



THE UNIVERSITY *of* EDINBURGH

People Strategy 2012 – 2016





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“By adopting a flexible approach, we are able to remain responsive in this fast-changing world and stay on track to fulfil our ambition to further enhance our global presence – an aspiration that we can only realise through our people.”



Foreword from the Director of Human Resources

The University of Edinburgh is a dynamic and vibrant community of staff, students, alumni and supporters. We all play a crucial role in furthering the University's aspirations to advance the frontiers of learning and knowledge through our excellent education and research and contribute to improving the world in which we live.

Our People Strategy is the key document through which we wish to harness the talents and ambitions of our community to help us realise our strategic ambitions.

The University has enjoyed an exceptional record of growth, success and achievement across all its activities, particularly over the last decade, providing a solid foundation on which to realise our future plans. The People Strategy sets out our people management goals, targets and objectives under aligning with the University's current Strategic Plan. Our goals, targets and objectives are all designed to be challenging, so that we can operate successfully in a highly competitive global environment. They are also measurable, so that we can assess our performance year on year. It is through our People Strategy that we aim to attract and retain the best staff and student talent from across the world and offer exciting learning and career opportunities for all who wish to play a part in fulfilling our vision.

The Strategy is divided into five key themes that define how we will address and respond to the external context and drivers that influence our business goals. It links every aspect of a person's career cycle with the University. From the factors that count when first joining the institution, covering recruitment, relocation and induction tailored to meet differing needs; to offering extensive development opportunities to support career, promotion and succession planning. From ensuring the highest standards of leadership and management to sustain a motivated and engaged workforce; to fostering a culture which is truly inclusive and balances stimulating work with the need for a healthy lifestyle. It is a strategy founded on principles of aspiration, innovation and distinctiveness.

A People Plan underpins the People Strategy, which facilitates cross-institutional work, bringing together academic and professional services staff. Together we will advance our core activities in foundation and multidisciplinary education and research and improve our estates, infrastructure, IT and other services. By adopting a flexible approach, we are able to remain responsive in this fast-changing world and stay on track to fulfil our ambition to further enhance our global presence – an aspiration that we can only realise through our people.



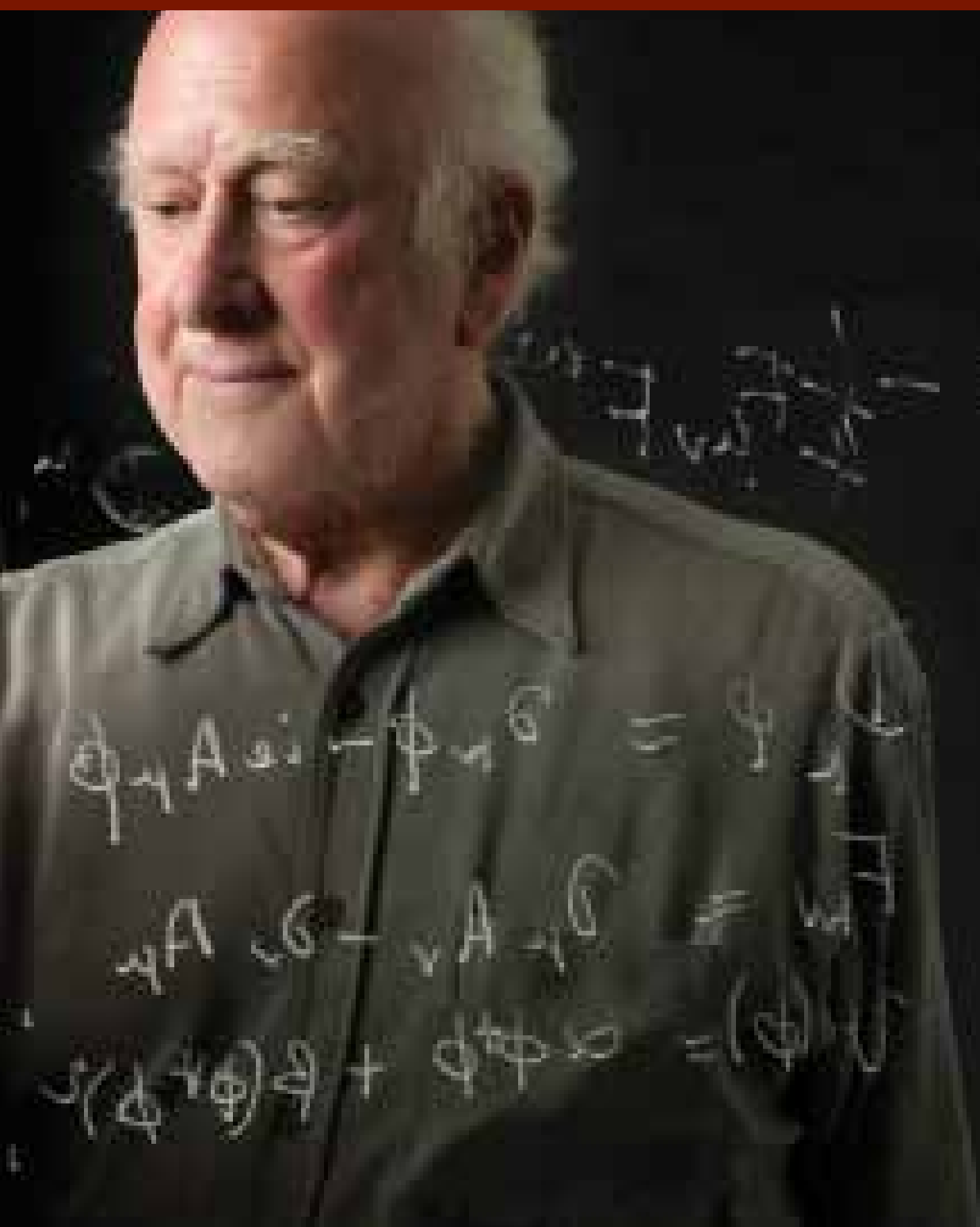
A handwritten signature in black ink, which appears to read 'Sheila Gupta', written in a fluid, cursive style.

