integration and Resource)
Prof. Dan Charman	PVC, ESE

Prof. Alex Gerbasi	DPVC, ESE
Prof. Dave Hosken	DPVC, ESE
Vacancy	DPVC, ESE
Prof. Sallie Lamb*	PVC, HLS
Prof Jo Bowtell*	DPVC, HLS
Vacancy	DPVC, HLS
Prof. Gareth Stansfield	PVC, HASS
Prof. Helen Berry	DPVC, HASS
Prof. Adam Watt	DPVC, HASS
TBC	Our People Programme Manager
Christian Carter	Head of Organisational Development
Drs. Astrid Wissenburg*	Divisional Director of Research Services
Charles Masquelier*	UCU Rep
Supported by (not member)	
Beth Walker-Billingham	Learning and Development Team Leader
Charlotte Juggins	Communications and Engagement Manager

Advisory group (includes members of the (stood down) Exeter Academic Steering Group)

Name	Title
Dr Chris Wood*	Head of Researcher Development and Research Culture
Prof Ilke Inceoglu	Professor of Organisational Behaviour and HR Management
Prof Alex Harding	Associate Prof (& Practitioner (GP))
Shades Chaudhary	Assistant Director Culture and Inclusion
Jen Fook/Tina Verhaeghe	Business Manager to the Provost
Dr Gavin Buckingham*	Senior Lecturer (Sports & Health Science)
Dr Okechukwu Okorie	Senior Research Fellow, Business School
Prof Greg Allen	Professor of Practice, Exeter Centre for Leadership
Dr Caitlin Kight*	Head of Academic Development
Angela Boyd	HR Business Partner
Charlotte Woollam	HR Policies Advisor
Professor David Boughey	Prof. of International Business History
Gail Reeves	HR Business Partner
Tamsin Kilner	Lecturer in Education (GSE)
Dr. Clive Betts*	Head of People Development
Imelda Rogers*	Division Director (HR)
Holly Hellier*	Assistant Director, Business Partnering and HR Operations
Professor Andrew McRae*	Dean of the Doctoral College and Postgraduate Research
Dr Abi Dymond*	Senior Lecturer (Sociology and Criminology)
MD Sharma*	ECR Rep
Professor Anni Vanhatalo*	Professor of Human Physiology/Director of Research
Beverley Hawkins*	Associate Dean (Education), Associate Professor of Leadership / Organisation Studies
Christian Mossmann*	Senior Lecturer in German (E&S)

*- members of the stood down Exeter Academic Steering Group.

APPENDIX 1

Challenges with the Current Framework (compiled as part of wider consultation with senior leaders over 2021/22)_

1. Research, Impact, Business and Public Engagement

- o Consistent application of policy in relation to research income and submission activity (and targets) is needed (FEC and commercial considerations to be included), whilst at the same time allowing discipline flexibility.
- o Greater clarity sought on 'where' and 'how' colleagues appear on grants with more focus on awards achieved and outputs published.
- o Recognition that grant applications (focus and size) will vary depending upon career point and discipline.
- o More specific reference to impact (as a research target), definition of 'impact' shifting.
- o More specific reference to business and public (civic, regional, global) engagement.
- o Improve evidence of sustainable (recent) high-quality publications and funding as a PI, as appropriate to the discipline/sector.
- o In some disciplines, attention too often focused on papers of "high impact" but peripheral involvement of the applicant.
- o Need to recognise increasing work across interdisciplinary groups and networks (and Institutes) including publishing.
- o A more holistic sense of research contribution across the sector e.g. leadership of national subject associations, major editorships etc.

2. Education

- o Greater recognition of the importance of Scholarship within E&R as well as E&S roles.
- o Address barrier that heavy teaching loads may place on early career academics (hindering research progress).
- o Improved value and recognition of education and supporting learning as set out in Strategy 2030.
- o Better use of ASPIRE (and UK Professional Standards Framework) to evidence quality teaching.
- o Recognition of significant academic educational leadership as one of the criteria for excellence and confirmation/promotion.
- o Recognition of significant educational innovation, global educational activity, WP initiatives, programme development as evidence of excellence and criteria for confirmation/promotion.

3. Other

- o Shift focus away from the contribution of the individual; recognising leadership, teamwork and citizenship more.
- o Acknowledge the contribution of less conventional career track academic colleagues who bring different (but needed) skills and knowledge.
- o Greater emphasis on the important role of mentoring and coaching (esp at AP and P level).
- o Greater evidence of progress since last probation or promotion.

- o Performance to be sustainable throughout career (needs to be maintained).
- o Further guidance and support on quality CV presentation.
- o PVC's statement to focus on contribution.
- o Greater emphasis on PDR (on-going process) to support colleagues.
- o Taking a holistic view of the value / contribution that a colleague brings to the University.
- o Systematic and regular review of data in relation to confirmation/promotion for colleagues with protected characteristics.
- o Clearer link between criteria and training and development provision

A number of items of feedback from the recent consultation on University structures (and The Big Conversation) are also relevant and should be taken into account:

1. Appropriate reward and recognition for all (not simply the 'headline' work) a foundation of how we operate.
2. Move to new structure will mean consistency across the university is vital (specific references to workload) while recognizing that there may be disciplinary-specific considerations.
3. Consideration to be given to where leadership takes place (greater role for professorial level colleagues).
4. How leadership quality is assessed, supported, developed and rewarded is important.
5. Where promotion decisions are made, some could be delegated to the Faculty.
6. Better alignment between probation and APP requirements (avoid duplication).
7. Promotion process through Professorial bands may need review.

Professor Richard Smith, DVC Strategy, Integration & Resources 22.06.22