

PMDS Review Equality Guidelines for Reviewers

The University is committed to achieving equality of opportunity for all staff in recruitment, career development, training, promotion, re-grading and performance management.

The PMDS reviewer should be aware of equality considerations throughout the review process to ensure that the performance review is fair, objective and free from bias.

The performance appraisal should focus on the reviewee's performance against the set objectives during the appraisal period and should consider their skills, experience and knowledge as required for the job.

The reviewer must ensure that the discussion during the review process cannot be construed as potentially discriminatory under the nine grounds protect by the Employment Equality Acts 1998 - 2011, i.e.

- Gender
- Civil status
- Family status
- Sexual orientation
- Religious belief
- Age
- Disability
- Race colour, nationality, ethnic or national origins
- Membership of the Traveller community

The Reviewer should:

- Be prepared; be familiar with the reviewee's self assessment and the objectives that have been set for the review period
- Be familiar with the paperwork
- Have a structured format so that the appraisal is focused and purposeful
- Put the reviewee at ease and explain the purpose of the review
- Do not ask discriminatory questions
- Do not ask personal questions (e.g. family circumstances)
- Avoid using *leading questions* in the review (e.g. did you give up the Head of School role because you were looking after your father?) These questions can show your own prejudices
- Maintain good eye contact with the reviewee and show you are actively interested in what he/she has to say through your own body language
- Be prepared to probe to get evidence of achievement, seek to understand what role the reviewee played in any particular project/committee/team. What did this involve them doing? What proportion of the article did they write?
- Seek to understand what was the impact of their contribution
- Don't make assumptions
- Use neutral questions to get at factors which might have limited opportunity, e.g. your publications seem to have taken a dip since the previous year - can you explain why?

- The concept of achievement relative to opportunity (including considering quality rather than quantity of output) should be considered e.g. sick leave, parental leave and protected leave should be appropriately discounted when measuring output
The reviewer should clarify with the reviewee that such periods of absence will be appropriately discounted for the purpose of measuring performance during the review period.

The University's Equal Opportunities policy is available at:

http://www.nuigalway.ie/administration_services/equality/documents/equal_opportunities_policy.pdf