Sheila Gupta
Director of Human Resources

Part one

Purpose, vision and mission





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Purpose, vision and mission

The Purpose of the University's People Strategy

The University's People Strategy has been derived from the University's Strategic Plan 2012–2016. It is informed by the many challenges facing the higher education (HE) sector and sets out a forward-looking and ambitious people agenda, designed to strengthen the University's global standing.

In particular, it addresses complex and pressing issues from a position of strength and confidence. This People Strategy recognises that effective governance, leadership and management of people issues takes place across the University's Colleges, Schools and Support Groups, at all levels of activity.

“Our People Strategy will be underpinned by a detailed implementation plan, The People Plan, which sets out clear actions, timescales and measures for success.”



The University's Strategic Plan

The University's Strategic Plan sets out our vision and mission.

Our vision: to recruit and develop the world's most promising students and most outstanding staff and be a truly global University benefitting society as a whole.

Our mission: the creation, dissemination and curation of knowledge.

As a world-leading centre of academic excellence we aim to:

- enhance our position as one of the world's leading research and teaching universities, and measure our performance against the highest international standards;
- provide the highest quality learning and teaching environment for the greater well-being of our students, and deliver an outstanding educational portfolio;
- produce graduates fully equipped to achieve the highest personal and professional standards;
- make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural well-being.

Strategic goals

We will realise our vision through our three strategic goals of excellence in education, research and innovation. These strategic goals represent our core business areas.

Strategic enablers

Our three strategic enablers: people, infrastructure, and finance, amplify how we will achieve our goals through clearly defined strategies over the period of the Strategic Plan.

Strategic themes

Our six strategic themes will inform and guide our approach to achieving our goals.

Translating strategy into practice

The University's People Strategy translates the University's Strategic Plan into practice by providing both the direction and the detail of how the people aspects of our overall institutional strategy will be achieved. These are presented here in the form of five Key People Themes, and are supported by a series of related Key People Strategies.

Our People Strategy will be underpinned by a detailed implementation plan, The People Plan, which sets out clear actions, timescales and measures for success. The successful implementation of the People Strategy will be monitored by the Staff Committee.



Part two

The strategic context





The strategic context

Challenges facing the higher education sector

The UK higher education sector is undergoing a period of transformation, which requires universities to respond effectively to a range of national and international developments that represent the most significant challenges to have faced higher education in recent decades.

Some of the key factors driving this change are:

- an uncertain funding context, allied to the need for greater income diversification to enhance our financial sustainability;
- the global economic downturn compounded by the growing financial crisis in European economies;
- the need for universities to engage with international partners to address issues of global significance;
- a political environment in which the contribution of universities to society and the economy must be clearly evidenced through successful knowledge exchange and public engagement;
- ever higher expectations from students and their parents for an outstanding student experience;
- a growing demand from employers and students for graduates to have excellent skills fit for the 21st century workplace;
- increasing competition from other, growing HE sectors, such as Brazil, Russia, China and India;
- the revolutionary impact of digital technologies in education, research and society.

These drivers require universities to embed effective models of governance, leadership, management and organisational development, which provide the foundations for operating successfully in a highly volatile and competitive global context.

