

# Aligning Performance: the Reward Project at Southampton

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# Changing the world

Our world-leading interdisciplinary expertise, state-of-the-art facilities and global partnerships give our research and education an international reach.



# Our location

- Just over one hour from central London
- 45 minutes to Heathrow and Gatwick international airports
- Southampton Airport links the city with the rest of Europe
- Southampton has one of the largest and productive commercial ports in Europe
- The city is the largest business centre along the south coast of England
- To find out more about Southampton, view our [film](#)



# Over 160 years of history

*Hartley Institution opening procession*

- The University has a distinguished heritage that can be traced back to the creation of the Hartley Institution in 1862
  - 1862: Hartley Institution founded
  - 1883: Hartley Institution becomes a college
  - 1902: Hartley College becomes a degree-awarding branch of the University of London
  - 1952: We become the University of Southampton after Her Majesty The Queen grants us a royal charter

# At a glance

- An institution in the top one per cent of global universities\*
- Top 15 UK university with consistently high scores for teaching and learning activities\*\*
- Ranked 8th in the UK for research intensity†
- Founding member of the Russell Group
- 24,500 students and over 6,500 staff
- 6 UK campuses and 1 campus in Malaysia

\*QS World University Rankings, 2015-16; \*\*The *Guardian* University Guide 2016; †*Times Higher Education* (Research Excellence Framework 2014)



# Research excellence

The Research Excellence Framework (REF) is the system for assessing the quality of research in UK higher education. In REF 2014, we were ranked:

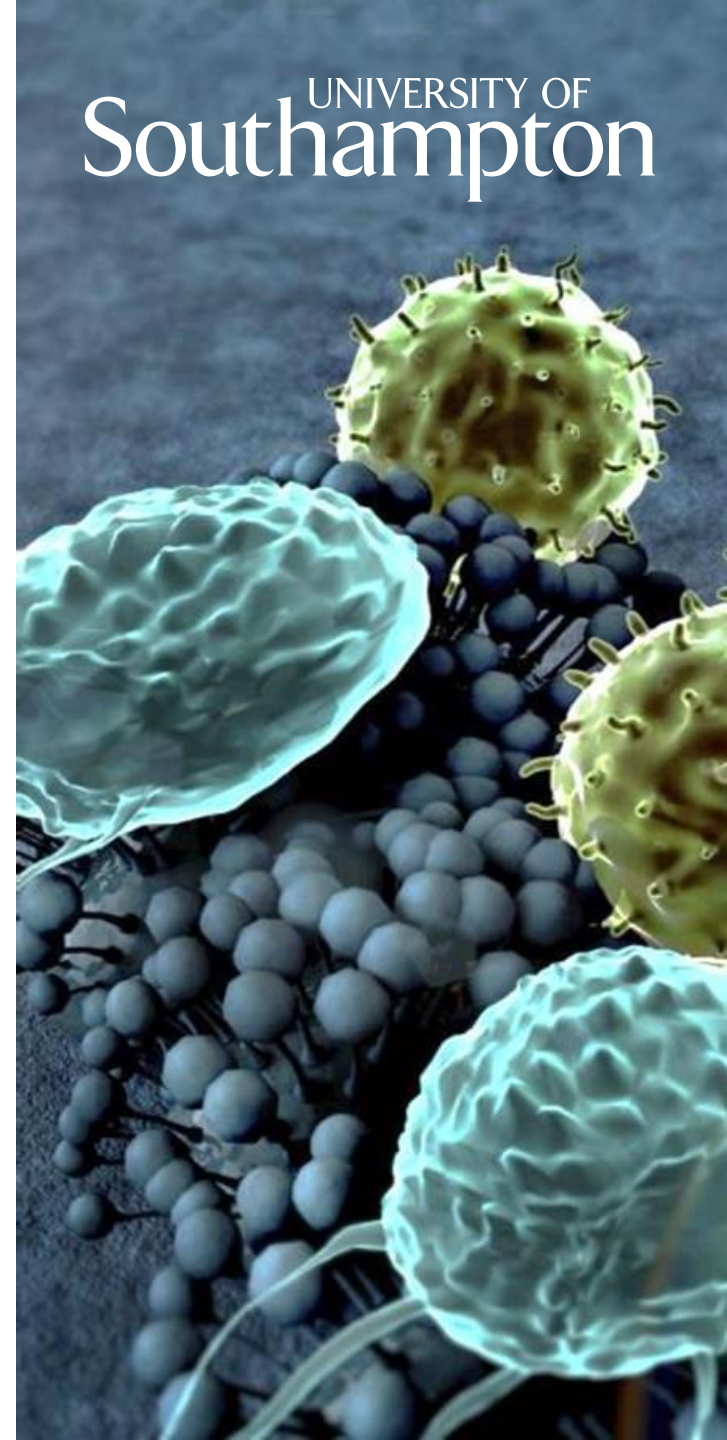
- 8th in the UK for research intensity<sup>1</sup>
- 11th most powerful university for research in the UK<sup>2</sup>
- Best music department in the UK
- Most powerful university in general engineering
- Most powerful submission in electrical and electronic engineering
- 57% of research papers have international co-authors
- Top 20 EU partners include: KU Leuven, EPFL, KTH, Chalmers, TU Delft, Politecnico di Milano, DTU, Karlsruhe IT

