Academic Career Development Framework

Guidelines

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Academic Career Development Framework
Guidelines

1 General Principles

1.1 Introduction

As a leading international technological university and a socially progressive institution, Strathclyde seeks to support all staff to attain their personal and professional potential and, thereby, to achieve the highest possible levels of performance and success in their roles. The Academic Career Development Framework is a key tool for supporting this objective.

The Academic Career Development Framework aims to support early career academics in fulfilling the role and the responsibilities of an academic member of staff. It aims to encourage early career academics to become high achieving, high performing individuals, supported in reaching their potential and in establishing a long-term academic career in line with departmental/school/Faculty and institutional plans. In particular, the Academic Career Development framework is intended to support early career academic staff members to:

- Identify a career development plan, with appropriate mentorship from experienced academic colleagues, that will enable them to become fully effective in their roles as quickly as possible, so allowing them to undertake the full range of academic duties associated with their roles
- Obtain regular feedback on their performance and progress against their career development plan
- Participate in accredited development activities such as the postgraduate certificate in academic practice
- Identify additional training needs and secure support for meeting these
- Establish the range of skills and experience on which they can continue to grow a successful academic career and which will support the achievement of their career potential.

1.2 Eligibility

The Academic Career Development Framework is open to all staff members within the Academic staff category who meet the following criteria:

- Appointed to an academic role for the first time or has less than 3 years' experience in an academic role at another institution and
- Has an appointment with a minimum duration of 12 months

The Academic Career Development Framework provides support for a duration of up to three years, at the completion of which it is expected that the academic will have met the criteria set out in Appendix A. In exceptional circumstances a possible extension of support to a fourth year is permitted.

1.3 Equality/Exceptional Circumstances

It is recognised that there will be those whose performance may be limited during the framework period by exceptional circumstances. These could include:

1. absence due to maternity/parental/adoption leave (see Appendix B for further guidance)
2. parents returning to part-time work after maternity/parental/adoption leave during the framework period;
3. absence due to other forms of carer leave;
4. disability, including temporary incapacity that lasts for at least 12 months;
5. absence for more than six months consecutively during the framework period due to secondment, a career break, ill-health or injury;
6. Health and safety issues in relation to pregnant and breast feeding women;
7. other exceptional and relevant reasons.

Where an early career academic staff member is contracted to work part time, this should be reflected in the expected contribution, rather than the development framework period being extended beyond three years.

2 Academic Career Development Framework

2.1 Individual Academic Career Development Plan

It is recognised that each early career academic will have an existing range of skills, experience and track record in academia and that there will be some variation in contribution dependent on specific discipline areas. Nonetheless, as above, there is a requirement for all academic staff members to develop and support a range of activities at an appropriate standard. To meet this requirement and to maximise value for all staff members covered by the Academic Development Framework, an individual Career Development Plan (CDP) should be developed within the first 3 months of employment. This CDP should be reviewed regularly, at least once each year, to ensure that individuals are meeting the expectations agreed within it and to ensure that appropriate support and guidance are being provided to the early career academic to meet these requirements.

The Career Development Plan template should be utilised to map out specific targets and actions to ensure that an appropriate range and level of contribution is planned. The CDP should follow a 3 year timescale by the end of which the expectation would be that there is evidence of a balanced portfolio of independent academic contribution. At that time it is expected that the CDP will be incorporated into the annual Accountability and Development Review (ADR) process to set and monitor year on year objectives and achievement.

2.2 Balance of Work Activity

The full range of activities of early career academic staff must be carefully considered at all times to ensure that there is contribution from a balanced portfolio of research, teaching, knowledge exchange and citizenship by the end of the Academic Career Development Framework period.

It is important that early career academic staff are allocated an appropriate workload level during the three year period. A full range of suggested activities for each year of the framework period are detailed in Appendix A.

2.3 Roles and Responsibilities

The Academic Career Development Framework requires the involvement of:

- The Executive Dean of the Faculty: to ensure that the Academic Career Development Framework, and the support for early career academics, upholds the vision of the Faculty; to ensure that early career academics are provided with appropriate support in managing their career plans; to lead the review process and to ensure that early career academics are reviewed in line with this guidance.
- The Head of Department/School: to ensure that early career academic staff understand the requirements of the role and have an appropriate Career Development Plan in place; to assign a Career Development Adviser/Mentor.
- The Career Development Adviser/Mentor: to guide, support and encourage early career academic staff throughout the period and to meet regularly with them to ensure that an appropriate Career Development Plan is agreed and in place. To be available to provide advice on relevant academic/development matters.
- The Early Career Academic: to take responsibility for their own development and to actively identify and pursue development needs and to fully participate in successfully completing the Career Development Plan.