Research funding

In the increasingly competitive research-funding environment, the general imperative is to meet the new priorities of the research councils, major charities, and the European Union, in order to increase the growth of our research-grant income. In particular, this means responding to the policy environment, with a focus on larger grants for major multidisciplinary projects, on globally significant issues. These developments require the University to further enhance the capacity of our research leaders to think and act strategically, in order to align institutional bids to the priority areas of the major research funding bodies.

The quality of our research leadership will be vital in both securing long-term financial sustainability and enhancing our world-leading reputation.

The Research Excellence Framework (REF) is a major focus for the University to further consolidate its standing as a world-leading university, and will require a multitude of approaches to attract highly talented research staff at all levels. There is also an imperative to ensure that our current staff has support to produce the highest quality outputs for submission, in order to maximise our success in the REF and build capacity for any future evaluation process.

The introduction of demand management policies, by some Research Councils, carries implications for further enhancing our staff's skills for writing outstanding grant proposals, in order to attain an even greater rate of success in securing major strategic bids. The benefits lie in strengthening the reputation of both individuals and the institution, as well as optimising our income from research-grant funding. The shift to a model of demand management also means developing robust internal peer review mechanisms.

“The quality of our research leadership will be vital in both securing long-term financial sustainability and enhancing our world-leading reputation.”

Knowledge exchange and public engagement

The UK and Scottish Governments require co-investment from industry on many new state-funded projects. Faced with the importance of REF's impact agenda, and the need to optimise income generation, it is vital for the University to design supporting policies and foster a culture that promotes positive engagement with industry. The University has developed key strategies to transform the way in which we engage with business, industry, public- and third-sector organisations, in order to ensure that the research we undertake makes a significant and positive contribution to society and the economy. We wish to further embed this approach across all of our disciplines.¹ A notable feature of our strengths derives from our development of highly skilled people for the global economy. This is another aspect of our educational provision that we can enhance through developing our skills and expertise in embedding knowledge-exchange principles into our curriculum.

Equally relevant to REF's impact agenda, is the ability to demonstrate the relevance of our work to society, by engaging positively with the public, to share knowledge, expertise and skills. The University has well-established policies and development programmes to support effective public engagement strategies. In future, to adopt a strategic approach that facilitates the sharing of good practice; identify the multiple ways in which successful public engagement occurs; and to achieve a step change in our activity, a Researcher Experience Committee will coordinate these policies and programmes.



The active involvement of our students in these two priority areas will help to build our capacity and understanding of public engagement, and enhance the quality of our practice now and in the future. We see our success in this area as a defining feature of being a major civic University.

In this extremely competitive and demanding funding climate, universities seek to identify and capitalise on opportunities for income diversification, in order to raise necessary funds to invest in: the student experience; campus enhancements; the quality of the learning, working and living environment; and sustaining a workforce with the right skills, attributes and leadership qualities to deliver our institutional mission and goals.

The student experience

The University's commitment to providing an outstanding education, defined by an exceptional student experience, can be achieved by providing continual professional development for staff, in order to maintain the highest standards of delivery, learning and teaching. This will ensure we produce a highly relevant, research-informed and flexible curriculum that best prepares our students to contribute to society. It will promote excellence in assessment and feedback; equip academic staff to design innovative programmes - including more e-learning and distance learning programmes; shape a more interdisciplinary curriculum; and embed international themes engendering wider, international appeal.

Graduate employability

UK and European education and skills agendas aim to ensure a highly skilled workforce. Universities play a central role in preparing people for the modern, working environment, with skills and attributes that reflect prevailing economic and industry needs.² Employers and students take graduate employability seriously, placing significant emphasis on the importance of universities to provide an educational experience that enhances disciplinary expertise, as well as developing the skills and attributes that will contribute to all sectors of society. Team working, creativity, innovation and entrepreneurialism are just some of the newer skills sought, and which need to be incorporated across our curricula.³

¹ Research Councils UK – 'Excellence with Impact'

² Universities UK 'Futures for Higher Education Analysing Trends' page 5

³ National Centre for Graduate Entrepreneurship 'Leading the Entrepreneurial University', October 2009 page 7

“It is vital to offer a highly distinctive educational and work experience, in order to recruit the very best talent from around the world.”



A global outlook

Building on our role as a leading international player, our education, research, innovation and knowledge-exchange activities will shape the University's global outlook. In support of our ambitions across all these spheres, the University will invest in ensuring that we offer a welcoming environment to international staff and students.

