

Remodelling Academic Appraisal

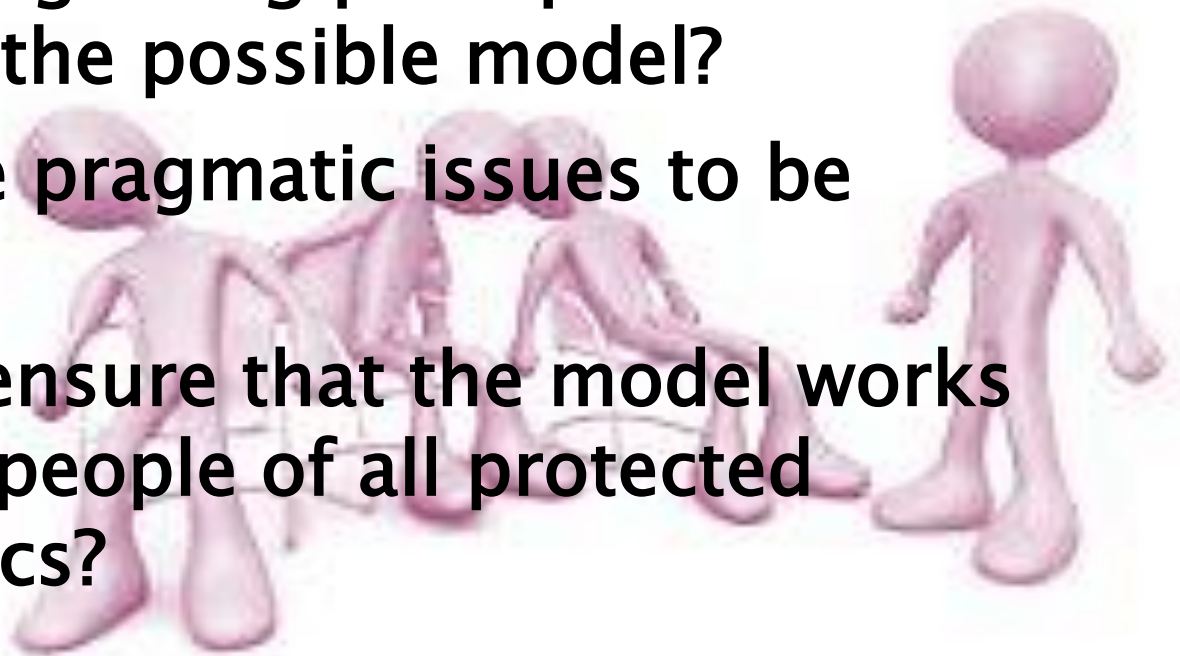
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Background

- Higher Education should be an industry in which equality and diversity are prioritised, to enable individuals to fulfil their potentials.
- We wanted:
 - a) to transfer ownership of review and development processes from the institution or management to the individual 'appraisee'.
 - b) to embed the UK Professional Standards framework (PSF) within such a procedure.
- *What and where are examples of good practice across the sector?*

Research Questions

1. What is the rationale for a possible new model of Academic Appraisal?
2. What are the guiding principles and structure of the possible model?
3. What are the pragmatic issues to be determined?
4. How do we ensure that the model works fairly for all people of all protected characteristics?

