

Period covered: ____/____/____ to ____/____/____

Completed by Staff Member:

Name:		Griffith ID:	
School/Department/Centre/Institute:			
Member of Research Centre/Institute: (please list as appropriate)			
Current Level: Duration at this Level:		Academic Supervisor:	
Current Mode of Employment is: (please mark appropriate boxes and enter profile percentages)			
<input type="checkbox"/> Continuing <input type="checkbox"/> Fixed Term <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time (%)			
Current Work Profile: (refer to the ASCD online page)	____% Teaching ____% Research ____% Scholarship ____% Service & Engagement		
Are you currently on probation?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
FUTURE PLANNING:			
If eligible, are you planning to apply for promotion within the next 1-3 years?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If eligible, are you planning to apply for either the Academic Studies Program (ASP) or Academic Equity Development Program (AEDP) in the next 1-2 years ?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Leave planning: Consider your plans for recreation and long service leave for the next 1-2 years. Seek agreement with your supervisor and/or Head of Element and apply for the relevant leave via the ' Staff Portal ' in 'My Staff Page'.		Recreation leave proposed: Long service leave proposed:	

LEARNING AND TEACHING

Describe your long-term goal/s (2-5 years) that will enable you to create an engaging, inclusive, innovative and intellectually stimulating learning experience for students. Articulate how you plan to align your learning and teaching with the University's [Academic Plan](#) and the strategic initiatives and priorities in your Group, School or Degree program. Identify the objectives and activities that will enable you to progress towards your long term goals/s.

Focus your objectives and outcomes on the following where relevant:

- Contributing to strategic initiatives such as student success and retention, graduate employability and technology-enhanced learning.
- Enhancing course and teaching quality using data sources relevant to your objectives such as student perceptions, SET/SEC, engagement and performance of students.
- Designing, delivering and evaluating innovative curriculum and teaching practices.
- Undertaking leadership in learning and teaching (as appropriate to your role and/or level of appointment).

LONG-TERM GOAL/S

Describe your long-term goal/s (2-5 years) for learning and teaching.

LEARNING AND TEACHING – Completed Review Period	
<i>(Specific objectives for the completed review period that will enable progress towards your overall learning and teaching goal).</i>	
Objectives for completed review period	Progress and Achievements

LEARNING AND TEACHING – Forthcoming review period	
<i>(In consultation with your Academic Supervisor, develop specific objectives and outcomes for the forthcoming 12 month review period).</i>	
Objectives for forthcoming review period	Expected outcomes

RESEARCH / SCHOLARSHIP

Describe your key research themes and current research direction. What is your overall research plan for the next 2-5 years and how will you build your quality and success?

Where applicable, outline the nature of your work and desired achievements in relation to scholarship and your long-term goal/s for scholarship during the next 3-5 years.

Focus your objectives and outcomes on the following where relevant:

- publications, creative works, patents, research grants and funding from external organisations;
- commercialisation activities, conference and symposium organisation;
- developing a national and/or international reputation;
- leadership and innovation to improve systems or practices, including scholarship projects focussed on teaching initiatives;
- contributions as a member of teaching groups and committee;
- applications for grants;
- presentations at workshops, seminars and conferences;
- HDR completions and quality of HDR supervision.

LONG-TERM GOAL/S

Describe your long-term goal/s (2-5 years) for research/scholarship. You may also include information on your overall research plan.

RESEARCH / SCHOLARSHIP – Completed Review Period

(Specific objectives for the completed review period that enable progress towards your overall research or scholarship plan).

Objectives for completed review period	Progress and Achievements

RESEARCH / SCHOLARSHIP – Forthcoming review period

(In consultation with your Academic Supervisor and where relevant, Research Centre Director, develop objectives and outcomes for the forthcoming 12 month review period that also align with your overall research plan).

