

Academic performance review plan

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| Name: |  | | | | | | Current level (A-E) & year | | | |  | |
| Work unit: | | |  | | | | | | | | | |
| Manager’s name: | | |  | | | | | | | | | |
| Date of performance review & planning discussion: | | | | |  | | | | | | | |
| Current work profile: | |  | % Teaching | |  | % Research |  | % Service & Engagement | |  | | % Scholarship of Teaching |
| Reference docs: | | | | | | | | | | | | |
|  | Updated academic CV & Portfolio | | |  | | 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.

## 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 positive 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 & Engagement |  |

### 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 the opportunity to reflect on your broader career objectives.

##### Consider:

* Have you made progress? Why/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 & Engagement** |
| --- |
| **Objectives & expected outcomes:** |

Will this change the current workload profile?  Yes  No

|  |  |  |  |
| --- | --- | --- | --- |
| % Teaching | % Research | % Service & Engagement | % Scholarship of Teaching |

## 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:

› 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 Business Partner 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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| **SCU** [**Purpose**](https://www.scu.edu.au/about/purpose-and-values/)  Changing lives through revolutionary learning and research with real impact  **SCU** [**Strategic Priorities**](https://www.scu.edu.au/about/purpose-and-values/)  Education and student experience  Create outstanding student outcomes through our revolutionary Southern Cross Model and a seamless student journey  Research and impact  Deliver transformative research that makes a real impact locally, regionally and globally​  Engaged communities and partners  Engage with our alumni, partners, and communities across all that we do to harness collaboration  Outstanding people  Invest in the development of our people, empowering them to live our values​  Financial security  Consistently deliver financial results that enable us to sustainably invest for excellence and growth.  Digital transformation  Transform our digital and analytics capabilities to deliver outstanding digital experiences​  Reimagined campus  Invest in modern, flexible spaces that promote collaboration, community and environmental sustainability    **SCU** [**Values**](https://www.scu.edu.au/about/purpose-and-values/)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | We strive for excellence.  We apply the highest standards.  We’re always seeking to be at our best. | We are bold.  We’re ambitious.  We’re dynamic.  We make bold decisions. | We care.  We care for our people.  We champion our communities.  We respect our planet. | We own it.  When we commit, we keep our word.  When we fail, we learn. | We build trust through action.  We tell the truth.  We do what’s right. | |



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 Leaders  Building Leadership Managing | **Senior Leaders**  Experienced Leaders  Strengthening Leadership Guiding | **Executive Leaders**  Visionary Leaders  Inspiring Leadership Leading |
| **Know self & understand others**  Self-Aware Reflective  Self-Managing Committed Decisive Resilient Flexible Responsive | Authentic in actions and words  Open to feedback on personal performance  Manages time and organisational demands effectively  Demonstrates collegiality and integrity  Displays energy, enthusiasm and commitment and encourages others to do so Acts consistently and in line with role and responsibilities  Accepts responsibility  Takes action to maintain a good work/life balance | Learns from experience  Perseveres in challenging times  Is aware of and adjusts to changes in external  and internal environments and circumstances  Understands 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 |
| **Develop people**  **& teams to achieve results**  Develop and lead people and teams for high performance Communicate clearly and persuasively Listen and read  the situation | Leads by example  Identifies and supports relevant learning opportunities for people and teams  Proactively and consistently manages performance of others  Develops and uses networks to solve workplace issues  Listens and responds effectively | Positively influences people’s behaviour and decisions  Adapts communication style to suit the audience and issue  Anticipates and manages conflict  Creates a work environment in which people are motivated and engaged with SCU goals | * Negotiates persuasively and presents a coherent and convincing argument |
| **Lead the vision, change & innovation**  Define, embrace and achieve the vision Lead people through change  Create and lead performance culture Foster innovation in others | Demonstrates commitment to managing change  Celebrates successes and recognises excellence and effort  Builds formal and informal systems to encourage and recognise performance  Fosters acceptance of change through positive behaviour | Understands there are different reactions to change and provides appropriate support  Creates 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 |
| **Manage SCU’s operations**  Manage resources, information and projects Collaborate | Allocates resources efficiently and ethically  Works effectively, shares knowledge, information and resources across organisational boundaries | Manages information, projects and risks within best practice frameworks  Recognises and draws on strengths of others | * Explores and develops productive internal and external linkages to support SCU’s strategic direction |