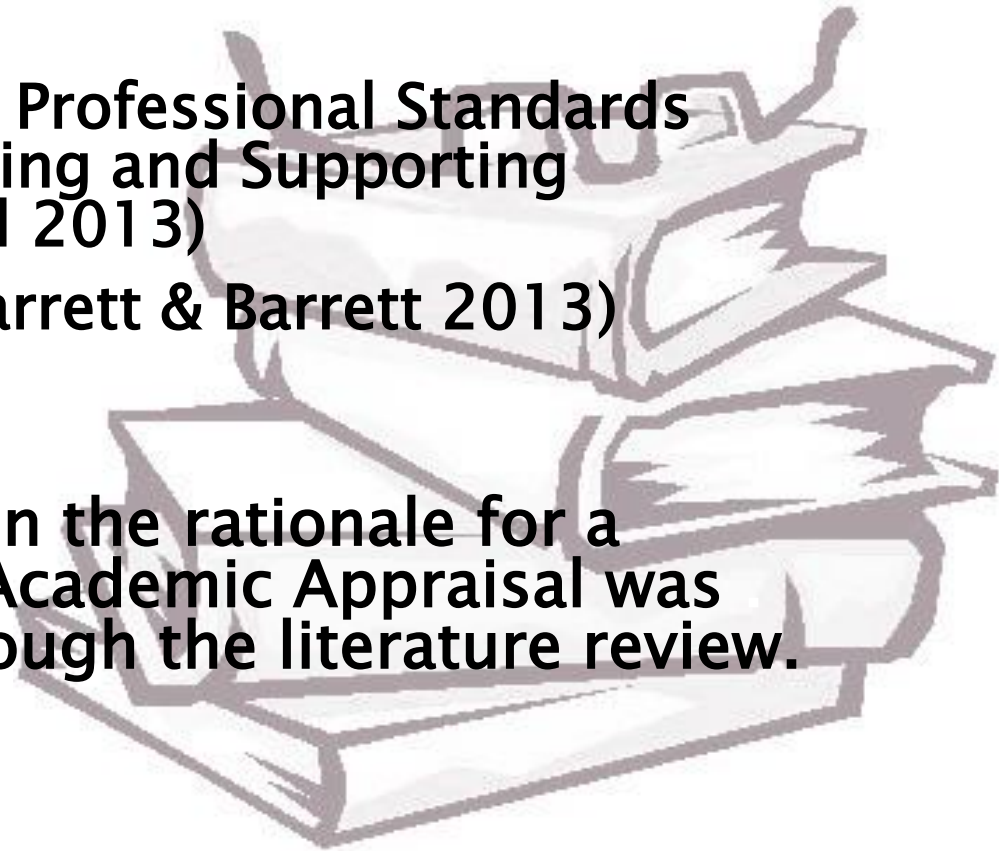


Methods (1)

1. Literature review –

- a) Performance Management (Franco–Santos et al 2014)
- b) Academic Workload Planning (Barrett & Barrett 2009)
- c) The Impact of the UK Professional Standards Framework for Teaching and Supporting Learning (Turner et al 2013)
- d) Gender Outcomes (Barrett & Barrett 2013)
- e) 40 other references

Our research question on the rationale for a possible new model of Academic Appraisal was primarily addressed through the literature review.



Methods (2)

2. Consultancy report from '**Performance for All**'
3. Qualitative research methods:
 - **Semi-structured interviews**
 - **6 universities**; varying size and research intensity, mostly post-1992 and part of the Strategic Enhancement Project.

Role of Interviewee	Academic or HR role
Director of Teaching & Learning	Academic
Head of Learning & Development	Both
Head of Centre for Excellence in Learning & Teaching	Academic
Head of Learning & Development	Both
Director, Institute of Teaching & Learning in HE PLUS	Academic
Head of Staff Development	HR
Academic Developer	Academic
Assistant Director of Human Resources	HR

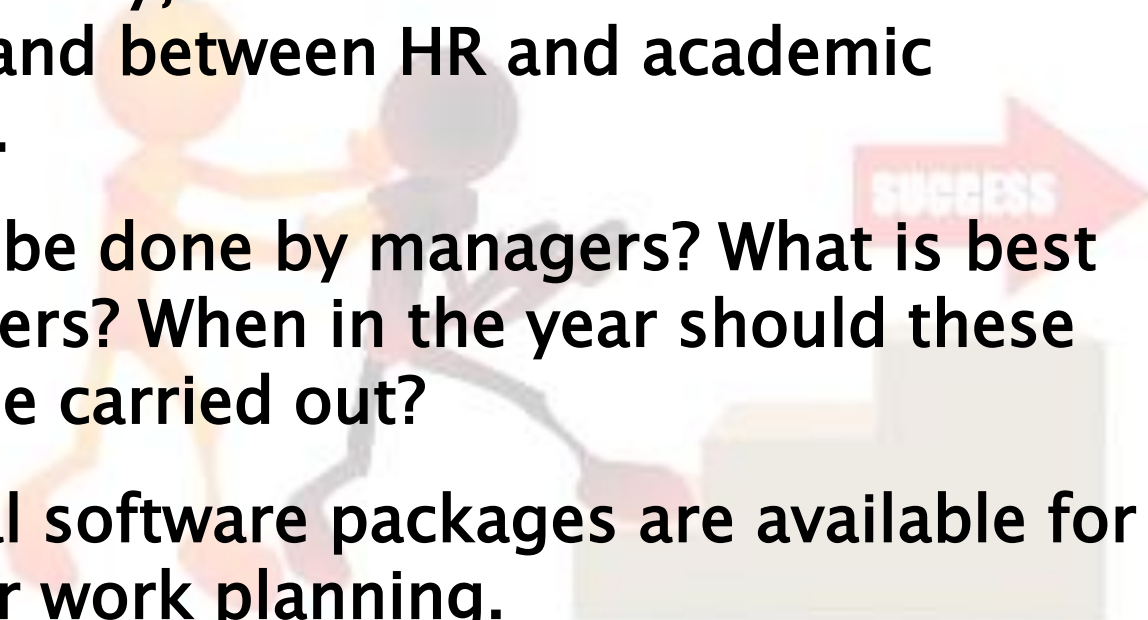
Findings (1)

