



THE UNIVERSITY *of* EDINBURGH

Guidance for Line Managers of Chancellor's Fellows

The University of Edinburgh has made a major investment in the future of its academic staff with the appointment of prestigious tenure-track Fellowships across all disciplines. These five-year Fellowships are intended to support outstanding candidates at the start of their independent academic career.

Prior to appointment, a Chancellor's Fellow will have demonstrated the ability to conduct world-leading research and exhibit clear potential to become an international leader in their discipline. The Fellow will be able to concentrate on research in the first instance, acquiring the full duties of University Lecturer or Senior Lecturer/ Reader, across the period of the Fellowship.

Like every University employee, Chancellor's Fellows should have an annual review to reflect on their progress and set development objectives for the year ahead. Chancellor's Fellows, again like all employees, are expected to take ownership of their career development and actively participate in the opportunities provided by the University.

There is a clear expectation that a Chancellor's Fellow will develop the skills and experience required to operate as a Lecturer or Senior Lecturer/ Reader during their Fellowship and that they will be able to demonstrate this at the Formal Fellowship Review at the end of year 3. If the Formal Fellowship Review is satisfactory, the Chancellor's Fellow will transfer to an open-ended contract immediately. In general, they will retain the job title of Chancellor's Fellow until the end of the 5 year Fellowship but in some cases their job title may change to Lecturer or Senior Lecturer/ Reader at this point at their School or Centre's discretion.

This document provides guidance and information for line managers about the Chancellor's Fellowship requirements and the support available. It draws on good practice related to training, learning and development from across the University to highlight some general guidelines, which can also be applied to similar academic Fellowships. This document has been developed by the Institute for Academic Development (IAD) and Human Resources (HR) in consultation with the Chancellor's Fellows Advisory Group.

1. Starting a Chancellor's Fellowship

1.1. Identifying a Line Manager

The Head of School or Centre Director is responsible for ensuring all Chancellor's Fellows in their School or Centre have a line manager, usually the Head of the relevant Subject Group or other senior academic.

1.2. The Role of Line Manager

A general definition of a line manager role can be found here: [Information for Line Managers](#). Line Managers should also be familiar with the [Code of Practice for the Management and Career Development of Research Staff](#).

Line managers of Chancellor's Fellows should also be aware of the Formal Fellowship Review process at the end of year 3 and the need to support their Chancellor's Fellows to set appropriate development objectives in preparation for this review.

University HR Services (UHRS) run a series of Management Skills and leadership training for line managers; details of which can be found here <http://www.lmdf.ed.ac.uk/>. For further information on options around leadership and management skills training, please contact hr.training@ed.ac.uk

1.3. Induction

All new employees should be given an induction to their School or Centre (many of which have a local process in place) and attend the University Welcome Event. Further information on induction can be found at: <http://www.ed.ac.uk/human-resources/recruitment/induction>

In addition to local induction and the University Welcome Event, the IAD will host a University wide information session for new Chancellor's Fellows and employees in similar roles. These events will focus on academic learning and teaching, building a research profile and external engagement. More information can be found here: <https://www.ed.ac.uk/institute-academic-development/research-roles/research-only-staff/advice/get-connected>

1.4. Probation

All new academic employees are subject to 12 months' probation. The line manager is responsible for setting clear standards and objectives regarding the expectations of an employee's work performance, conduct and attendance.

Throughout a probation period, the manager should ensure that regular, informal one to one meetings are held with the new employee, where they should:

- discuss the employee's progress against the required standards;

- highlight any relevant development opportunities;
- raise any concerns in relation to conduct, capability or attendance, and agree how these should be addressed; and
- give the employee the opportunity to raise any questions they may have about their work performance or training requirements.

Further information on managing a probation can be found here:

[http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Probation Interim Guidance for Managing.pdf](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Probation%20Interim%20Guidance%20for%20Managing.pdf).

Although the probation period only applies to employees who are new to the University, it is recommended that line managers have regular informal meetings with all new Chancellor's Fellows, including those who have transferred to a Chancellor's Fellowship from another internal University post.

1.5. Year 1 Objectives

Chancellor's Fellows should be given guidelines on what the Formal Fellowship Review at the end of year 3 will entail and how their workload is expected to change over the 5 year Fellowship as they assume more responsibilities.