To achieve this we must:

- exhibit outstanding leadership skills in leading international staff teams;
- be attuned to embedding international themes into our curriculum to ensure that it has resonance with our student body;
- have the capacity to build strategic alliances with global partners: academic, commercial and governmental;
- prepare our graduates to contribute fully as global citizens.⁴

In order to further enhance our international presence, we need to increase our influence on international policymakers in shaping developments which affect higher education. We need to build our skills for operating effectively in the global environment, through greater international secondment and work opportunities, for both academic and professional services staff. We need to draw on international models of good practice, as well as share and showcase our own expertise abroad. We also need to promote greater cultural awareness and proficiency in multilingualism across our staff and student bodies.

Competition from other sectors

The growth of higher education sectors internationally, particularly in Brazil, Russia, India, China, Germany and Singapore, signals a period of increasing international competition for staff and students that will impact on our opportunities for growth and success. To this end, it is vital to offer a highly distinctive educational and work experience, in order to recruit the very best talent from around the world, and maintain our own global reputation. Tailored approaches to recruitment, development and retention are necessary, with a strong emphasis on excellent leadership, which creates an environment where staff feel highly motivated and valued.

Digital technologies

The rapid technological developments in the modern world demonstrate the need to be able to review our approaches to teaching and research on an ongoing basis. Students have different expectations of how technology should be used to facilitate their education. The challenge is not only to be able to invest in the continual costs and development of our technology, but to be aware of the potential of new and emerging technologies, so that we can exploit them effectively. Ensuring that staff know as much about these technologies and their capabilities as our students is vital. We require the skills to use these technologies in new and differing ways, in order to maximise their benefits across our varied areas of work, significantly enhancing our efficiency. To this end, we need to embed digital literacy and digital wisdom across our workforce, to cover the breadth of our activities and functions. The development of Massive Open Online Courses (MOOCs) is an example of the revolution taking place in distance education, designed to enable large-scale participation in education via the internet.

The University of Edinburgh is already one of very few partners outside the United States to have joined the Coursera consortium, which offers world-class education to anyone, irrespective of their geographical location or financial standing. In addition, the University has also become a member of the FutureLearn partnership with 23 leading universities, the British Museum, the British Council and the British Library, to further enhance its MOOCs offering.

The role of technology in undertaking research and delivering teaching will continue to change and may transform the manner in which teaching will be delivered in the future. There is potential to look at further developments in online and distance learning in anticipation of the next generation of students who see these as commonplace in the field of educational delivery. By increasing the skills of our workforce in the use of digital technologies, we will also embed good practice by ensuring good health and welfare is an essential consideration, in moving to new ways of working and learning.

⁴ Universities HR 'Changing times in UK universities, what difference can HR make?' page 7

Our approach





Our approach

The people implications for the University of Edinburgh

The purpose of this Strategy is to shape, develop and contribute to organisational effectiveness, through the identification of actions and plans that position Edinburgh in the strongest possible place, to be able to address the multiple and complex challenges described above. The People Strategy, and the work that will support its delivery, will be predicated on the University's approach to risk management; its commitment to ensuring efficiency, effectiveness and value for money in the management of our business; and the recognition that growth and success will derive from the collaborative pursuit of our goals, as a university community.

These challenges can be considered in more detail under key strategic themes, which relate to the goals, objectives and strategies in the University's Strategic Plan. These key themes are, by their very nature, integrated. For example, recruitment, reward and retention are linked to excellent leadership, which fosters a culture that supports a diverse university community. These strategies should therefore be seen as part of a holistic approach to realising our strategic ambitions.

The People Enabler in the University's Strategic Plan sets out the main aim of our People Strategy: to value, support, develop and utilise the full potential of our staff, working with each other across the community of the University, to make it a stimulating and successful place to work.

Values, culture and ethos

Our values, culture and ethos foster an environment that embodies our commitment to equality and diversity, and promotes a positive culture for working and studying, in which all members of the community treat each other with dignity and respect, and where we encourage and enforce appropriate behaviour towards colleagues. These features are essential to our recognition as a successful international employer. We must set the highest professional standards and foster a truly inclusive culture. We recognise the importance of ensuring that all staff are seen to be making a valuable contribution to the success of the University, working in highly effective and collaborative ways to create a vibrant and dynamic university community, in which all staff feel a true sense of professional fulfilment. Our working environment reflects the type of employer we are; emphasis will therefore be placed on creating a healthy working scenario. We are mindful of the need to achieve a fair work-life balance, ensure equitable workloads, and support staff in maintaining a healthy lifestyle.

Leadership

Exemplary leadership skills form an essential part of fulfilling our ambitions. We will develop our leadership competencies at all levels, to ensure that staff understand their own leadership styles, and can adapt them to deal with different situations, in order to motivate and energise their teams. We will prepare staff for leadership roles early in their careers, so that they have the necessary depth and breadth of experience to take on roles with greater responsibility. Significant steps will be taken to achieve greater diversity among our leaders. To this end, it will be important to understand how we can make leadership roles more attractive and appealing to a wider talent pool. Our leadership philosophy, to embrace collaboration and collegiality, is key to our future success.



