
Annual academic and staff review and development scheme meetings

Guidance for Heads of School, Directors of Student Education and Directors of Research and Innovation

1. Introduction

- 1.1. The University of Leeds is committed to helping all staff achieve their full potential. To ensure that we achieve excellence in our performance, we will provide support and development to ensure that all our staff work together at the highest level possible and in accordance with our University values. Our approach to achieving this for academic staff is through operating a dual system comprising an Annual Academic Meeting (AAM) and the Staff Review and Development Scheme (SRDS).
- 1.2. The SRDS is the University's main mechanism for reviewing work progress, providing feedback, identifying development needs and setting objectives.
- 1.3. AAMs were introduced with the intention of providing a framework for senior academic managers within each School to have an annual discussion with academic staff within their School regarding academic contribution, achievement and plans. The AAM is designed to complement, rather than replace, the SRDS process.
- 1.4. Following a review of the success of AAMs, it is clear that there are a wide variety of practices across the University and that Schools would appreciate clearer guidance on both running AAMs and how these relate to the SRDS process.
- 1.5. This document provides guidance on how to manage both the AAM and SRDS processes.

2. The Annual Academic Meeting

Aims and Purpose

- 2.1. The purpose of AAMs is to provide academic staff with the opportunity to have a two way discussion to agree their academic plans for the next one to three years in line with the School strategy. The discussion should allow for:
 - self-reflection on performance, acknowledging successes and identifying areas for change and development;
 - feedback on contributions over the previous year;
 - reviewing and updating job descriptions and a discussion of the focus of academic work and any required change in profile over the next one to three years (i.e. teaching focused, research focused etc);
 - discussion of any concerns regarding workload and/or resources.
- 2.2. AAMs should be held in a supportive manner, in line with University values.
- 2.3. AAM discussions should generate an individual academic plan for each member of staff which complements the School's academic plan.

Participants

- 2.4. AAMs should be held for all members of academic staff within a School, i.e. Professors, Associate Professors, Senior Lecturers and Lecturers and Research and Teaching Fellows.
- 2.5. Meetings should involve the Head of School, Director of Research and Director of Student Education or designated nominees, or a smaller group if the Head of School determines that it is appropriate. Where it is not appropriate or possible for all of the above managers to attend a meeting, the Head of School should ensure that reviews are carried out by appropriate members of the senior management teams or senior academic staff.

Operation of the Meeting

- 2.6. Meetings should normally be scheduled for an hour but this will vary depending on individual circumstances. Notice should be given to allow for preparation.
- 2.7. Staff should complete an AAM Form (see Appendix 1) some of which can be pre-populated from IRIS prior to the meeting. These should be submitted one week before the meeting to all those who will be attending.
- 2.8. The discussion should include consideration of the following where applicable:
 - Current workload
 - Teaching duties and performance (student feedback etc)
 - Project/PhD supervision
 - Research – publications, grants and conference attendance
 - Knowledge exchange/input
 - Academic leadership
 - Career and development plans
 - Mentoring arrangements/requirements
 - Continuing Professional Development (CPD) activity
- 2.9. A summary of the meeting should be agreed, using the template at Appendix 2. This summary should set out the individual academic plan and be used to inform SRDS discussions.

3. Linking AAM discussions with SRDS discussions

- 3.1. AAM and SRDS are complementary processes, and therefore should not be conducted in isolation.
- 3.2. Both processes can be conducted as back to back meetings, with the AAM held first followed by the SRDS meeting. However, this may not be practical and meetings may be held on different dates where this is more appropriate. Where there is a proposal of back to back meetings, staff will be able to request an alternatively timed SRDS meeting.
- 3.3. If the AAM and SRDS meetings are held with different reviewers, the SRDS meeting should be held at a reasonable time after the AAM to allow for forwarding and consideration of all the paperwork. The Head of School will allocate SRDS reviewers to reviewees. A member of staff may request a different SRDS reviewer and a decision will be made taking into account the following factors in order to gain most

from the exercise: the need for the reviewer to understand the reviewee's role, the degree of fit between the knowledge and experience of the reviewer and reviewee, the reviewer's capacity to ensure appropriate support and development is provided to the reviewee on an ongoing basis, the need for consistency and the need to allocate review numbers appropriately.

- 3.4. The individual's academic plan generated in the AAM should be based on the School's strategy and should inform the SRDS discussion, specifically the development of SRDS SMART¹ objectives and associated development plans (see Flowchart 1).
- 3.5. Where AAM and SRDS meetings are taking place back-to-back, the SRDS form should be submitted by the member of staff one week before the meeting, at the same time as the AAM form.
- 3.6. The academic plan should normally cover a period of one to three years, whereas the SRDS objectives should be achievable within a maximum of one year. Therefore, SRDS reviewers will need to focus on elements of the academic plan which can be achieved within one year, or where a defined measure of progress can be made within the same period.