All parties should be familiar with these University Guidelines. The Executive Dean of the Faculty, the Head of Department/School and the Career Development Adviser/Mentor should support and guide early career academics in fulfilling their responsibilities. They must also be committed to equality of opportunity and be sensitive to diversity issues (please see the Equality and Diversity online training).

2.4 Support

Individual staff members covered by the Career Development Framework are required to undertake the following development activities during the 3 year period:

- Gain a minimum of 20 credits from the Professional Development Framework, including module: Becoming an Effective Learning and Teaching Practitioner HE. The Head of Department/School and Academic Career Development Adviser/Mentor should discuss and consider with the early career academic which additional module(s) would be most appropriate. Further information about the PG Cert in Learning and Teaching Higher Education (PGCLTHE) can be found on Sharepoint (staff login required): https://strath.sharepoint.com/sites/LandTDev/SitePages/Postgraduate.aspx

In addition to these formal requirements, the University also offers a range of further support mechanisms to assist early career academic colleagues in establishing and developing their careers. These mechanisms include:

- Appointment of a Career Development Adviser/Mentor as above
- Access to a range of academic, management and leadership learning and development opportunities through the Organisational and Staff Development Unit (OSDU)
- All early career academics are required to undertake the role of first supervisor for postgraduate research student(s) within the 3 years of the ACDF. Whilst it is recognised that some colleagues will commence their academic appointment with the University having undertaken this role previously and undergone relevant training, where this is not the case individuals are encouraged to undertake appropriate training through the Organisational and Staff Development Unit (OSDU)
- All faculties will have a range of start-up resources that can be accessed by early career academic staff which might include PhD studentships, funding for equipment and travel etc. to help build the individuals' research profiles.

3. Review Procedure & Outcomes of Review Process

3.1 Review Procedure

Progress within the Academic Career Development Framework will be reviewed on an annual basis by the Faculty Review Panel (Early Career Academic Staff). This review is carried out in conjunction with the Accountability and Development Review (ADR) process, which applies to all staff and involves an annual formal review discussion and the completion of associated documentation including an update on progress on the individual's 3 year plan.

In the third and normally concluding year of the Academic Career Development Framework, the Faculty Review Panel will determine if the early career academic has successfully completed the development framework, evidenced by their ability to operate as an independent academic.

The Faculty Review Panel will assess each early career academic's overall performance, based on documentation supplied by the early career academic, the Head of Department/School and the Academic Career Development Adviser/Mentor, against the following criteria (with further information on the range of activities assessed set out in Appendix A). Consideration should also be given to the level of appointment of those participating in the Academic Career Development Framework with reference to the relevant job description for the role.

Research/Knowledge Exchange:	Evidence of a research portfolio that represents an effective independent academic with own research vision and identity. For example: publications output, grant income, research students supervised, citations, personal research plans, consultancy activity, being appropriately returnable in the Research Excellence Framework (REF)/equivalent.

Teaching:	Evidence of a track record in student learning encompassing a range of delivery and pedagogical outputs. For example: range and level, teaching development activity, course delivery and development/design, student assessment, quality indicators, independent delivery of established modules and assessment activities. Contributing to the review/design/innovation of teaching activities.
Administrative and citizenship duties:	Evidence of an active and sustained contribution to the academic and operational functioning of Department/School and/or Faculty. For example: course organisation, citizenship, departmental roles, module coordinator, participating in departmental committees, undertaking outreach work.

In some cases particular requirements may be specified in the contract of employment in order to avoid any ambiguity; this will be determined at appointment stage and may be specified in the early career academic's letter of appointment.

Early career academic staff will have the opportunity to submit a case for consideration based on mitigating circumstances, as listed above in Section 1.3, to the Faculty Review Panel. In some circumstances it may be appropriate to consider requesting a period of suspension from the framework. However, only circumstances related to volume will be considered; issues of academic quality and breadth of profile will not be.