In the first year it is expected that the Fellow will be able to concentrate on research in the first instance, with the plan to increase teaching and administrative components to a normal load across 5 years to acquire the full duties of University Lecturer (or more senior position, where appropriate) across the period of the Fellowship. An example of the breakdown of workload in the first year is as follows:

Year One of the Chancellor's Fellowship	Percentage of time
To undertake world –leading research in the discipline	85% initially
To undertake development training to be competent in the academic role	5% initially
Contribute to teaching programmes within the discipline	5% initially
To undertake administrative responsibilities associated with research and teaching duties	5% initially

Line managers should advise Fellows on prioritising and planning their workload in the first year in the context of the School or Centre's expectations and criteria for the Formal Fellowship review.

1.6. Mentor

Chancellor's Fellows should have an academic mentor. The line manager should consult with the Fellow and colleagues to identify an appropriate mentor depending on the Fellow's discipline and prior experience.

Mentoring packs are available from IAD. It is strongly recommended that the line manager and mentor have clearly defined roles and that Chancellor's Fellows and their mentors have a shared expectation of what the mentor-mentee relationship will involve. More information is available here: <https://www.ed.ac.uk/institute-academic-development/research-roles/research-only-staff/career-management/mentor>

2. Development and Progress in the first 3 years

2.1. Career Development Plan

Chancellor's Fellowships are training and development positions. The Further Particulars of the Chancellor's Fellowship state that approximately 5% of the time should be spent on development training to be competent in the academic role during the first year of the Fellowship. Both the line manager and mentor have a role to play in helping the Fellow identify development needs, which may be met in a variety of ways, e.g. on the job training, formal training courses within or out with the University.

Over the period of the Fellowship, line managers will be expected fully to support the Chancellor's Fellow in order to comply with the aims of the Fellowship; including conducting research and seeking funding for its support, developing skills in research and teaching, undertaking outreach activities to enthuse future generations and undertaking career-related training and development activities.

The IAD can provide details of development opportunities (provided by IAD, HR and EI) which are available to Chancellor's Fellows.

Relevant areas include:

- **Research**
 - building a research profile and writing effective funding applications;
 - PhD supervision: supervisor training, recruiting postgraduate students;
- **Learning & Teaching**
 - academic learning and teaching, course organisation and student assessment;
 - providing pastoral support to students;
 - Postgraduate certificate in Academic Practice;
- **Management & Leadership**
 - project management and workload planning;
 - managing budgets;
 - Academic Leadership;
 - University policies and procedures;

- **Equality and Diversity**

- working in a Diverse University;
- E-diversity in the Workplace on-line training;

- **External Engagement**

- building external networks and links with relevant stakeholders;
- training specific to particular groups e.g. media, policy etc.

2.2. Annual Review

All staff in the University should have an Annual Review.

The purpose of Annual Review meetings is to review the employee's performance and development over the previous year and discuss and agree objectives for the next twelve months, and for the longer term. Reviewer and reviewee are both responsible for participating fully in the Annual Review. They have joint responsibility for preparing fully for the Annual Review meeting, engaging in an honest, professional discussion around the reviewee's contributions and discussing and planning for the reviewee's future contributions and development.

As a minimum, through Annual Review, the employee and their manager will:

- review the employee's achievements, development, progress and performance in relation to objectives over the preceding year;
- identify priorities and objectives alongside necessary development and support requirements for the coming year; and
- identify longer term objectives and development needs.

The School or Centre may have local processes in place for annual reviews. General additional information is available here: <https://www.ed.ac.uk/human-resources/learning-development/annual-review>.

For Chancellor's Fellows, it is recommended that an annual progress statement is agreed and sent to the Head of School or Centre Director after each review.

2.3. Performance

There is a clear expectation that a Chancellor's Fellow will develop the skills and experience required to operate as a Lecturer or Senior Lecturer/ Reader during their Fellowship. However, if there are any performance related issues, it is the responsibility of the line manager to give the Chancellor's Fellow specific feedback on concerns and to offer guidance and support to help them improve their performance. In the unlikely event that the Chancellor's Fellow appears to be falling seriously short of the required standard for appointment as a Lecturer or Senior Lecturer/ Reader, the line manager should contact their local College HR Team for further guidance. In some cases the

University's Managing Capability Policy will need to be instituted.