(1) *Times Higher Education*, January 2015

(2) *Research Fortnight*, December 2014

# Harnessing the immune system

- 40-year reputation for cancer immunology
- Pioneering immune-based therapies such as antibodies and DNA vaccines
- Partners with the Francis Crick Institute
- An estimated 20 per cent of our clinical trial patients are living cancer free



# Connecting the world

- Low-loss optical fibres, developed at Southampton, drive the internet
- Our erbium-doped amplifiers resulted in broadband and fast telecommunications
- Founded the discipline of Web Science
- World's first Open Data Institute
- Centre of a photonics cluster of 10 companies





# Aircraft noise reduction

- Long-standing research collaborations with Rolls-Royce and Airbus
- Largest provider of aero-acoustic expertise in the UK
- UK focal point for the X-NOISE European aero-acoustic network bringing together industry and academic partners
- Our cutting-edge research provides tools to understand and reduce noise pollution from commercial aircraft



# Global education

- Around 8,000 students from outside the UK
- 233 partnerships in 54 countries
- Educational partners overseas include:
  - Nanyang Technological University
  - Dalian Polytechnic University
  - Singapore Institute of Management
  - Xiamen University
- University of Southampton Malaysia Campus
- UK leader in study abroad opportunities
- Engaged in research activity on every continent



# Commercial connections

- Spun out 13 successful companies since 2000
- Portfolio of 300 patents with an annual income over £500,000
- Collaborations with multi-nationals such as Rolls-Royce, Airbus, Microsoft, GSK and Google
- Largest university-business collaboration in the UK with Lloyd's Register
- SETSquared, our business incubation programme, is ranked the most influential university business incubator globally\*