Where a member of staff is aware from the discussion with the Head of Department/School that the Head of Department/School is submitting an assessment or report which is, or is considered by the member of staff to be, adverse, the member of staff shall have the right to make a further and independent personal submission to the Faculty Review Panel and to submit, if desired, the name of a colleague whom the Faculty Review Panel may consult as a referee.

Where the academic is not meeting the criteria at the end of the third year and there are no mitigating circumstances such as an extended period of absence, a further formal structured performance management process will commence. Similarly, where there are serious concerns about the level of performance at an earlier stage in the process, further formal performance management processes may be considered.

3.2 Faculty Review Panel (Early Career Academic Staff)

A Faculty Review Panel (Early Career Academic Staff) for each Faculty will meet annually to consider the following:

a) Progress of early career academic staff
b) Consideration of cases for promotion from Lecturer, Grade 7 to Lecturer. Grade 8
c) Progress of lecturers with Chancellors' Fellow status
d) Any cases for transfer into Lecturer, Grade 7 or Lecturer. Grade 8 from one of the University's other staff categories (transfers into Senior Lecturer or above are considered under the Promotion Procedure for Senior Academic Professional Staff).

The Faculty Review Panels shall each have the following membership:

- The Associate Principal & Executive Dean of the Faculty, who shall be the Convener. Where the Executive Dean is unable to attend a meeting of the Faculty Review Panel the Dean's place shall be taken by a senior member of staff in the Faculty nominated by the Dean.
- Another Senior Officer (normally the Vice-Principal)
- Vice-Deans of the Faculty, or nominees, who shall present relevant cases to the Panel
- The HR Manager for the relevant Faculty

The quorum for each Faculty Review Panel shall be four.

At the discretion of the Convener, members of a Faculty Review Panel may be asked to withdraw when there is a perceived conflict of interest.

The Faculty Review Panel has responsibility for reviewing the progress of early career academic staff and, when satisfied or otherwise that the terms have been met, to determine an appropriate course of action. The Faculty Review Panels will take account of the guidelines recorded within this document and will make their decisions based on the following documentation: -

- A completed Academic Career Development Plan which outlines objectives and targets over the 3 year period and progress against these
- The most recent ADR Review Record Form

A Vice-Dean from the Faculty should interview all early career academics in the third year, at some point after receiving the paperwork for the case and prior to the meeting of the Faculty Review Panel. Where practical, Vice-Deans should meet with the early career academic in years one and two to review their progress. At the Faculty Review Panel, the Vice-Dean or Representative will be invited to give a summary of the interview discussion. For Vice-Deans who cannot attend the Faculty Review Panel, a written statement should be submitted for consideration by the panel.

In addition to the formal review panel which meets in Autumn each year, the Executive Dean for the relevant Faculty may choose to convene an interim review of cases each year with Vice Deans and relevant Heads of Department to ensure appropriate measures are in place to support the early career academics within the Faculty.

3.3 Potential Outcomes from the Faculty Review Panel

1. **Development framework successfully complete**
   A letter will be sent to the early career academic, their Head of Department/School and the Executive Dean advising that the development framework is complete, and confirming any conditions that this is subject to and/or any further career management advice deemed helpful.

2. **Good progress**
   Regular meetings should be held between the Academic Development Adviser/Mentor and the early career academic to ensure that good progress is maintained. Any guidance provided by the Faculty Review Panel should be fed back to the early career academic via the Executive Dean/Head of Department/School, with relevant follow up measures taken.

3. **Need to adapt plan and/or improve with specific targets**
   Following the Faculty Review Panel, the Executive Dean will meet with the early career academic and Head of Department/School to discuss the areas for improvement and agree an action plan which will be monitored at the early career academic's regular meetings with their Adviser and Head of Department/School. This initial meeting should take place as soon as possible following the Faculty Review Panel meeting. Further follow up meetings will be scheduled to monitor progress. Where the performance concerns are of a significant nature this may be referred to a formal performance improvement process in addition to the annual Faculty Review held under the ACDF.

4. **Development framework extended to a fourth year (exceptional circumstances)**
   Where exceptional circumstances apply (as defined under Section 1.3) the development framework may be extended for a fourth and final year. A meeting will be held with the early career academic, Executive Dean and Head of Department/School as soon as possible following the Faculty Review Panel to discuss and agree an action plan, which will be reviewed at regular intervals. Progress will be reviewed by the Faculty Review Panel in the following year to ensure objectives set have been successfully achieved. Further follow-up meetings will be scheduled to monitor progress.