4. Responsibilities of Schools

- 4.1. Each School will:
 - have a clearly defined and agreed academic strategy covering both student education and research
 - provide support (agreed through SRDS and AAM) to all staff to develop and deliver their academic plan; such support could include mentoring, additional training etc
 - ensure the work of others is celebrated and promoted effectively
 - support the growing diversity of staff
 - reward high performance and collegiality through the reward and recognition process

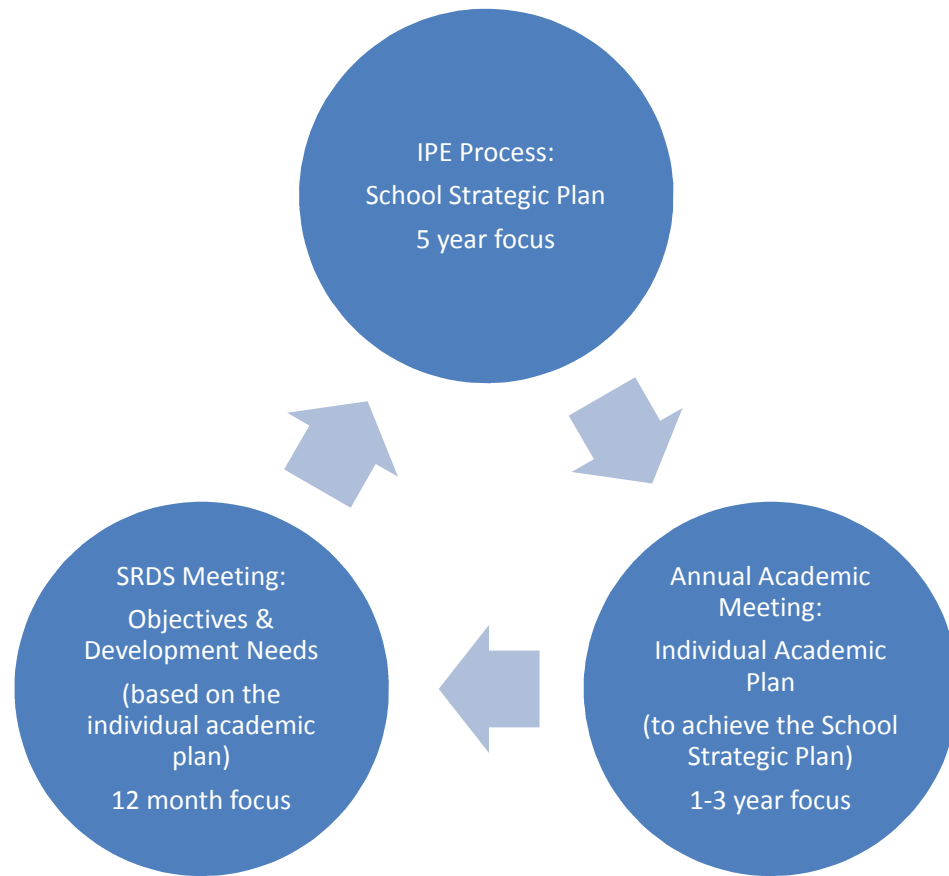
5. Performance concerns

- 5.1. Any sustained and/or acute underperformance issues where informal action has not been successful, will be considered through the relevant formal procedure in Statute.
- 5.2. AAMs are not intended to replace any stage of the formal procedures.
- 5.3. Any case where there are performance concerns should be discussed with your Faculty HR Manager.