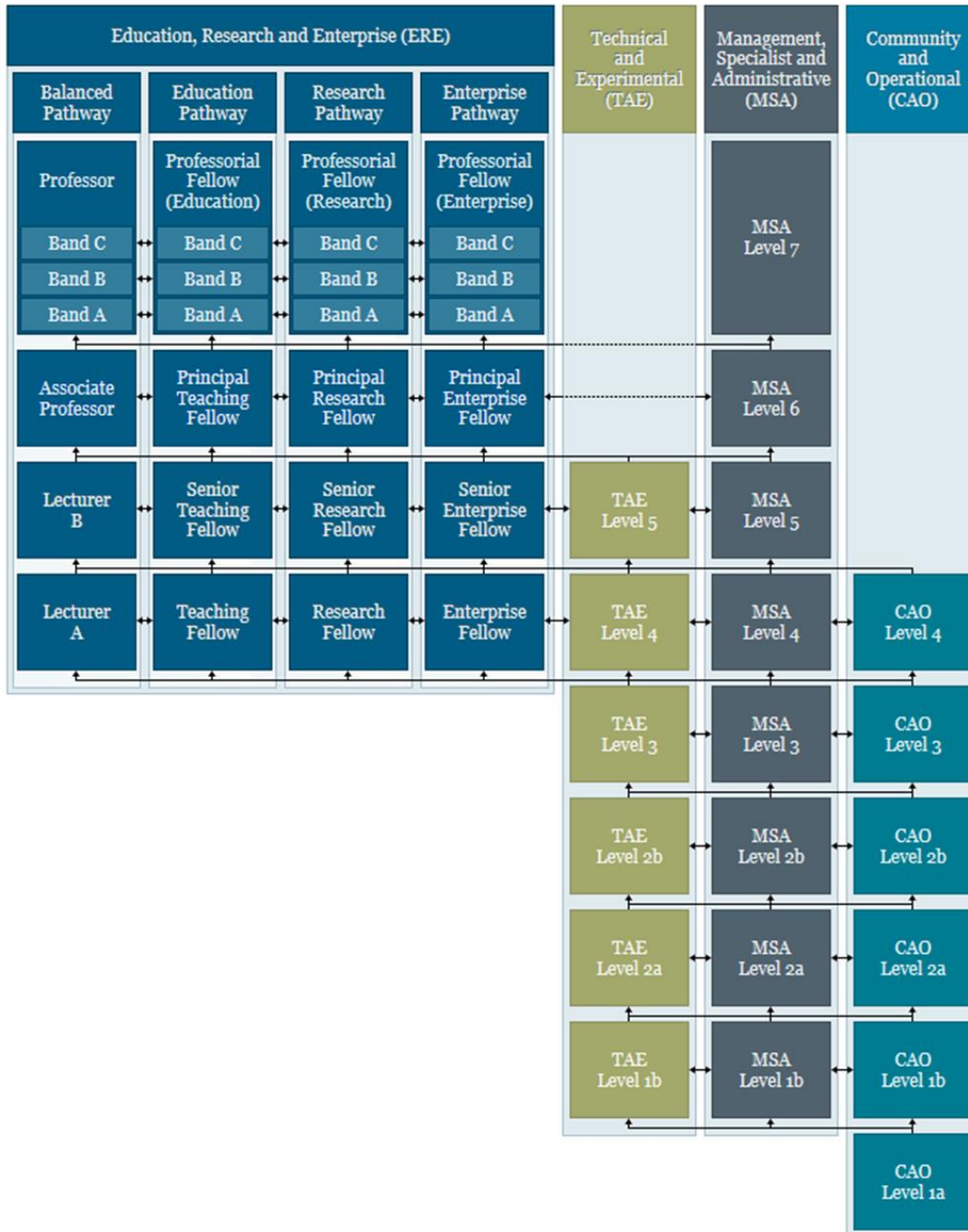
# The Challenge:

- How to align individual contributions of academic staff with overall mission of changing the world:
  - Through our world-leading interdisciplinary expertise, state-of-the-art facilities and global partnerships give our research and education an international reach
- Need to recognise different contributions, in different disciplines with different balances between education, research, enterprise and leadership and management, which may change with time
- Strong desire to apply same principles and standards across the whole University - key for collegiality

# The Reward Project

- Builds on previous well-accepted University approach to staff development, appraisal, promotion
- Originally academic recognition and reward – rolling out to all staff
- Strong, positive engagement with all staff and trade unions
- Key principle of aligning individual development, performance with overall institutional aims
- Key elements:
  - career pathways
  - fair and transparent promotion
  - annual appraisal
  - Support for personal development
- Has been a long journey, initiated 2009, still rolling out modules