5. **Referral to formal performance improvement process/disciplinary process**
   If the early career academic has completed three years (four years in exceptional circumstances) and the development framework is not confirmed as successfully completed at the end of this period, these matters will be referred to a formal performance improvement process, if they have not already been so, out with the development framework. Note that if the individual has already been supported through a specific performance improvement process earlier in the period, the matter may immediately be referred to a disciplinary process for consideration of their future employment with the University. This may include mitigation against termination of employment, including alternative employment options within the University.

3.4 Other considerations for the Faculty Review Panel

1. Consideration of cases for promotion from Lecturer, Grade 7 to Lecturer, Grade 8.

In addition to reviewing the progress of early career academic staff, the Faculty Review Panels shall be responsible for determining whether members of academic staff who have reached the top of the Lecturer, Grade 7 salary scale shall be promoted to Lecturer, Grade 8. The Head of Department/School shall submit a report on every member of staff who reaches the top of the Lecturer A scale in the preceding twelve months or who has been held at the top of the Lecturer A scale. The report should include a recommendation as to whether or not the member of staff should progress to Lecturer B making reference to the relevant Job Level Descriptor. Guidelines for progress from Lecturer A to Lecturer B are published separately.

2. Progress of Lecturers with Strathclyde Chancellors' Fellow status

In addition, the Faculty Review Panels will consider the progress of lecturers with Chancellor's Fellow status in meeting the expectation of achieving promotion within the 5 year fellowship period (please refer to the separate Chancellor's Fellow Review Arrangements guidance note for more information). For each case the Faculty Review Panel shall receive:

- A completed Academic Career Development Plan which outlines objectives and targets over the 5 year period and progress against these
- The most recent ADR Review Record Form
- A Pure Report

3. Cases for transfer into Lecturer, Grade 7 or Lecturer, Grade 8 from one of the University's other staff categories

In cases for transfer into Lecturer, Grade 7, or Lecturer, Grade 8 from one of the University's other staff categories the Faculty Review Panel will receive:

- Regrading Recommendation Form, outlining the main changes to duties and responsibilities
- Job Profile Form
- The most recent ADR Review Record Form

Appendix A: Suggested Early Career Academic Outputs/Activities

These activities will require Faculty customisation to reflect the specific academic area the early career academic is working in, therefore some of the points below will be deemed to be either 'essential' or 'desirable' depending on the subject area.

	Year 1	Year 2	Year 3
Teaching	• The quantity and quality of teaching is at the appropriate level • Supervisory and tutorial skills and performance • Evidence of peer review/student feedback of proven ability to teach specific and general subject areas	• Contributing to course development and curriculum development and planning • Quality of examination and coursework assessment	• Obtaining 20 masters level credits under the Professional Development Framework • Able to demonstrate that they have a scholarly and reflective approach to teaching, i.e. the ability to reflect critically on their teaching and the effectiveness of their students learning. Ability to propose innovative solutions to enhance student learning, including research-led teaching, the use of learning technologies and the many student focused teaching methods • Assessment of students and feedback activity at either undergraduate or postgraduate levels
Research & Knowledge Exchange	• Research – evidence of a clear personal research plan which quantifies targets and objectives over the development period and beyond • Invitations to participate in conferences, relevant professional activities	• Progress made in developing a programme of research • Submission (whether alone or in a team/partnership) of at least one external funding application relevant to their unit of assessment • Evidence of research publications submitted for peer review • Membership of and involvement with relevant professional bodies – attending conferences, contribution via working / discussion papers	• Demonstrate independence and originality of their research programmes • Ability to manage, or make a quantifiable contribution to, a research team (as appropriate to the discipline) • Evidence of ongoing applications for research funding submitted and grants attracted, appropriate to academic area • Evidence of research publications such as refereed journal articles with the appropriate quality and quantity of published output (normally at least 3 during the full development period which would be returnable under REF/equivalent) • Evidence of engagement with knowledge exchange activities and research dissemination • Publishing at conference proceedings, seminars given
Administration	• Efficient and effective contribution to departmental administration • Evidence of collegiality or teamwork in the Department/School	• Efficient and effective contribution to departmental or university administration • Evidence of collegiality or teamwork in the Department/School/Faculty	• Starting to develop some involvement with external academic and professional bodies, including, as appropriate to the discipline, consultancy, refereeing and external lectures.