“Universities are ideally positioned to have well-developed talent management strategies that are at the leading edge of practice; focused on talent growth and development.”

Management

Management skills will be equally important to leadership skills, and great emphasis will be placed on preparing managers to deliver change and innovation effectively and swiftly, in a highly competitive and ever-evolving environment, where competitive advantage, responsiveness and opportunism will feature across our activities. Through extensive development, coaching and mentoring, managers will become accomplished in creating a high-performance culture, and will be confident in dealing with every aspect of managing staff: from setting clear expectations and rewarding excellence, to managing poor performance and staff exits where necessary.

Talent management and career development

Universities are ideally positioned to have well-developed talent management strategies at the leading edge of practice; focused on talent growth and development.

There is a powerful argument to support the need for a sustainable, high-quality workforce that has the capacity and capability to maintain our world-class standing in the higher education sector. If we are to maintain international excellence, it will be essential to be able to attract, retain and motivate talented staff.

Talent management in practice

Talent management is the practice of strategic, long-term, career management, which addresses retention and development. There are many different models of talent management. Adopting a ‘life-cycle’ model for the University of Edinburgh embodies our commitment to sourcing, attracting, selecting, training, developing, retaining, promoting and moving employees through the organisation, throughout their career with the University. It is also a sufficiently flexible model to fulfil a variety of our other people management objectives: facilitating a motivated, responsive and agile workforce through effective leadership, and succession planning centred on an individual’s particular strengths and career development potential.

A long-term benefit of talent management is that it involves an ongoing evaluation of workforce capabilities, and the development required to sustain these. University staff should continue to have the skills, competencies and expertise to contribute to our future growth and development, and be able to adapt to meet new conditions and changing demands at a time of increasing uncertainty and competition.



Under this model, discussions with individual members of staff take place in relation to their personal objectives and their career and development plans, including future aspirations for leadership, where succession planning and leadership potential has been identified by the line manager, or an interest has been expressed by the employee. These discussions are used at School, Service, College and Support Group level, to inform decisions in relation to current and future talent needs, succession planning, development and how these factors link to institutional needs. In aligning individual skills and objectives to those of their School, Service, College or Support Group, it is recognised that staff contribute to the goals of their respective areas in different ways. For example, there are a growing number of hybrid roles; some staff will have a stronger focus on learning and teaching than research; others may not wish to have a career that is about upward progression, but may develop their skills to grow in different directions and fulfil different roles over the course of their career at the University.

The principle underpinning our approach to talent management and career development is to afford staff the time and space to develop, subject to how such development will directly contribute to the more effective performance of their role, and how this will fulfil the needs of their School, Service, College or Support Group.

The University will derive its future success by embedding a culture of innovation and creativity in how we work. Offering increased opportunities to gain experience across other parts of the University, whether through secondments, international experience or leading or participating in University-wide projects will facilitate this.

A graduate employment scheme to attract high-calibre early career staff to the University, particularly those seeking careers in professional services, will be explored. This idea will form part of an evolving agenda to promote more cross-University experience, which both broadens the skills and knowledge of staff, and offers more creative and fulfilling career opportunities for them.

There is a need to move away from a more traditional model of career management, which defines career progression purely in terms of an upward, linear trajectory. In the modern, highly complex world of work, careers take many different forms, and follow many different courses. Emphasis will be placed on supporting staff to define their own career journey, so they can manage their own aspirations in a way that best aligns their personal career goals with those of their School, Service, College or Support Group. By increasing our use of competency-based frameworks, our staff are able to map their strengths and development needs as they chart their route for career progression. Expanding the opportunities for staff to benefit from mentoring and coaching will also inform future investment in development provision.

Our proposed talent management model is predicated on a commitment to use current people management policies and processes, enhanced by understanding the extensive management information that is strategically shared and used across the University, to facilitate the best possible career prospects for our staff, while delivering our mission and long-term priorities.



Key people themes

Our People Strategy is divided into five high-level people themes, which represent the key people management priorities in the Strategic Plan:

- 1 Attract, reward and retain the best talent from across the world;
- 2 Promote, champion and support transformational leadership and management;
- 3 Develop people;
- 4 Achieve global impact;
- 5 Foster a culture of inclusivity, good health and wellbeing.

Each of these five people themes is underpinned by strategies to fulfil their successful implementation and delivery.