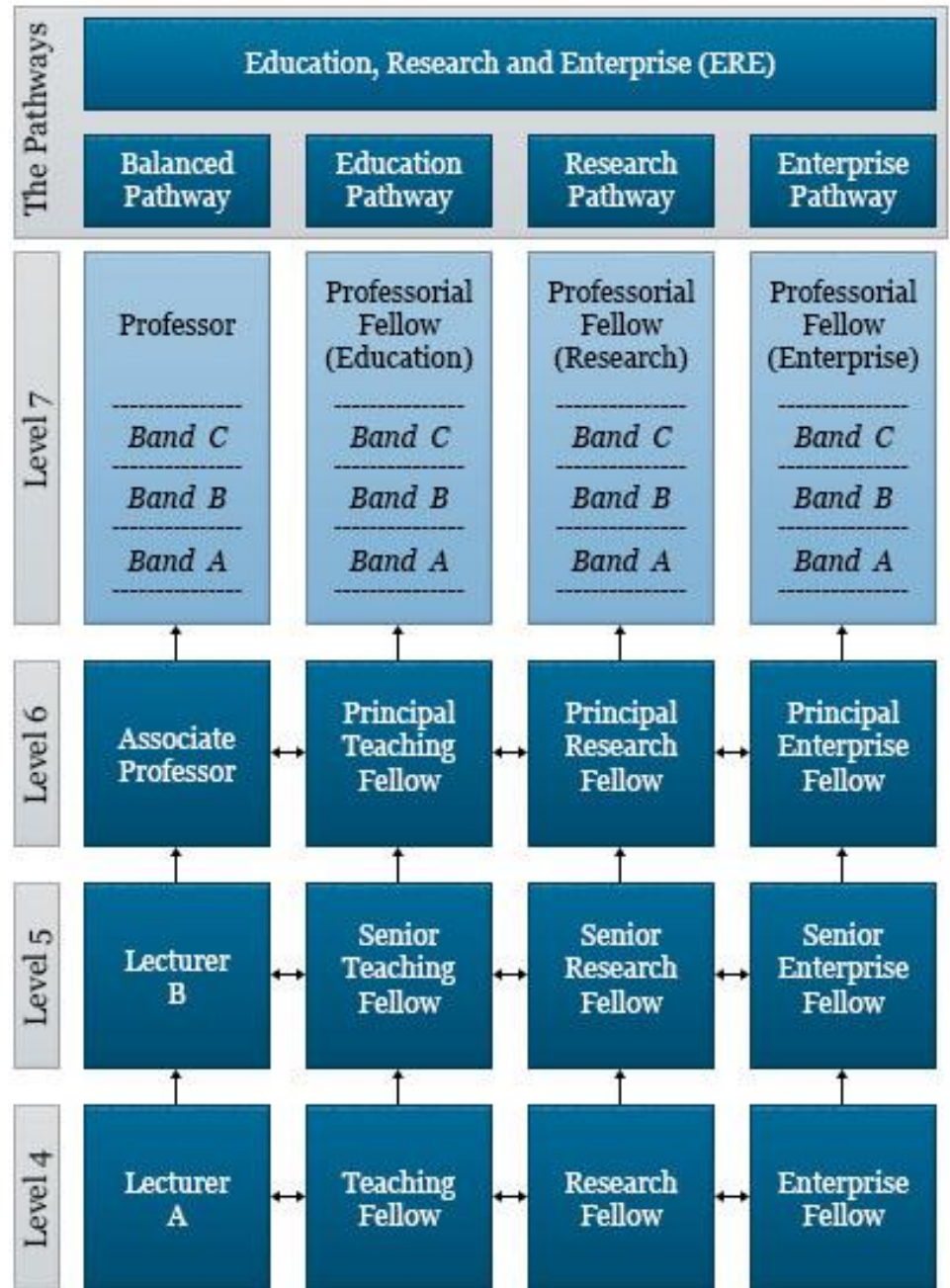
# Career Pathways Map



# ERE Career Pathways

There are four pathways, all equally valued:

- Balanced Pathway
- Education Pathway
- Research Pathway
- Enterprise Pathway
- Mobility between pathways



## Pathway Criteria

**ERE LEVEL 7 | BALANCED PATHWAY | CONTRIBUTION MATRIX**

This document is a matrix of indicators of contribution for staff at Level 7 which will build on those at Levels 4-6. The contribution in each area will vary depending on the role and personal experience over time. On this pathway staff will be required to contribute to a variety of areas with a minimum of 20% per year in Education and a minimum of 20% per year in Research as well as through Leadership, Management and Engagement activities. You may also make contributions in the area of Enterprise, dependent on role and other any departmental or personal interests to reduce other pressures.

