



## ACADEMIC STAFF PERFORMANCE DEVELOPMENT PLAN AND REVIEW

**Year:**

The Performance Development process offers significant opportunities for staff to achieve personal and professional goals which are aligned with the strategic and operational plans of Faculties/Schools/Institutes/Divisions and UTAS. This process supports the integration of a continuous learning and performance improvement culture across the University and is essential input into academic recognition and promotion.

### There are three sections to the performance development plan and review:

- **Key Objectives:** In this section you identify annual objectives and results achieved during the year under the key areas of Learning and Teaching, Research and Scholarship, Service to the University and Service to the Discipline, Community and/or Industry.
- **Career Development Objectives:** In this section you identify development and activities, including professional development and training to meet your medium and long term career objectives.
- **Agreed Performance Rating** where you agree with your supervisor the appropriate performance rating for the year.

Staff Member Details			
Title	Surname	Probationary / contract end date (where applicable)	
Given name(s)		Campus	
Position title		Faculty/School/Institute /Division	
Level	Step	School	
Supervisor		Date of review	

### School or Team Strategic Objectives

Summarise your School/Institute/Team objectives and how your Key Objectives set out below will contribute to them.

### Section 1 - Key Objectives

When setting your Key Objectives, consider your work priorities over the next 12 months. These should be considered within the context of your position description and School/Institute/Team plan, and where appropriate to Learning and Teaching, Research and Scholarship, Service to the University, Service to the Discipline/Community/Industry and include Work Health and Safety responsibilities and accountabilities.

Key Objectives say what is to be achieved and should be well-defined, **s**pecific, **m**easurable, **a**chievable, **r**ealistic and have a set time frame (should be annual or less for this purpose).

#### LEARNING AND TEACHING

Plan		Review
Key Objectives	Expected Results	Actual Results
<i>What are your Key Objectives that will enable you to achieve your career aspirations and contribute appropriately to the Faculty/School/Institute/Division strategic objectives?</i>	<i>How will you know if you have achieved your objectives?</i>	

Staff Member Comments	Supervisor Comments

**RESEARCH AND SCHOLARSHIP**

<b>Plan</b>		<b>Review</b>
<b>Key Objectives</b>	<b>Expected Results</b>	<b>Actual Results</b>

<b>Staff Member Comments</b>	<b>Supervisor Comments</b>

**SERVICE TO THE UNIVERSITY**

Plan		Review
Key Objectives	Expected Results	Actual Results
Staff Member Comments		Supervisor Comments

**SERVICE TO THE DISCIPLINE, COMMUNITY AND/OR INDUSTRY**

Plan		Review
Key Objectives	Expected Results	Actual Results
Staff Member Comments		Supervisor Comments

**Section 2 - Career Development Plan and Review**

PART A: Short Term (12 month) Career Development Objectives and Activities that will support the achievement of Key Objectives.

<b>Plan</b>	<b>Review</b>
<b>Career Development Objectives &amp; Activities</b>	<b>Actual Outcome/s</b>

<b>Staff Member Comments</b>	<b>Supervisor Comments</b>

**Desired future career directions**

This section is optional; however it is recommended that you give thought to how you want to plan your longer term academic career and to explore options and opportunities with your supervisor at Planning, Development and Review meetings. Consider career development options and specific actions and activities that will support you in achieving your career objectives.

**Short to mid-term 2-3 years**

**Longer term 3-5 years**

**Career Development Actions and Activities**

**Short to mid-term 2-3 years**

**Longer term 3-5 years**

### Section 3 Outcome of Performance Development Review Meetings

At the completion of the review cycle the staff member and supervisor agree an appropriate rating that reflects achievement against the position description and key objectives.

RATING SCALE	Overall outcome (✓)
<p><b>OUTSTANDING</b> Demonstration of performance consistently exceeding expectations. The consistently high standard has earned recognition by others internal and/or external to the University.</p>	
<p><b>VERY GOOD</b> Overall demonstration of consistent and sustained performance with all objectives being met and many being exceeded.</p>	
<p><b>GOOD</b> Overall demonstration of consistent and sustained performance with all objectives being met and some being exceeded.</p>	
<p><b>SATISFACTORY</b> Performance in most areas met the requirements of the position whilst others missed by a small margin.</p>	
<p><b>UNSATISFACTORY</b> Performance and/or behaviour fall short of the required standard.</p>	

### Performance Ratings

The assessment of performance is to be based on Actual Results for each of the Key Objectives.

The **overall rating** is a combination of all the activities the staff member has undertaken during the review period, ie outstanding performance in only one area does not necessarily translate into an overall performance rating of 'outstanding'.

Differentiating between the ratings is a process of determining the effectiveness with which the staff member has met all the Key Objective Actual Results i.e. a combination of qualitative and quantitative indicators.

To be awarded an increment the minimum requirement for all staff is to participate in the Performance Development, Planning and Review process and to be rated 'Satisfactory'.

**Comments**

<b>Staff Member Comments:</b>	<b>Staff Member's Signature:</b>	<b>Date:</b>
<b>Supervisor Comments:</b>	<b>Supervisor's Signature:</b>	<b>Date:</b>