Appendix B: Responsibilities

Associate Principal & Executive Dean of the Faculty	Head of Department/School	Academic Career Development Adviser/Mentor*	Early Career Academic
1. Ensuring that the Academic Career Development Framework, and the support given to early career academics, upholds the strategic vision of the Faculty. 2. Ensuring Heads of Department/School (HoD/HoS) have assigned an Academic Career Development Adviser/Mentor to each early career academic and ensuring that clear objectives are set for the early career academic (in line with Appendix A) that support Departmental, Faculty and University plans. 3. Assigning a Vice-Dean to meet with the early career academic each year to review their progress. 4. Leading the Academic Career Development Framework review process, conducted alongside the Probation Period and Accountability and Development Review process, to ensure all early career academics are reviewed in line with this process and that decisions made in the Faculty are fair and consistent. 5. Where required, commenting on the progress of early career academics in other Faculties, so	1. Ensuring that the early career academic fully understands their role; this responsibility may be delegated but the HoD/HoS is accountable for ensuring that this task is satisfactorily carried out. 2. Assigning an Academic Career Development Adviser/Mentor to each early career academic. In the event of the assigned Adviser/Mentor leaving the University or being absent for 3 months or more, the HoD/HoS shall appoint a replacement or interim Adviser/Mentor and shall notify the early career academic of any change. 3. Meeting with the Academic Career Development Adviser/Mentor and the early career academic within one month of the early career academic's start date. This meeting should review the University's expectations regarding the quality and quantity of research, teaching, knowledge exchange and administration and the outcomes expected of the early career academic throughout the framework period.	1. Guiding, supporting and encouraging the early career academic throughout the period of their development to plan, set and achieve their objectives and targets and to confirm that the early career academic is completely familiar with the procedures governing the Academic Career Development Framework and understands the criteria for successful completion. 2. Being available to meet the early career academic to discuss relevant issues. The Adviser is not expected to solve the early career academic's problems for them but should act as an adviser, mentor and advocate.	1. Taking responsibility for their own career development - all staff are expected to be self-motivated in this respect. They should therefore consider and identify their development needs within the context of their role, taking account of their career experience to date and their aspirations. To this end, early career academics are expected to actively participate in discussions regarding their progress with their HoD/HoS, Academic Career Development Adviser/Mentor and Vice Dean.

contributing to University-wide consistency. 6. Meeting with the early career academic and their HoD/HoS during the framework period where matters arising from the Faculty Review Panel require this, in order to provide feedback to the early career academic on their progress against their objectives and to help them understand the Faculty's expectations in regards to their post. 7. Facilitating opportunities for early career academics within the Faculty to meet and share experiences with a view to them developing both their own support networks and gaining a wider understanding of work being undertaken within the Faculty. 8. Being available to review and discuss any matters arising that cannot be resolved between the early career academic and their HoD/HoS.	4. Meeting with the Academic Career Development Adviser/Mentor and the early career academic within three months of the early career academic's start date to review the status of the early career academic against the framework criteria (see Appendix A) and agreeing with the early career academic a three year development plan, ensuring that objectives are in alignment with the expectations at each year of the framework. This plan should include identifying the appropriate modules from the Professional Development Framework which the early career academic plans to undertake and also details of their personal research plan. 5. Allocating duties to the early career academic to facilitate and support them in meeting the Academic Career Development Framework requirements, ensuring the level and balance are appropriately set. In conjunction/consultation with the Academic Career Development Adviser/Mentor, monitor and give feedback to the early career academic on their progress against objectives on a regular basis ensuring that the early career academic is given appropriate feedback on the quantity and quality of their activities. 6. Undertaking the review meeting with the early career academic for their Faculty Review Panel submission.	3. Focusing discussions with early career academics to highlight those areas where the early career academic is doing well and also, if necessary, identifying areas for improvement. Should any problems arise, the Adviser/Mentor should raise these, as appropriate, with the HoD/HoS who is responsible for addressing any such problems with the early career academic, taking advice where necessary from HR. 4. Maintaining regular contact with the early career academic's HoD/HoS with the aim, in particular, of raising awareness of difficulties which may have arisen.	2. Ensuring, prior to the end of the framework period, that they have successfully attained a minimum of 20 credits from the Professional Development Framework organised through the Organisational Staff Development Unit. The University offers a wide range of courses designed to develop skills in teaching, seminar and tutorial work, counselling, research planning, preparing publications, applying for research grants, managerial skills etc. and early career academics are required to source and utilise these, discussing with their Academic Career Development Adviser/Mentor which of the courses are most relevant to their learning needs, both as part of the Professional Development Framework requirements and in addition to it. 3. Agreeing a three-year structured plan with their HoD/HoS, in consultation with their Academic Career Development Adviser/Mentor, detailing specific and clear objectives for their development period, together with details of the training/development and guidance which will help them achieve these objectives. This plan will normally be agreed within three months of the early career academic's start date and will form the basis for review discussions.