This matrix is not a prescriptive checklist of achievements or an exhaustive list to be ticked off in order for staff to succeed or progress. The information in this matrix, together with other ERE Career pathways information should be used alongside job descriptions, agreed terms and other any departmental or personal interests to reduce other pressures.

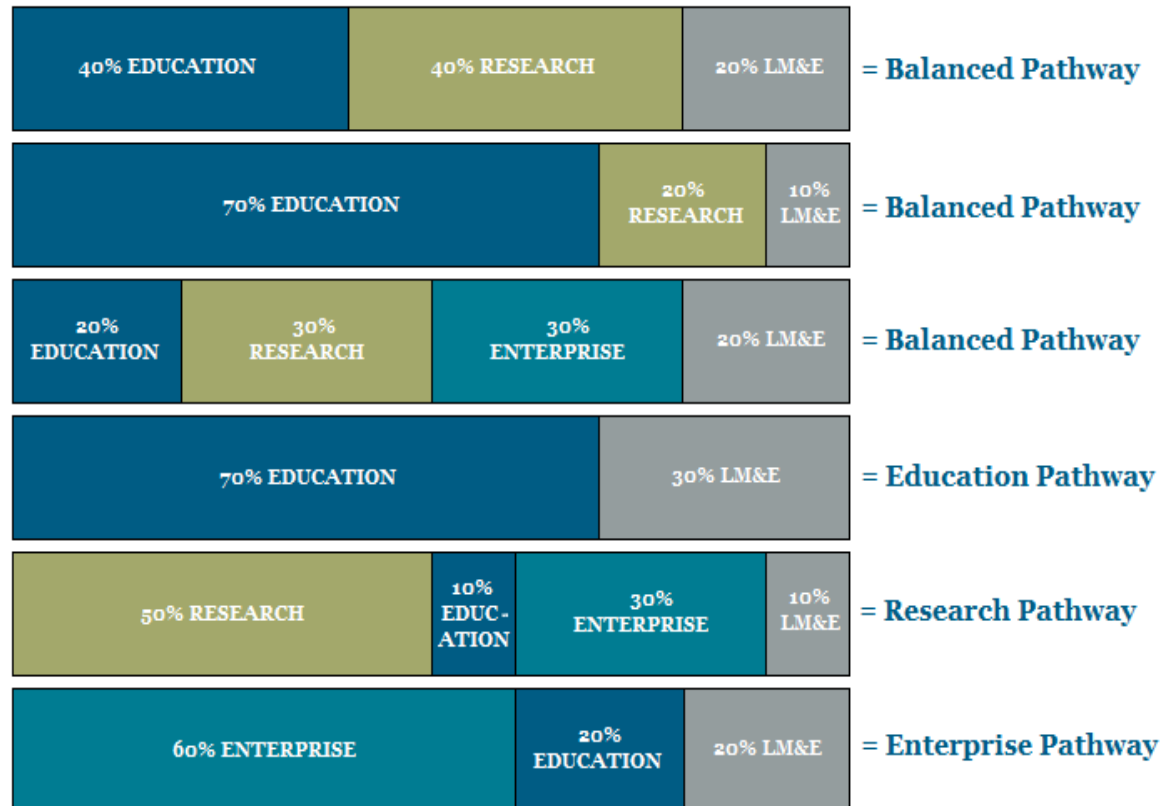
EDUCATION	RESEARCH
<ul style="list-style-type: none"> <li>• Develop and enhance a significant national and international reputation for academic excellence in their field.</li> <li>• Develop excellence in teaching and learning activities.</li> <li>• Play a leading role in the development of education strategies in the faculty through ongoing leadership in the identification of knowledge and/or curriculum development.</li> <li>• Manage significant portfolios of programmes.</li> <li>• Undertake significant leadership, national or international leadership of teaching and learning activities.</li> <li>• Be engaged in developing new student routes and educational business models.</li> <li>• Practice standards and/or educational practices widely adopted by other leading Higher Education institutions in the world.</li> <li>• Lead and demonstrate internationally recognised academic portfolio research through leading peer reviewed publications and invited key note addresses at national and international conferences.</li> <li>• Act as an advisor to national bodies developing new curricula, quality award provisions, etc.</li> <li>• Have an exemplary record of international advice, leadership and participation in teaching bodies and committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and enhance a significant national and international reputation for academic excellence in their field.</li> <li>• Develop excellence in research activities.</li> <li>• Continue to enhance an expanding portfolio of prestigious scholarly publications.</li> <li>• Lead major research grants and/or contracts.</li> <li>• Regularly significant record of expanding PhD students.</li> <li>• Directly manage post-doctoral and other research staff.</li> <li>• Act as an advisor to national research bodies including the relevant disciplinary research councils or other government funding bodies.</li> <li>• Lead and demonstrate internationally recognised academic portfolio research through leading peer reviewed publications and invited key note addresses at national and international conferences.</li> <li>• Practice standards and/or educational practices widely adopted by other leading Higher Education institutions in the world.</li> <li>• Act as an advisor to national bodies developing new curricula, quality award provisions, etc.</li> <li>• Have an exemplary record of international advice, leadership and participation in teaching bodies and committees.</li> </ul>