What is the rationale for a possible new model of Academic Appraisal?

- Current models may disadvantage women, and some minority groups, by systems that prioritise research over teaching.
- Some universities use the same processes for all staff, to emphasise that all staff work for the benefit of the students; whereas others now concentrate on rewarding and developing staff with high teaching responsibilities.



Findings (3a)

- ▶ **What are the pragmatic issues to be determined?**
 - Consider the needs at the interfaces between whole university, schools and individual staff members; and between HR and academic developers.
 - What must be done by managers? What is best done by peers? When in the year should these functions be carried out?
 - Commercial software packages are available for appraisal or work planning.
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- A faint background illustration shows two stylized human figures, one orange and one grey, climbing a set of grey stairs. At the top of the stairs is a large red arrow pointing to the right, with the word 'SUCCESS' written in white capital letters inside it.

Findings (3b)

What are the pragmatic issues to be determined?

Formal elements are done by line managers, but informal, peer-review is not prescribed. Forms drive behaviour. (Nott Trent)

No institution is attempting to build complex management data into performance reviews without an online tool. (T Threadgold)

HE Academy 'good standing' should definitely be part of appraisal.. at the forefront of discussion.. for all with teaching roles. (Sheff Hallam)

... ongoing... you see Milestones for small steps on your calendar. (Northampton)

Findings (4a)

- ▶ How do we ensure that the model works fairly for all people of all protected characteristics?
- Adequate diversity training is important. (Threadgold & Glossop 2015).
- An accurate database is needed for objective analysis of all aspects of work and careers in relation to protected characteristics.
- Role models are important.

Findings (4b)

How do we ensure that the model works fairly for all people of all protected characteristics?

There could be Eq & Div implications around who does the appraising, but I don't know about them.

(Nott Trent)

We asked for more diverse nominations and we still got more white men. We now have support groups called 'positive transitions'

(De Montford)

Associate Lecturers are not routinely appraised. Part-time staff do feel the appraisal system is not fair

(Sheff Hallam)

Both the current and former Vice Chancellors are female.

(Bucks New U.)

Conclusions (4c)

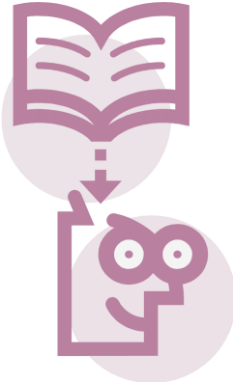
- ▶ How do we ensure that the model works fairly for all people of all protected characteristics?
 - Ask directly about equality issues in relation to protected characteristics. Power imbalance can lead to mismatched assumptions about personal and organisational goals, and how to achieve them.
 - Opportunity to request appraisal with someone who matched (say two) protected characteristics.
 - The pilot scheme should include consultation for Equality Analysis.



The New Model

- ▶ Now piloting a model with an e-portfolio (Pebble Pad) as the recording mechanism.
- ▶ Potential benefits are:
 1. Owned & managed by individuals
 2. Develop habits & skills in curation, storing, privacy setting & digital capability
 3. Badges to be developed for Remaining in Good Standing
 4. Will meet requirements for (re)-accreditation with UKPSF, PRE, professional Good Standing, NMC etc

Piloting the New Model



- ▶ 1) Academic staff within Learning Enhancement and Academic Development
- ▶ 2) Department of Nursing



- ▶ These will be evaluated by a questionnaire before roll-out across the university.
- ▶ 3) Staff within Human Resources?





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Thank you for your attention