	7. Monitoring the performance of the early career academic during the Academic Career Development Framework period, ensuring that any concerns are raised with the individual at the earliest opportunity. If required, a personal action plan for improvement should be agreed, in consultation with the Executive Dean, Human Resources, the early career academic and their Adviser/Mentor. All parties should be provided with a copy of the personal action plan and this should act as the basis for subsequent discussions.		4. Being receptive to and responding professionally to advice provided from the Executive Dean, HoD/HoS, and the Academic Career Development Adviser/Mentor but also from other senior and more experienced colleagues within the Department/School and University. 5. Ensuring that where areas for improvement are identified, they work with the HoD/HoS and Academic Career Development Adviser/Mentor to agree what actions are required to facilitate the improvements suggested and the timescales for their achievement. 6. Raising any problems or concerns about their development as soon as possible with the Academic Career Development Adviser/Mentor and/or HoD/HoS. If such a discussion is felt to be inappropriate, the new Lecturer may raise matters with the Executive Dean or with Human Resources. 7. Participating in the Accountability and Development Review (ADR) process and the probation review process which sits alongside this framework.

* The Academic Career Development Adviser/Mentor is appointed by the HoD/HoS and will normally undertake the role for the full three years (exceptionally 4 years) of the early career academic's development period. The Adviser/Mentor will be an experienced member of the Faculty/Department/School and should normally be appropriate to the early career academic's subject area in order to help them make an effective contribution to their Department/School. In order to avoid a potential conflict of roles, the HoD/HoS should only act as an Academic Career Development Adviser/Mentor in exceptional circumstances.

Appendix C: Family Friendly Leave
Guidelines for Heads of Department/School and Human Resources

The following guidance outlines how to manage the reviews of early career academics who, during the Academic Career Development Framework, will commence, or have already commenced a period of maternity or other long term family leave.

Where an early career academic's period of family leave falls during the review period in question then he/she should be put forward for review in line with the procedures as defined in the main body of this document. The only exception to this would be where an early career academic has been in the employment of the University less than one full semester prior to commencing their family leave, and in such circumstances the early career academic would not be reviewed during that review year, but would be included in the next appropriate one.

Where an early career academic has already commenced his/her period of family leave prior to the start of the Accountability and Development Review and Academic Career Development Framework process, the ADR Review Record Form and Career Development Plan should be completed as normal by the early career academic's Head of Department/School. The forms should then be passed to the early career academic for his/her review and comments. This can be done in one of two ways and it is for the Head of Department/School to agree with the early career academic, before he/she commences her family leave, what approach would be more appropriate, taking into account the dates of the Faculty Review Panel meeting. Either:

1. the Head of Department/School and early career academic will complete the appropriate forms and sign these prior to the early career academic commencing family leave. The forms will then be filed with HR until the full review process commences;
2. the Head of Department/School will complete the appropriate forms, as far as possible, whilst the early career academic is on family leave and send these to the early career academic for his/her review and comments. Where the early career academic wishes a face-to-face meeting for the review discussion, this will be arranged, where it is possible to do so within the timelines for the Review, with the early career academic using one of the 'Keeping in Touch' days for this meeting.

Where no submission is being made due to maternity leave, the early career academic should be written to by Human Resources confirming that the development framework process has been suspended for the period in question and advising of a revised expected development framework end date.