LEADERSHIP, MANAGEMENT AND ENGAGEMENT	
<ul style="list-style-type: none"> <li>• Develop and enhance a significant national and international reputation for academic excellence in their field.</li> <li>• Develop excellence in research activities.</li> <li>• Continue to enhance an expanding portfolio of prestigious scholarly publications.</li> <li>• Lead major research grants and/or contracts.</li> <li>• Regularly significant record of expanding PhD students.</li> <li>• Directly manage post-doctoral and other research staff.</li> <li>• Act as an advisor to national research bodies including the relevant disciplinary research councils or other government funding bodies.</li> <li>• Lead and demonstrate internationally recognised academic portfolio research through leading peer reviewed publications and invited key note addresses at national and international conferences.</li> <li>• Practice standards and/or educational practices widely adopted by other leading Higher Education institutions in the world.</li> <li>• Act as an advisor to national bodies developing new curricula, quality award provisions, etc.</li> <li>• Have an exemplary record of international advice, leadership and participation in teaching bodies and committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to implement successful change management initiatives and formulate strategic plans that reflect and support the priority needs of the faculty and university.</li> <li>• Able to recognise and deal with obstacles and difficulties so that the team can deliver.</li> <li>• Able to demonstrate leadership abilities in Higher Education and to raise performance standards throughout own work areas.</li> <li>• Able to challenge and oversee key contributions to the faculty (University research, education and/or enterprise strategies).</li> <li>• In addition to Levels 4, 5, 6, able to establish and build major relationships with stakeholders. Able to use influence to develop business or strategic.</li> <li>• Able to act as the main signifier for key activities and develop important national/international contacts.</li> <li>• Make a sustained contribution to academic leadership or discipline, academic work and faculty level and may be asked to take on a leadership role on a national basis.</li> <li>• Contribute to the research and strategic direction of the University through distinguished committees, representative or project activities.</li> <li>• Be an national and international leader and an advisor to government and to other national activity capacity.</li> <li>• Contribute to the development of the University's profile in the UK and internationally.</li> </ul>