3. Formal Fellowship Review

To prepare for the Formal Fellowship Review, each School or Centre will:

- **define the criteria** their Fellows will need to meet by the end of 3 years; and
- provide written details of the criteria set to the **Head of College and their HR team**.

The Line Manager needs to:

- **inform Fellows what those criteria are** and when/ how they will be reviewed as near to the start of their Fellowship as possible; and
- support Fellows in **setting appropriate development objectives**.

3.1. What Chancellor's Fellows need to demonstrate at the Formal Fellowship Review

The table in [Appendix 1](#) describes some indicators of success, which could be considered in the formal fellowship review. Please note:

- fellows are **not expected to meet all of the example indicators**; and
- **the examples provided are not an exhaustive list**. There may be other relevant indicators which should be included.

Using [Appendix 1](#) as a starting point, Schools and Centres are encouraged to:

- **delete** indicators which aren't relevant;
- **be more specific** (if appropriate) about the ones remaining; and
- **add** any other indicators which are relevant to their discipline or subject.

Adding Indicators

The indicators of achievement chosen should relate to the research, teaching and knowledge exchange strategies in the College where the Fellow is based and the broader aim of the University of Edinburgh to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting economic and cultural wellbeing.

When developing the indicators and criteria for a successful review outcome within each discipline, Schools should ensure these are:

- consistent with the relevant Grade Profiles;
- equivalent to evidence expected for other appointments at the same academic grade within the School or Centre;
- fair and equitable; and
- Specific, Measurable, Attainable, Realistic and Time-bound (SMART).

3.2. The Formal Fellowship Review

The Formal Fellowship Review could take the form of a presentation to the panel followed by a discussion and the same approach should be taken for each Chancellor's

Fellow within the School or Centre. Bearing in mind the need for **diversity and gender balance**, as a minimum the panel should include:

- the Head of School (or equivalent);
- a Senior Academic within the School or Centre; and
- a Senior Academic external to the School or Centre.

If the Fellow is already at Grade 9, a senior academic external to the College should be included.

Chancellor's Fellows should provide:

- an up to date CV;
- a summary of achievements since appointment and any other relevant information linked to the indicators adopted by the Chancellor's Fellow School or Centre;
- an overview and vision of research (1 page);
- future research plans including, where appropriate, possible funding strategies; and
- future teaching plans including, where appropriate, possible funding strategies.

3.3. Scheduling the Formal Fellowship Review

In most cases, Fellows will have a Formal Fellowship Review after 3 years of their Fellowship. There are four exceptions:

- **Long term absence** - If a Fellow is absent for a considerable period of time, i.e. through maternity, paternity leave or long term sick leave, they can choose to **either** defer to year 4 or attend the review at the end of year 3. The same standard of performance is required but the volume of output can be pro-rated to account for absence in line with [REF 2014 Equality and Diversity Code of Practice](#), Appendix H.
- **Exceptional performance** - If a Fellow meets the requirements for the Formal Fellowship Review early, it can take place after 2 years in post (or earlier if agreed by Head of School). However, the indicators/ volume of output must not be pro-rated.
- **Promotion** - If a Fellow successfully applies for promotion before the Formal Fellowship Review, then this should trigger an early review.
- **Managing Capability Policy** - If informal action is in progress, the Fellow may decide to defer the Fellowship Review to year 4 or attend the review at the end of year 3. However, if the Fellow is being managed under the formal procedure, a Formal Fellowship Review should not be held.

To allow time for potential appeals, all Fellows must have a Formal Fellowship Review within **4** years of their start date. If a Second Formal Fellowship Review is required, this must take place no later than 6 months before the end of contract date.

3.4. Outcome of the Formal Fellowship Review

It is important that the Review Panel informs the relevant College HR team about the outcome of the Formal Fellowship Review and the Fellow is notified in writing.

If the Fellow is successful, they will move to an open-ended contract immediately but they will retain the job title of Chancellor's Fellow until the end of the 5 year Fellowship. However, in some cases the job title may change at Head of School or Centre's discretion.

In the unlikely event that a Fellow is unsuccessful, they should be given specific feedback, followed up in writing providing details on how to appeal the decision, to improve performance and a second review should be scheduled within 6 – 12 months (no later than 6 months before the end of contract. After taking advice from the local College HR team, it may be appropriate to invoke the University's Managing Capability Policy at this stage.