Objectives for forthcoming review period	Expected outcomes

SERVICE AND ENGAGEMENT

Outline your proposed direction for service and engagement activities in your discipline, profession, faculty, the university and community for the next 2-5 years. Articulate how you will build your service and engagement portfolio in line with the University's [Engagement Plan](#).

Focus your objectives and outcomes on the following where relevant:

- leadership and development of new initiatives;
- Group/School/Centre citizenship;
- direct engagement with external partners that supports and enhances teaching and learning and research; and
- direct engagement with external stakeholders that increases the reputation and influence of the university.

LONG-TERM GOAL/S

Describe your long-term goal/s (2-5 years) for service and engagement.

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SERVICE AND ENGAGEMENT – Completed Review Period

(Specific objectives for the completed review period that enable progress towards your overall service and engagement plan).

<i>Objectives for completed review period</i>	<i>Progress and Achievements</i>

SERVICE AND ENGAGEMENT – Forthcoming review period

(In consultation with your Academic Supervisor, develop objectives and outcomes for the forthcoming 12 month review period).

<i>Objectives for forthcoming review period</i>	<i>Expected outcomes</i>

OTHER CONSIDERATIONS

Is there anything your supervisor should be made aware of that may have impacted on your ability to achieve the established objectives or outcomes for the current period. Summarise any potential barriers to achieving your proposed objectives or outcomes for the forthcoming review period.

PROFESSIONAL DEVELOPMENT

List below any professional development activities proposed for the forthcoming review period. These may relate to your professional discipline or be specific to Learning and Teaching, Research/Scholarship or Service and Engagement. Consider and discuss with your supervisor any funding constraints or potential impacts on obligations.

What capabilities (e.g. knowledge, skills or strategies) might you need to develop to achieve your objectives?

What specific activities do you propose to undertake to develop these capabilities?

YOUR ROLE AS ACADEMIC SUPERVISOR

NOTE – PLEASE ONLY COMPLETE THIS SECTION IF:

- you are a supervisor of academic staff but are NOT a Head of Element for the purpose of assessing staff in line with the Academic Staff Career Development procedure.

In your role as Academic Supervisor, how have you supported positive relationships and assisted others to achieve their objectives? Are there any development activities that would assist you in your role as Academic Supervisor?

FINAL COMMENTS

Overall comments by Supervisor:

Provide overall comments on the staff member's performance in the areas of Learning and Teaching, Research/Scholarship and Service and Engagement along with progress towards their career goals.

NOTES:

Academic Supervisors should consult with relevant Institute/Research Centre Director, Dean (Research) and/or Dean (Learning & Teaching) where applicable.

Where a probationary staff member is being recommended for confirmation of appointment, provide additional comments on the staff member's performance in relation to the probationary requirements. The relevant approvals – Head of Element (where not the supervisor), Dean (Academic) for fixed term appointments, and the PVC for continuing appointments, will need to be sought.

Where a staff member's performance may be considered unsatisfactory, refer to separate box below.

Comments and signature:

Research Centre Director (or delegate):

- ☐ *I have reviewed the research evidence and, where required, provided assistance to the staff member and supervisor to develop appropriate objectives for the forthcoming review.*

Comments:

Head of School/Centre/Department/Institute (when required)*:

Comments:

Dean Academic (when required)*:

Comments:

Staff member:

- ☐ *I have met with my Academic Supervisor and discussed my career goals, objectives, proposed leave and plans for promotion and other development activities.*
- ☐ *I am up to date with my annual fire safety training and any other [Health and Safety training](#) as required by my work area.*

Comments:

** In the case of unsatisfactory performance, the relevant Head of Element and Dean (Academic) will be required to provide comments above.*

Unsatisfactory Performance – to be completed by the Academic Supervisor

Where concerns about performance arise, they must be raised as soon as practicable with the Head of Element (where not the supervisor) and your HR Business Partner, and steps made to address issues as required in the Academic Enterprise Agreement. Provide your initial assessment below.