Attract



Attract, reward and retain the best talent from across the world

Strategies to attract:

- promote the attractiveness of the University as a globally significant institution, through tailored recruitment strategies that market our reputation and distinctiveness;
- identify strategies to appoint the best candidates and achieve greater diversity across the workforce;
- implement an e-recruitment system to deliver a positive applicant and recruiter experience, consistent with a world-class university, and provide robust management information;
- develop a dedicated relocation service and dual career system for international staff to facilitate a smooth transition in settling in to their new life and work;
- support new staff through tailored induction processes, to enable them to quickly become effective in their new roles;
- support the effective recruitment and retention of international staff, and develop and enhance excellent web-based guidance on UK Borders Authority Regulations;
- explore the use of social media to attract the highest calibre of academic and professional staff.

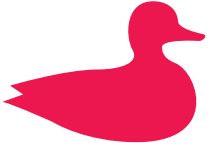
Strategies to reward:

- reward excellence and success in a variety of ways through a total reward strategy aligned with University goals;
- foster a climate in which all our activities are highly valued, by producing best-practice guidance on how to recognise excellence in education, research and innovation;
- review contribution rewards to facilitate greater flexibility;
- ensure pay parity and equity in our salary policies, through equal pay audits and review processes.

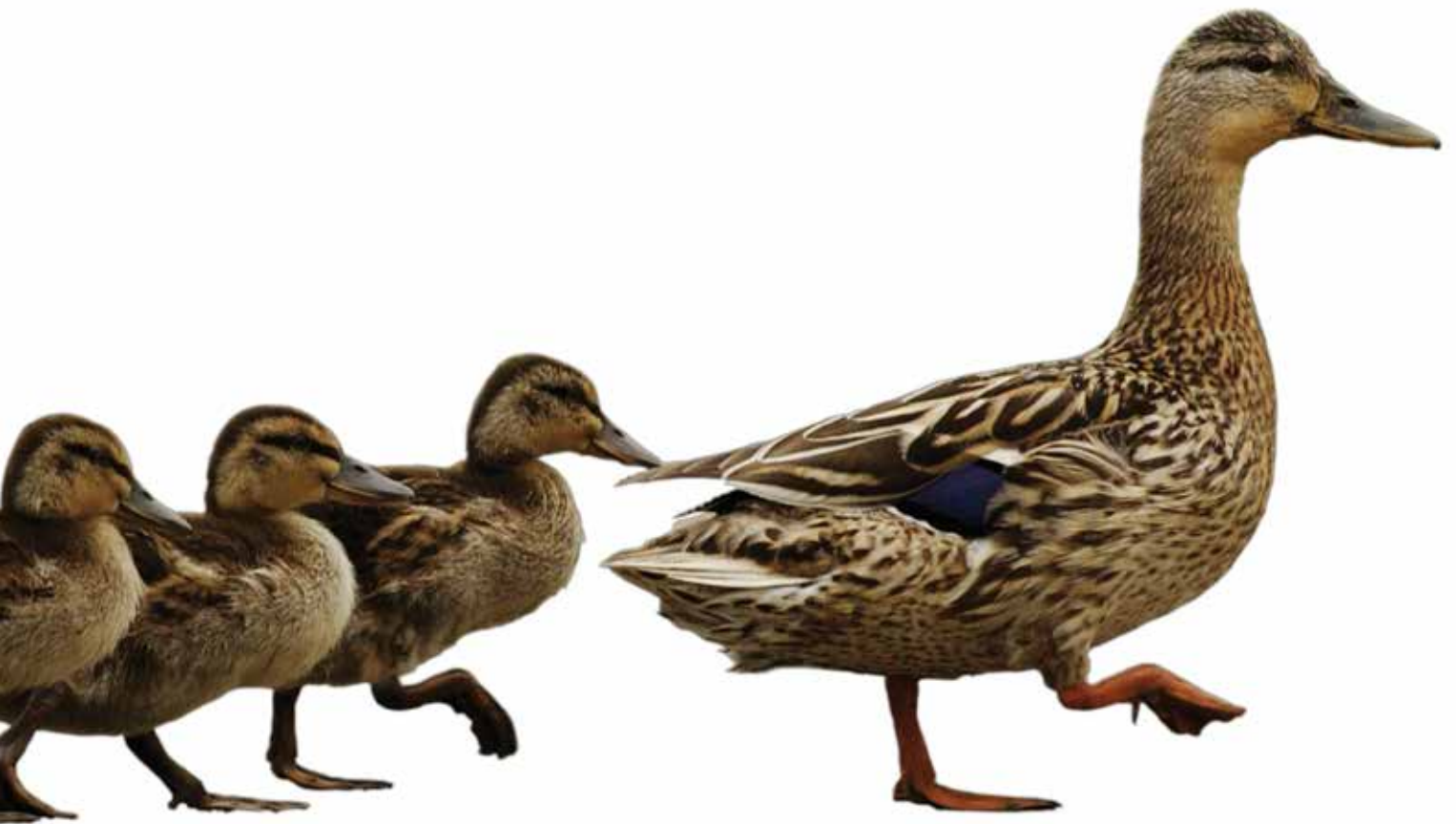
Strategies to retain:

- support effective staff retention through integrated and inclusive approaches to career development, succession planning and promotion;
- develop and retain staff talent through a planned, systematic and inclusive approach to succession planning and capacity building at local levels;
- retention policies to ensure that they remain flexible and adaptable to meet the needs of a fast moving and competitive global employment market.