3.5. The Formal Fellowship Review - Second Review

The Fellow is expected to provide an updated summary of achievements addressing any previous issues and an up to date CV.

Taking diversity and gender balance into account, another panel discussion should be arranged with:

- the Head of School or designated representative (Convenor);
- a Senior Academic within the School or Centre; and
- a Senior Academic external to the School or Centre.

If the Fellow is already at Grade 9, a senior academic external to the College should be included.

The Review Panel informs the relevant College HR team about the outcome of the Second Formal Fellowship Review. If the Fellow is successful, they will move to an open-ended contract immediately but they will retain the job title of Chancellor's Fellow until the end of the 5 year fellowship. However, in some cases the job title may change at the School or Centre's discretion.

If a Fellow is unsuccessful, they should be given specific feedback on the reasons why, followed up in writing along with details on how to appeal the decision.

If unsuccessful after the Formal Fellowship Second Review **and** the Managing Capability Policy has been exhausted, their contract will cease at the end of the 5 year Fellowship. The College HR team will provide additional advice on the process of contract termination.

3.6. Appeals Process

If a Chancellor's Fellow is unsuccessful in the Formal Fellowship Review or Second Formal Fellowship Review, they have a right to appeal under the [University's Employment Related Appeals Procedure](#).

3.7. Next steps

Line managers are encouraged to continue to focus on the career development of former Chancellor's Fellows as they progress in their careers, as they would with any other member of staff. Additional information can be found on the IAD website.

<http://www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/doctoral>.

3.8. Equality Analysis and Monitoring

HR will conduct an Equality Analysis of the Formal Fellowship Reviews that take place. This will provide a thorough and systematic analysis of the outcomes of the reviews to determine whether there has been any differential impact on particular groups. They will analyse data on all the protected characteristics for which sufficient/ reliable information is available, and report to University's Central Management Group.

4. Policy creation and review

This guidance was created by the Institute of Academic Development and University HR Services and published on December 2012. It was reviewed in April 2017 to update terminology and weblinks.

Example indicators for Formal Fellowship Review

Research
Grade 8 Academic Profile
<ul style="list-style-type: none"> • Develop methods and techniques appropriate to the type of research being pursued and that add to the intellectual understanding of the field through new discoveries and insights. • Attract resources to support research and knowledge exchange individually or jointly with others, as appropriate to the field. • Contribute to the research work of the School, pursue appropriate independent research and develop research proposals (in forms and at levels commensurate with the field) and win support for them; • Participating in relevant academic conferences and meetings. • Receipt of invitations to Speak at National and International academic meetings and in departmental seminars at other institutions. • Membership of editorial boards of international journals.
Grade 9 Academic Profile
<ul style="list-style-type: none"> • Participate actively in the development of the unit's research strategy. • Demonstrate and maintain research activity of high reputation in the UK and internationally in the relevant academic field. • Lead major funding bids and research activity in an area of recognised excellence for the institution or specialist area. • Evidence of a substantial reputation in the UK and internationally for research or teaching reflected in sustained output, level of innovation, impact on the field and extent of recognition both within academia and beyond.
Discussion Points
<ul style="list-style-type: none"> • An appropriate rate and quality of research outputs (publications). • An appropriate level of research grant income / high quality grant applications submitted.
Teaching
Grade 8 Academic Profile
<ul style="list-style-type: none"> • Teach, supervise and assess at all levels, including the supervision of doctoral students. • Satisfactorily complete relevant courses of the Postgraduate Certificate in Academic Practice or other related training and development activities as relevant, depending on previous experience. • Take responsibility for design of course units and for their quality, and contribute generally to the development of teaching and enhancement of high quality teaching in the subject area; and effective operation of course units. • Apply knowledge derived from research and/or scholarship to teaching. • Provide advice and support to students (including acting as a Personal Tutor).

Discussion Points

- Knowledge of appropriate methods for teaching and learning in the subject area and at the level of academic programme.
- Demonstrate critical understanding of how teaching, learning and assessment practices can promote high quality student learning.
- Demonstrate the ability to reflect critically on their practice and their development related to teaching and learning.
- An understanding of the student learning experience and working in a diverse university.
- Provide constructive and timely feedback to students.
- Higher Education Academy accreditation.

