



Academic performance review plan

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| --- | --- | --- | --- |
| Name: |  | Current level (A-E) & year |  |
| School/Work unit:  |  |
| Manager’s name: |  |
| Date of performance review & planning discussion:  |  |
| Current work profile: |  | % Teaching |  | % Research |  | % Service |
| Reference docs: |
| [ ]  | Updated academic CV | [ ]  | Current IRMA data | [ ]  | Teaching evaluations |
| [ ]  | School/Work Unit goals | [ ]  | Copy of your objectives from last year | [ ]  | Current year workload summary |

An outline is set out below for your annual performance review and planning meeting. Please provide your supervisor with a copy of your draft PRP Plan, and reference documents prior to the meeting so they have time to review this information. Take notes during the meeting, to ensure you have an accurate record of the key points and agreed changes and actions.

For more information on completing each section and tips for a successful discussion, see [online guide](https://www.scu.edu.au/staff/hr-services/organisation-development/managing-for-performance/prp-tools-guidelines-and-tips/).

## PART A - 12 month reflection & review

### Opening discussion

* What are your reflections on the past 12 months?
* Positive and challenging aspects?
* Is there anything specific you want to make sure we address today?

### Review and reflect on achievements in past 12 months

* Review priorities/goals for the past year (refer to last year’s PRP)
* Highlight good outcomes, discuss any obstacles or challenges for any goals not met
* Discuss overall performance and development in relation to core job responsibilities

| **ASSESSMENT OF ACHIEVEMENTS AGAINST PREVIOUS YEAR’S OBJECTIVES** |
| --- |
| Teaching & Learning |  |
| Scholarship of Teaching |  |
| Research |  |
| Service |  |

### Contribution, collegiality, innovation, leadership

Discuss the following performance aspects relevant to you:

* Quality in teaching (innovation, use of technology, unit reviews, student feedback, assessment practices)
* HDR supervision effectiveness - meeting milestones, student progress and feedback
* Effective use of SCU systems (UCMS, Blackboard etc)
* Collaboration with colleagues, internal and external; contribution to School activities, events and initiatives; modelling positive behaviour with colleagues and students
* Role modelling our Values (see attachment)
* Leadership roles – approaches, behaviour, feedback received, effectiveness and impact, development required

##### Based on the reflections of the past 12 months, is there anything specific your supervisor can do to best support your work and success over the next year? e.g. feedback, direction, communication?

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| **Agreed key points and messages relating to your reflections and supervisor’s feedback:** |
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### Update of 3 year career goals

Based on progress and performance in the last 12 -36 months, discuss and reflect on your longer term career goals. Record those goals – or any updates/adjustments to them.

**Note:** this is intended as a point to reflect on your broader career objectives.

##### Consider:

* Have you made progress? Why or why not? Have you had any major setbacks or hurdles? Have your career plans changed for any reason?

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| **Update of career goals** |
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## PART B – Performance objectives next 12 months

Use SCU’s [Strategic Goals](https://www.scu.edu.au/about/publications/strategic-plan-2016--2020/goals-goals-1-5/), your School/Work Unit Goals, your 3 year career goals and feedback from your discussion during this meeting to inform your objectives and performance expectations for the next 12 month period.

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| **Teaching & Learning** |
| **Objectives & expected outcomes:** |

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| --- |
| **Scholarship of Teaching** |
| **Objectives & expected outcomes:** |

|  |
| --- |
| **Research** |
| **Objectives & expected outcomes:** |

| **Service** |
| --- |
| **Objectives & expected outcomes:** |

Will this change the current workload profile? [ ]  Yes [ ]  No

|  |  |  |
| --- | --- | --- |
|  % Teaching |  % Research |  % Service |

## PART C – Professional and career development activities

##### Discuss the development activities you completed in the last 12 months

* What were the outcomes/benefits?

##### Discuss proposed professional development and their link to your role

* Specific conferences/events to present at or other educational opportunities to attend internal training and development opportunities:

› Visit [Research@Southern Cross University](https://www.scu.edu.au/research/) and [Centre for Teaching & Learning](https://www.scu.edu.au/staff/teaching-and-learning/academic-skills/) to find out more

* Personal/professional development needs (Coaching, Leadership etc – contact your HR Consultant to discuss further if appropriate)
* What other support do you need to be successful?

##### Discuss academic promotion aspirations if relevant

* Consider the criteria, achievements and readiness to apply in the next round

##### Discuss plans for special studies program if relevant

* Consider planned activities/research and suitability to apply this year

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| **Agreed proposed development activities** |
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**Outside work**

Employees proposing to engage in [Outside Work](http://policies.scu.edu.au/view.current.php?id=00042) (as defined) are required to advise their plans during the annual performance planning process.

