**Accountability and Development Review 2018**

**Quick reference guide for Reviewers within the Faculty of Science**

1. **Purpose of ADR**
* An opportunity for staff members to have a focused, structured conversation with their line manager on their performance and development within the review period and plans for the period ahead. ADR discussions should cover performance review, objective setting and professional development.
* Set objectives for the forthcoming review period which are challenging, achievable and relevant to University strategy and departmental objectives.
* Feedback should be given on successes as well as areas for development. ADR should complement ongoing development discussions which will take place on a regular basis: any concern raised regarding performance should not be a surprise.
* The Reviewers play a key role in ensuring that all of these elements are captured, ensure that objectives set will support departmental plans, and that staff are developed to reach their full potential.

**2. Key areas of focus for ADR in 2018**

* Having a meaningful one to one discussion is the most critical part of the ADR process.
* The forms summarising the discussion should be concise and focussed.
* Emphasis should be on setting quality objectives with clear tasks and targets to be achieved within an identified timescale.
* ADR forms should be returned by reviewers if the quality is poor. If necessary more than one discussion can take place, and the form may need to be passed back and forth a few times to ensure it is of an acceptable quality.
* ADR links into a range of other procedures such as promotion, probation, and contribution pay. Reviewers and Reviewees should be fully aware that quality of the ADR form will have a direct bearing on these.
* For academic staff, ADR should reflect the breadth of academic activity including student facing and KE activity and citizenship as well as research performance.

**3. Departmental Plans**

* Outline the current context for the Faculty and Department including the financial context and the resulting need to grow income and make savings. This may be adjusted dependant on job family and grade to ensure that it is relevant to the individual Reviewee.
* Set the context for the discussion by referring to the relevant departmental objectives / key priority areas and future plans so that the reviewee can understand how their role contributes to delivering these.

**4. Effective Objective Setting**

* Focus on quality over quantity in objective setting, i.e. set a lower number of high quality objectives rather than lots of poorly defined and unmeasurable objectives. (Maximum 8-10 objectives).
* Objectives should be SMART (Smart, Measureable, Achievable, Relevant and Time bound). For academic staff there should normally be at least 1 objective in each of the areas of Research, Learning and Teaching, Knowledge Exchange and Citizenship.
* It is recommended that members of staff in Grade 6 and above include one objective which has an internationalisation dimension where deemed appropriate to the role.
* Those with staff management responsibilities should have at least one objective that relates to that aspect of their role.

**5. Future plans / Careers aspirations**

* Explore plans for your Reviewee’s career and particularly intentions for the next 2 or 3 years to allow for planning.
* For the majority of individuals it is expected that this will allow opportunity to discuss development objectives and support (see section 6).
* Where individuals indicate that they would be interested in reducing their working hours or taking flexible retirement they should be encouraged to discuss this with the HoD.
* If individuals indicate that they are considering or would consider retirement/leaving:
	+ discuss potential timescale
	+ consider the possibilty for flexible retirement or similar where transition is needed
	+ A follow up conversation can be arranged with their HoD/HR as required to discuss this further.
* It may become clear through ADR conversations that there are individuals who are currently considering their future at Strathclyde and whether they may wish to take this opportunity to consider alternative career options outside of the University. In certain circumstances, where an individual wishes to make a personal decision regarding their future employment, there may be the opportunity to facilitate this through mutually agreed severance terms. This would be considered on a case by case basis taking account of Department requirements such as the potential to reshape the academic workforce to meet future needs and the ability to create capacity to invest in strategic priority areas. If this option is raised by a member of staff please contact your HR team.

**6. Professional Development**

* You should ensure that the ADR conversation is balanced appropriately to include discussion regarding professional development both within the existing role and in relation to career development.
* Appropriate development objectives and related support should be discussed and agreed.

**7. Expectations for Academic staff**

University-level expectations for academic staff ADR reviews were outlined in the Principal’s ADR launch email on the 9 May 2018:

* ADR Reviewers of academic colleagues are to take stock of publication quantity and quality, teaching outputs, and contribution to knowledge exchange and income generation in the context of ensuring that all academic staff are supported in achieving a balanced, high quality performance across research, teaching, knowledge exchange and citizenship.
* All academic staff will have, or be working towards, a minimum of four high quality publications (pro-rating will apply in some circumstances) during the current REF measurement period.
* All academic staff will be supervising PhD students.
* Reviewers are also expected to discuss citation metrics during the ADR process.

It is acknowledged that research expectations are subject dependent and may vary within a field. Departmental expectations for academic staff in relation to publications, PGR supervision and grant applications and awards have been outlined and the 2018 version of these should be used to inform ADR discussions and objective setting.

It should be recognised that, while the overall research performance required by the Faculty needs successful contributions across multiple areas, an individual’s contribution may be more focussed. For example, supervision of a high number of overseas PGR students could be an alternative contribution to winning grants. It is important to balance what is realistic versus ambitious and expectations should be weighted by FTE.

**8. Performance concerns**

* Where performance concerns exist they should be discussed with individuals and comments documented in the ADR.
* Where possible, use factual analysis and provide specific evidence of areas of concern, e.g. normal expectation that x publications per year would be published (when no/limited publications have been produced in the last year).
* The reasons for underperformance should be explored and support require to improve discussed and agreed.
* Clear expectations for the future and measurable objectives set for the review period. (In some cases it may be necessary to have a separate meeting to discuss and agree these.)
* Further advice can be found in the [Guidance Note for Managers managing unsatisfactory performance](https://www.strath.ac.uk/media/ps/humanresources/policies/Guidance_Note_for_Managers-managing_unsatisfactory_performance.docx) and [Guidelines for Heads of Department/School – Supporting Performance Improvement for Academic Staff](http://www.strath.ac.uk/media/ps/humanresources/policies/Guidelines_for_Heads_of_Department-School.docx).
* Support can be provided by your HoD or HR.

**9. Timescales and further information**

* Additional information and guidance on the ADR process and timelines can be found at: <https://www.strath.ac.uk/hr/adr/>
* To access the online ADR form, log in to Pegasus, click on the Human Resources tab, and access forms through the Accountability and Development Review option.

GS/BD