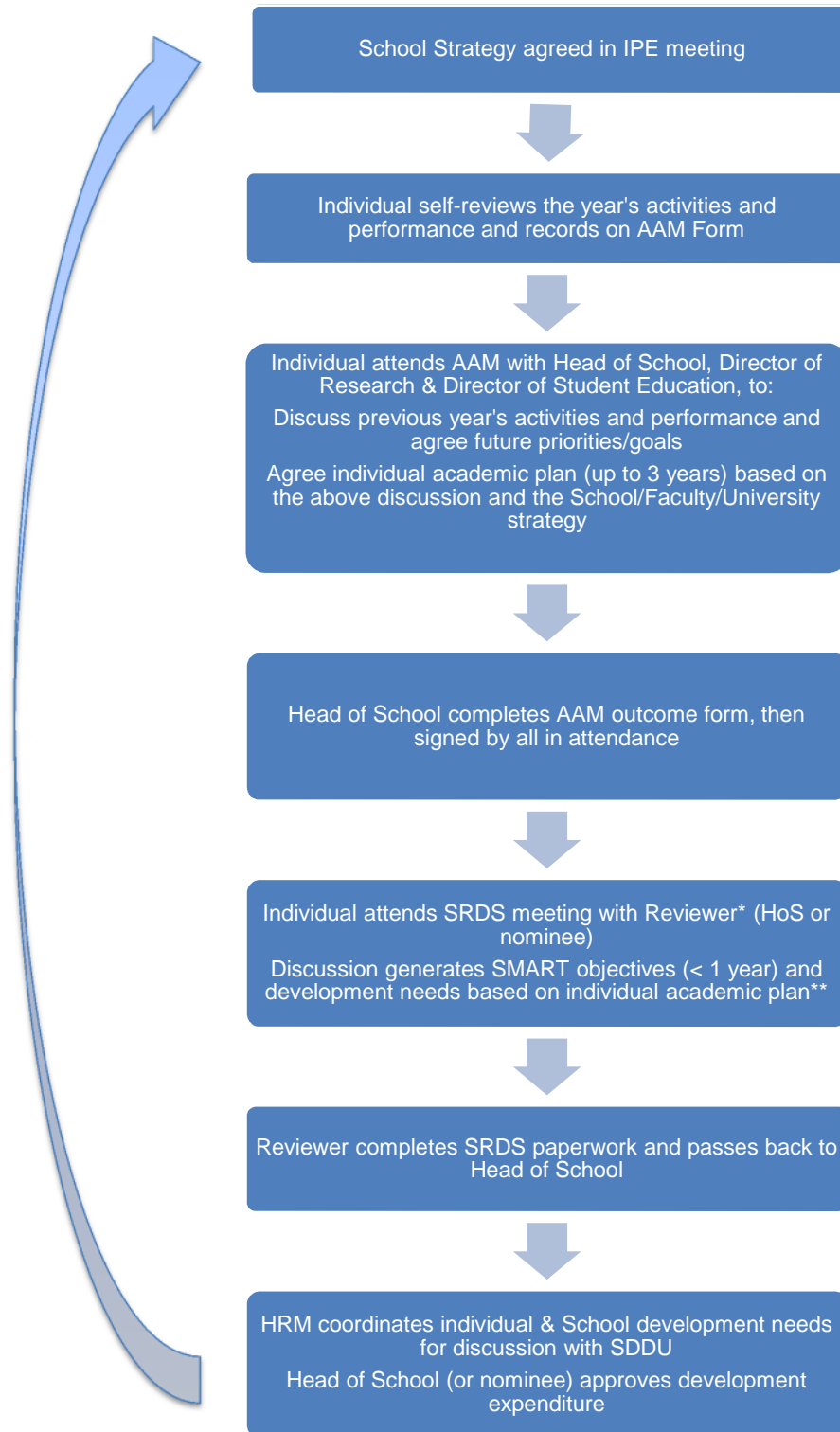
¹ SMART objectives:

- Specific
- Measurable
- Achievable
- Realistic and/or Relevant
- Time-Bound

Flowchart 1
Overview of the linkage between Annual Academic Meetings and SRDS Meetings



Flowchart 2 – steps which link AAMs and the SRDS Process



* Annual SRDS briefings for reviewers will be delivered by the Faculty HR Manager and Head of School.

** Heads of School are responsible for ensuring that reviewers understand the Faculty strategic plan, budget, leadership standards and the School's staff development training portfolio.



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Annual Academic meeting – pre-meeting form

School: _____

Name: _____

1. Student Education

Which modules/programmes were you involved in delivering this academic year? With reference to student feedback, can you identify any particular successes and/or areas for development?

Which modules/programmes will you be involved in delivering next academic year? This can include the development of new modules or any revisions to existing programmes.

Which student education innovation and/or student support activities have you been involved in this year, or are planning to be involved in?

Grant applications

Application Date	Grant Number	Grant Title	Lead Funder	Role	Application Status	Academic Credit (%)	Application Budget (100%)	Initial Awarded Value (100%)

Awarded grants

Research Start Date	Research End Date	Grant Number	Grant Title	Lead Funder	Role	Academic Credit (%)	Awarded Value Based On Academic Credit	Awarded Value (100%)

What are your plans for future projects, publications and/or impact activities? Please indicate any projects where you will seek external funding.

Is there any support which the School can provide which would help with your research detailed above?

4. Academic leadership

Please give details of any academic leadership positions you currently hold, and any areas which you are interested in contributing to in the future.

5. Current activity

Please reflect on the balance of your current academic activities/profile.

6. Other information

Do you have any other information or comments you wish to provide? (For example, about mentoring arrangements; Continuing Professional Development (CPD) activity etc.)

Signed: _____

Date: _____



School of _____

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Annual Academic Meeting – individual academic plan

To be completed by the Head of School (or nominee) in the Annual Academic Meeting

Individual academic: _____ Date: _____

In attendance: _____

1. Agreed Priorities for 2016 – 2019

Student Education

Scholarship

Research and Innovation

Academic Leadership

2. Actions

Individual Academic

Head of School

Director of Research

Director of Student Education

Signed by meeting attendees:

Individual academic: _____ **Date:** _____

Head of School
(or nominee) _____ **Date:** _____

Director of Research
(or nominee) _____ **Date:** _____

Director of Student Education
(or nominee) _____ **Date:** _____