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| **Did you undertake any outside work in the past 12 months?**Please provide details |  |
| **Do you plan to engage in any outside work in the next 12 months?**Provide details and ensure an application is submitted for approval |  |

### Leave planning

* Discuss current annual leave balance. 4 weeks annual leave should be taken annually. When do you plan to clear 4 weeks this year?
* Do you have any plans to take extended time away (eg. LSL) from the workplace in the next 12 months?
* Are there any significant work activities you are planning that will result in extended time away from campus this year?

### Close & summary

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| **Self-assessment & summary - progress & performance against objectives:** |
| Signature Date  |

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| **Supervisor’s assessment & summary - progress & performance against objectives:** |
| Signature Date  |

[Nov17]

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Our Values

**Collegiality**

We demonstrate collegiality through:

**Openness and Respect**

* Being open with each other and open in our thinking
* Saying what we believe and doing it in a constructive and respectful manner
* Engaging with diverse cultural and Indigenous perspectives in both global and local settings.

#### Collaboration and Trust

* Working as a team, drawing on combined strengths to meet our shared goals
* Trusting our colleagues to challenge us in a positive manner, and supporting each other
* Engaging with our local and global communities and partners for mutual benefit

## Integrity

We demonstrate integrity through:

#### Honesty and Ethical Behaviour

* Being truthful in all our dealings
* Acting consistently with what is said and the principles held
* Pursuing practices that develop the social, economic, cultural and environmental sustainability of our University, and local and global communities
* Advancing human rights and our commitment to providing opportunities for students and staff in an inclusive, culturally safe environment.

#### Drive and Accountability

* Striving to ensure the University’s ongoing success
* Having the drive and commitment to innovate based on rigorous analysis
* Being accountable for our individual and collective actions and for the performance of those we lead.



Leaders Guide: our LCF in Action

This guide can support career, development and performance plans tailored to your role, responsibilities and expectations. It is in our best interest to acknowledge we constantly learn and evolve as leaders, and each of us will have our own challenges and opportunities to do things better. When reflecting on the matrix of behaviours below, you are encouraged to be honest about your existing skills and capabilities regardless of years of experience or seniority. Perhaps you are an executive leader who has not yet mastered all of the skills listed under new leader? Or you might be a senior leader demonstrating some executive leader behaviours. All of this is ok!

**This framework helps to focus your professional and personal development activities in the areas of most relevance to you.**

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| **Our Leaders** | **New Leaders**Developing LeadersBuilding Leadership Managing | **Senior Leaders**Experienced LeadersStrengthening Leadership Guiding | **Executive Leaders**Visionary LeadersInspiring Leadership Leading |
| **Know self & understand others**Self-Aware ReflectiveSelf-Managing Committed Decisive Resilient Flexible Responsive | Authentic in actions and wordsOpen to feedback on personal performanceManages time and organisational demands effectivelyDemonstrates collegiality and integrityDisplays energy, enthusiasm and commitment and encourages others to do so Acts consistently and in line with role and responsibilitiesAccepts responsibilityTakes action to maintain a good work/life balance | Learns from experiencePerseveres in challenging timesIs aware of and adjusts to changes in externaland internal environments and circumstancesUnderstands personal strengths and limitations | * Reviews performance as a leader and is aware of others’ perceptions
* Willing to make hard decisions and resolute in implementation
* Trusts judgement when not all relevant information is available
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| **Develop people****& teams to achieve results**Develop and lead people and teams for high performance Communicate clearly and persuasively Listen and readthe situation | Leads by exampleIdentifies and supports relevant learning opportunities for people and teamsProactively and consistently manages performance of othersDevelops and uses networks to solve workplace issuesListens and responds effectively | Positively influences people’s behaviour and decisionsAdapts communication style to suit the audience and issueAnticipates and manages conflictCreates a work environment in which people are motivated and engaged with SCU goals | * Negotiates persuasively and presents a coherent and convincing argument
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| **Lead the vision, change & innovation**Define, embrace and achieve the vision Lead people through changeCreate and lead performance culture Foster innovation in others | Demonstrates commitment to managing changeCelebrates successes and recognises excellence and effortBuilds formal and informal systems to encourage and recognise performanceFosters acceptance of change through positive behaviour | Understands there are different reactions to change and provides appropriate supportCreates the environment, systems and processes to encourage and foster innovative thinking | * Communicates vision clearly and consistently
* Facilitates a performance culture to support SCU’s vision and strategic goals
* Thinks strategically, analyses opportunities, identifies gaps and makes decisions for the long term

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| **Manage SCU’s operations**Manage resources, information and projects Collaborate | Allocates resources efficiently and ethicallyWorks effectively, shares knowledge, information and resources across organisational boundaries | Manages information, projects and risks within best practice frameworksRecognises and draws on strengths of others | * Explores and develops productive internal and external linkages to support SCU’s strategic direction
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