# Areas of Contribution

At each level, within each pathway there are various skills and capability standards.

These are described in the **Areas of Contribution:**

- Education
- Research
- Enterprise
- Leadership Management Engagement





# Contribution Matrix

## (e.g Associate Professor)

EDUCATION	RESEARCH
<ul style="list-style-type: none"> <li>▪ Able to plan and shape the direction of an area of teaching activity</li> <li>▪ Able to contribute to the development of education policy.</li> <li>▪ Contribute to the development of teaching and learning strategies, including research-led teaching.</li> <li>▪ Take responsibility for overseeing and developing fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students.</li> <li>▪ Take responsibility for the quality of the design of courses and programmes, and promote the development of learning and teaching methods in the Academic Unit.</li> <li>▪ Design, develop and deliver a range of programmes and study, sometimes for entirely new courses at various levels.</li> <li>▪ Act as internal and external examiner for undergraduate and postgraduate students.</li> <li>▪ May act in senior roles within the academic unit or faculty to advance student academic development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Able to plan and shape the direction of an area of research/ teaching/ enterprise activity; Able to contribute to the development of teaching and/or research/enterprise policy.</li> <li>▪ Contribute to the development of research strategies in the academic unit.</li> <li>▪ Act as principal investigator on major externally funded projects, taking responsibility for defining original research objectives and questions.</li> <li>▪ Develop and oversee the application of innovative and creative methodologies and techniques appropriate to the type of research being pursued.</li> <li>▪ Disseminate and explain research findings through leading peer reviewed national and international publications, conferences and exhibitions.</li> <li>▪ Provide expert advice and subject leadership, including research supervision.</li> <li>▪ Develop and sustain major research activity of high reputation in the UK and internationally through original research work.</li> <li>▪ May lead research programmes and teams, setting up and managing the resources needed to deliver the plan. May lead major funding bids and research activity in an area of recognised excellence for the University.</li> <li>▪ May devise new research methods, developing an international reputation as a research leader in a major subject area.</li> <li>▪ Interpret findings from research projects and develop new insights, expanding, refining and testing hypotheses and ideas.</li> </ul>
ENTERPRISE	LEADERSHIP, MANAGEMENT AND ENGAGEMENT
<ul style="list-style-type: none"> <li>▪ Able to plan and shape the direction of an area of research/ teaching/ enterprise activity</li> <li>▪ Able to contribute to the development of teaching and/or research/enterprise policy.</li> <li>▪ May develop or manage a broad or significant range of enterprise activities.</li> <li>▪ Provide leadership in the dissemination of best practice in public engagement or enterprise.</li> <li>▪ May chair committees or take leading role in learned societies/professional institutions.</li> <li>▪ May lead large-scale programmes of public outreach and engagement and have an established national reputation in this area.</li> <li>▪ May lead the development of large-scale programmes of teaching and/or research that involve knowledge transfer to the public and private sectors, and to civil society.</li> <li>▪ May provide significant advice to a broad range of public bodies at local, regional, national and international levels, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In addition to Levels 4 &amp; 5, able to negotiate effectively on behalf of the unit/faculty/university on key issues.</li> <li>▪ Able to develop and lead key communications strategies,</li> <li>▪ Able to represent the unit/faculty/university at national/international conference sessions or senior management meetings as a lead expert.</li> <li>▪ Able to develop significant new concepts and original ideas within their field in response to intractable issues of importance to the research or teaching area.</li> <li>▪ Lead the development of activities and manage significant processes in the running of the academic unit/research group/teaching programme/consultancy unit.</li> <li>▪ Contribute significantly to the development and running of the academic unit, for example in leading development activity on research or teaching assessment.</li> <li>▪ May lead for the academic unit on the admissions process, marketing and recruitment, Quality Assurance, pastoral</li> </ul>

# Contribution examples

Able to plan and shape the direction of an area of teaching activity (Ed)

Able to contribute to the development of education policy (Ed)

Act as a principal investigator on major external funded projects... (Res)

Develop and sustain a major research activity of high reputation.... (Res)

Lead the development of activities and manage significant process... (LME)

Provide leadership in the dissemination of best practice... (Enterprise)

# Annual Appraisal

- Implemented in 2015/16
- All ERE staff now have an annual appraisal with their line manager
- “Role playing” training provided to appraisers
- On line modules available for appraisers and appraisees to help prepare for the appraisal process
- Recorded via an on line system (MyView – linked to other HR records)
- Links to promotion readiness
- Development needs identified and recorded

# Staff Development

- Overall strong academic culture of developing colleagues – collegiality is a “pillar” of the University strategy
- All new academic staff undertake “PCAP” – Post Graduate Certificate in Academic Practice – leads to Fellowship of the Higher Education Academy
- Personnel Development Unit (PDU) within HR offers a range of development programmes – including interview preparation
- At more senior level – Senior leadership development programme
- Access to external courses on development offered by organisations such as the Leadership Foundation for Higher Education

# Concluding comments

- Seven years since initiation the Reward Project is still a work in progress
- Has been embraced by the academic community and is well regarded externally
  - Staff (including union) engagement has been key
  - Has provided a very good basis for translating institutional goals to individual behaviours and performance
- Would welcome dialogue with others about approaches to achieving similar goals

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