Leadership



Promote, champion and support transformational leadership and management

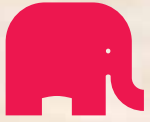
Strategies for leadership, succession planning and diversity:

- invest strategically in our staff, to inspire and equip them to deploy a range of skills to shape, influence and lead;
- foster a culture of high aspiration and performance, drawing on excellent leadership, effective management and employee engagement, by providing a wide range of leadership and management development, linked by clear succession planning routes;
- identify and nurture talent early, to support effective succession planning and build the next generation of academic and professional leaders;
- develop a flexible mentoring framework to support staff across all areas of the University, and extend coaching in order to foster management styles that suit the University ethos and culture;
- build on models of good practice to increase the proportion of women and other under-represented groups in leadership roles at all levels of the University.

Strategies for research leadership:

- generate a cohort of future research leaders who define, shape and drive the agenda to advance and solve key global research challenges;
- maximise our competitive research funding success in the UK, Europe and beyond, by developing the skills of our research leaders and prioritising and aligning our strategic priorities to the economic and funding environment;
- enhance our skills to shape, influence and secure strategic partnerships with research funders; specifically engage with EU priorities for Horizon 2020 and play a leading role in all RCUK Grand Challenge research programmes;
- create an environment which encourages cross-disciplinary thinking, ideas and proposals through our leadership development programmes for researchers;
- enhance our capacity to actively monitor and objectively appraise the short and long-term financial implications of all major research policy decisions;
- professionalise our approach to securing EU funding, and support our staff to be successful consortium leaders;
- define, design and deliver a range of approaches to enhance reputation, profile and success in public engagement.





Develop



Develop people

Strategies for enhancing the quality of the student experience:

- equip our staff to use their globally recognised strengths in research to underpin and inform their teaching;
- take a cohesive, inclusive and individualised approach to enhancing our student experience that encompasses all subjects, all modes of learning, all student services, and all parts of our estate;
- embrace new technologies as part of enhancing the learning experience;
- equip all teaching staff to deliver prompt and effective assessment and feedback;
- respond effectively to the range of our students' circumstances, experience, expectations and aptitudes;
- expand and enhance our distance education provision.

Strategies for fostering a successful, interactive research community:

- pioneer new and emerging areas of research across the boundaries of traditional disciplines and encourage outstanding global research collaborations;
- combine our proven research excellence with demonstrable economic, environmental, health and social impact;
- drive increased high-impact knowledge exchange and public engagement;
- stimulate innovation and seek out novel applications which benefit the economy and society as well as enhance our international profile;
- encourage new opportunities for growth and collaboration with partners in universities, industry, government and the charitable sector, across the UK and internationally;
- enhance our capacity for interdisciplinary research, as well as foundation research, so that we have breadth and capacity to enhance our research standing across all our areas of strategic interest;
- ensure career transitions are made smoothly, with a particular emphasis on supporting early career and postdoctoral staff.

Strategies for stimulating a culture of innovation and entrepreneurialism:

- inspire our students and staff to acquire and use their entrepreneurial and management skills, and to start new companies;
- develop the skills and aptitudes necessary to build long-term, sustainable relationships with stakeholders in industry through a focused and proactive engagement policy;

- instigate innovative knowledge and staff exchange, as well as links with industry, cultural institutions and public service providers, in the public and third sectors;
- understand how to best engage with the public, articulate our research activity and its societal benefits – locally, nationally and globally;
- embed the necessary skills to influence the formation and implementation of public policy;
- grow and diversify our income across a wide range of financially sustainable academic and commercial activities, generating surpluses for reinvestment.

Strategies for improving graduate employability:

- embed graduate attributes and employability in all our curricula, and equip our students to compete in the global marketplace;
- work with employers, professional bodies, alumni and other stakeholders to ensure our degree programmes are responsive to need, and produce graduates with socially and economically valuable;
- equip our graduates with the expertise required to achieve their full potential within the global community;
- broker strategic partnerships between academics, industry, specialists and other institutions to enhance the development of graduate attributes in all our students.