Grade 9 Academic Profile

- Lead the development, application and maintenance of academic standards in a defined area of work.
- Develop approaches to teaching learning and assessment which are innovative for the subject area and reflect developing good practice elsewhere, and contribute to the enhancement of excellence in teaching and research in the unit.
- Lead by example in the supervision of doctoral students by embedding excellent practice and acting as a role model to early career staff.
- Evidence of a substantial reputation in the UK and internationally for research or teaching reflected in sustained output, level of innovation, impact on the field and extent of recognition both within academia and beyond.

Management & Leadership

Grade 8 Academic Profile

- Take responsibility for the effective management of allocated resources.
- Ability to foster a strong, student-focused culture.
- Provide support and advice to colleagues as appropriate.
- Undertake specific co-ordinating roles (such as safety officer, postgraduate advisor, personal tutor etc.).
- Where appropriate, effectively representing the work of the University in the field, locally and nationally, in relevant networks and/or in public activities.

Grade 9 Academic Profile

- Proven ability to plan and lead the delivery of projects and/or programmes and to ensure the delivery of the required outcomes.
- Ability to provide effective leadership for groups and activities in delivering the School/University objectives.
- Proven ability to foster and embed a strong student focussed culture.

External Engagement

Grade 8 Academic Profile

- Sound understanding of the potential non-academic impacts of the research and ways of engaging in order to achieve these.
- Develop and conduct public engagement activities including, for example, public talks and discussions, engagements in festivals and popular and specialist media.

<ul style="list-style-type: none"> • Develop relationships with relevant external organisations in the public, private or voluntary sector, locally, nationally or internationally to exchange knowledge, evidence and expertise in order to increase the impact of research.
Discussion Point
<ul style="list-style-type: none"> • Engagement in knowledge transfer activity such as consultancy or licensing
Grade 9 Academic Profile
<ul style="list-style-type: none"> • Lead programmes promoting public engagement with research including public talks and discussions, festivals and popular and specialist media. • Develop and sustain relationships with relevant stakeholders in the private, public or voluntary sector to exchange knowledge, evidence and expertise to the benefit of the organisation as well as the University.

Note I: These indicators and discussion points are from the University’s grade 8 and 9 academic profiles, the School of Biological Sciences RCUK Fellow guidelines and the Roslin Institute’s Career Track Fellow guidelines.

Note II: The criteria and outcomes for Grade 7 Chancellor’s Fellows should take into account the Academic Profile for that grade.

University of Edinburgh Academic Grade summaries

Grade 7: Roles at this level may represent the early stages of an academic career before progress to Grade 8, or a clearly defined set of responsibilities within a research or teaching programme, e.g. for part of a research project or teaching programme. There may be a combination of research and teaching, or a specific focus on research or teaching alongside related administrative responsibilities. In addition, post holders may be required to assist in the supervision of postgraduate students. Support in the form of appropriate mentoring will normally be provided and those in teaching roles given the opportunity to undertake at least the first stage in the Postgraduate Certificate in Academic Practice.

Grade 8: Roles at this level are held by individuals experienced in research and/or teaching. In some cases, the contribution spans research and teaching. In others there may be a concentration on one or the other. In all cases, there will normally be accountability for the design, delivery and quality of at least a whole course, small research project or part of a larger research project, with measurable outcomes, as well as for contributing to the development of wider programmes/portfolios, supervising doctoral students or developing more high quality teaching. There may be responsibility for representing the work of the University in the specific field locally and nationally in appropriate networks and/or in public engagement activities and for contributing to the wider academic community beyond the University.

Grade 9: Roles at this level commonly reflect extensive professional/academic experience, and will include substantive contributions in research and/or teaching with knowledge exchange activities included as appropriate. Individuals will have a well-established reputation in their field, and be making a demonstrable impact on their field at national or international level. Roles which focus on research will require a clear record of impact, shown in substantial and sustained high quality research output and where appropriate, engagement with research users. Those which focus on teaching will require a record of leading development activity in relation to teaching and learning policy and practice. In all cases, there will be responsibility for development and leadership within a specific area of activity e.g. for a research theme or a range of projects or for a programme of study, the supervision of doctoral students and/or developing more high quality teaching. Some roles may have a particular focus on leadership or management. There will also be responsibility for provision of expert advice to colleagues and some contribution to the implementation of institutional strategy.

Additional information about University of Edinburgh grade profiles:

https://www.ed.ac.uk/files/atoms/files/grade-profiles_updated_august_2018_v.6.pdf