Strategies for improving career development:

- produce an organisational development strategy supported by a clear governance framework and new learning management system that enables the University to inform our strategies, policies and provision based on high quality management information;
- motivate our staff to be part of our world-changing aspirations by clearly linking individuals' objectives to those of their School, Service, College or Support Group, and the University, through annual reviews;
- promote flexible, interdisciplinary team-working, job exchanges and secondments, providing opportunities for staff to broaden their experience, skills and knowledge and operate effectively in an increasingly cross-functional and interdependent work environment;
- support professional and career development, planning and advancement;
- measure the benefit of our investment in staff development.



Global



Achieve global impact

Strategies to develop and promote our global contribution:

- work in partnership with senior academic colleagues to shape, design and deliver strategically focused development, in order to support staff to contribute to international and national priorities for teaching and research;
- develop our skills to position ourselves to create and seize opportunities at the frontiers of new knowledge, as an attractive partner with a track record of delivery;
- enhance our capacity and competitiveness by using a variety of tailored approaches to cultivate our skills, competencies and confidence to exercise influence in securing international, strategic partnerships and collaborations with other leading universities, the commercial sector, and governmental and civil society organisations, which are built on excellence and driven by shared academic interest;
- maximise our global outreach, influence and capacity-building contributions, through learning to apply a range of high-level influencing, negotiating and networking competencies;
- embed a philosophy and approach to our work that helps build integrated responses to complex global issues;
- promulgate the success of our Global Academies in creating innovative approaches to trans-disciplinary, academic collaboration;
- through our Researcher Development and other related provision, enhance our understanding of how to incorporate internationalisation in all areas of University activity, by developing a globally relevant curriculum, promoting global citizenship and collaborating on teaching, research and knowledge exchange with international partners;
- harness our skills and opportunities to promote global citizenship across communities;
- promote and recognise the value of international mobility, cross-cultural understanding, and multilingualism for all our students and staff.





Inclusivity



Foster a culture of inclusivity, good health and wellbeing

Strategies for inclusivity, good health and wellbeing:

- foster our ethos of collegiality, tolerance, compassion and strong ethics, through effective employee engagement and empowerment, transparency and excellent communication;
- foster a culture which permits freedom of thought and expression within a framework of mutual respect;
- embed equality, inclusion and diversity as fundamental principles throughout our community;
- promote a policy and framework to ensure dignity and respect across all our interactions, in order to foster a genuinely positive, inclusive and supportive culture;
- support the University's commitment to equality and diversity, through the design and implementation of an Equality Impact Assessment Framework, which will enable the University to embed good practice across all areas of its activities, as well as meet its legal obligations;
- implement and embed the University's Equality Outcomes and Action Plan to ensure that the University is regarded as an exemplar of good practice;
- contribute to wider social objectives such as addressing high unemployment among young people, through the active promotion of apprenticeships and the Edinburgh Guarantee;
- equip our staff to embed our commitment to social responsibility and sustainability in our curricula, policies, strategies and procedures.



Human resources





Human resources

The HR vision

Our HR vision is to be a sector-leading human resources service defined by excellence and innovation.

The HR mission

To support the University's mission as a world-leading centre of academic excellence for the creation, dissemination and curation of knowledge, by promoting an inclusive, high-performance culture, which identifies and nurtures talent; develops and rewards success; and integrates academic, professional and personal career goals with those of the University.

The HR aim

To advance the University's globally significant position through our aspirational, exciting and innovative approaches to attracting, retaining, developing and rewarding our people.



Guiding principles

- Operate as a strategic, integrated and business-oriented service across all that we do.
- Exhibit a global outlook in our approach to shaping our people agenda.
- Work in partnership with managers, staff, trade unions and all other relevant stakeholders.
- Ensure that our services are always delivered in a timely, responsive, flexible and solutions-focused way.
- Value and celebrate difference while upholding the highest standards of equality of opportunity for all.
- Ensure that equity, fairness and transparency shape and inform our policies, practices and processes.
- Encourage the highest standards of integrity, probity and professional conduct in our approach to our work and the service that we provide to all.
- Embrace a culture of continuous improvement.
- Create an environment that fosters creativity and innovation in our ideas, initiatives and the solutions we offer.
- Act in a way that is responsible, accountable and ethical.

How we work

The department of Human Resources comprises a dedicated professional team of expert staff who operate at University, College and Support Group level. We provide a business-oriented, client-facing service to the broad University community. The structure of the service reflects the devolved character and culture of the University in order to ensure that the service achieves an appropriate balance between sustaining the highest professional standards, while tailoring the service to meet the diverse needs of different parts of the University. The role of the department is to act as a strategic partner in the development of the University as an organisation.



Notes





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www.ed.ac.uk/hr/people-strategy and can be
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