Academic Performance Review
Teaching Specialist Staff

Making a Difference - The 2025 Agenda

VISION: To be internationally recognised as a world leader in research, an innovator in contemporary education, and the source of Australia's most enterprising graduates.

MISSION: Changing lives and changing the world.

The Academic Staff Performance Review Scheme is designed to regularly review the performance and the professional development of staff. The objectives of the Scheme are to:

- assist staff to develop academically and professionally and to provide them with reliable information on the University's expectation of performance;

- assist the University and staff jointly to plan the work of staff to achieve desired goals; and assist supervisors in monitoring and assessing a staff member's performance.

All staff at Flinders are responsible for understanding their obligations and responsibilities as set out in the University's code of conduct, the Enterprise Agreement, and the University's Values and Ethos.

This form will be accompanied by a Supplementary data document containing relevant data from University systems. There will be opportunities for you and your supervisor to:

- review past goals and reflect and respond on achievement of or otherwise
- agree on goals and strategies for coming year and professional development opportunities

The following documents which will be available, either electronically or in hardcopy are as follows:

Provided by	Item	Attached
College	Academic Profiles	
	Staff Member's current position description	
	Staff Member's SET results for all teaching showing a three-year trend including benchmarking information on teacher ranking scores	
	Latest peer review of Staff Member	
	All Outside Professional Activities Forms Lodged covering activities performed in past 12 months or future activities	
	Current flexible working arrangement (inc. WFH agreement) in place	
Staff member	Up-to-date current Curriculum Vitae	
	Full SET extracts for topics coordinated and taught into	

A.   PERSONAL DETAILS

1 **Staff member's full name:**	
2 **Reviewing Supervisor:**	
3 **Are you on probation?**	
4 **Orientation and training completed in last 12 months:**	
Mandatory Induction Programs:	**Enter date completed or planned date**
Flinders Foundation of University Teaching (FFOUT) Program: Postgraduate	
Managing Work-Integrated Learning Workshop:	
Other: Supervising staff training: (date completed)	
Any other professional development or training requirement specified in staff member's employment contract e.g., Work Health and Safety training for Supervisors, any other training/refresher course due in current year.	

B.   TEACHING DELIVERY AND RELATED DUTIES

Supplementary data document provides Teaching Activities for current year, full SET reports and benchmarking information

5. **Provide comments on evaluation of teaching including SETs or other evaluation, or regarding current teaching allocations, and other evidence of teaching excellence.**
   eg additional teaching achievements/teaching evaluation indicators not captured in data.

6. **Provide details of the agreed goals and strategies for teaching from your last review.**
   (Leave blank if no previous review)

7. **Provide comments on meeting goals and effectiveness of strategies for teaching from previous year.**
You may also describe circumstances, if any, that were a barrier to achieving your goals.

8. **Agreed goals and strategies for teaching for future period.**
eg may include: topic delivery, innovative approaches and teaching quality opportunities (to be initially populated by staff member and then reviewed and confirmed by supervisor)

C.   INNOVATION AND SCHOLARSHIP IN LEARNING AND TEACHING

9. **Give examples of innovations you have implemented and evidence of success, including examples of your leadership in these learning and teaching initiatives.**
eg international mobility, integrated learning programs, online learning, technological advances in teaching, international partnerships in teaching and learning, curriculum redesign, work-integrated learning, employability initiatives, learning analytics, attrition initiatives, increasing student load, reducing small topics.

10. **Provide examples of outputs relating to the scholarship of teaching.**
    TEQSA definition of SoT at: https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship
    eg Teaching and learning, external grants and prizes, publications about advances in ways of teaching and learning in the field and advances in professional practice, invitations to speak/deliver externally on SoT, accreditation panels, government or external policy change, external Conference presentations on teaching and learning innovations and leadership especially keynote.

D.   SERVICE AND LEADERSHIP

11. **Provide information on any formal service and leadership roles and activities recognised in academic Workload Allocation that you hold.**
    eg course coordinator, teaching program director, higher degree research and honours coordinator, research section head, performance reviewer

ROLE	PERIOD HELD

12. **Provide details of agreed Service and leadership goals and strategies from previous year**
    (from Q 41 previous year) (Leave blank if no previous review)

13. Comments on service and leadership goals and effectiveness of strategies from previous year

[blank text box]

14. Agreed goals and strategies for service and leadership for future period
(to be initially populated by staff member during or following meeting and then reviewed and confirmed by supervisor)

[blank text box]

15. Describe your contribution to advancing the University's Reconciliation Action Plan (RAP), the Athena SWAN Action Plan and any other University strategic initiatives

[blank text box]

E.   PROFESSIONAL DEVELOPMENT

16. Complete the table at Attachment A: Professional Development Plan

F.   ADDITIONAL COMMENTS

17. Any additional comments from staff member

18. Any additional comments from supervisor

G.   DECLARATION AND SIGNATURES

19. **I have disclosed all actual, potential or perceived conflicts of interest in accordance with University policy and recorded them on the university's Conflict of Interest register.**
(https://staff.flinders.edu.au/workplace-support/topic/conflict-of-interest)

STAFF MEMBER ELECTRONIC SIGNATURE AND DATE

In signing this performance review I confirm that:
- I have read and understand the University's values and code of conduct and agree to abide by them.
- I have taken the opportunity of this Performance Review to raise any questions where I have needed clarification on any aspects regarding the University values and code of conduct.
- I have read and understand the contents of this completed performance review and that:
  - it accurately reflects my current details;
  - I have answered all questions truthfully and have not withheld any relevant information; and
  - I agree with the future goals and strategies and planned professional development activities set out and will undertake my best endeavours to achieve them.

Staff Member signature	*Date*

SUPERVISOR ELECTRONIC SIGNATURE AND DATE

In signing this performance review I confirm that:
- I have read and understand the contents of this completed performance review and that:
  - it accurately reflects the current details of the Staff Member;
  - I agree with the future goals and strategies set out for the Staff Member and will undertake my best endeavours to facilitate their achievement by the Staff Member.

Supervisor signature	*Date*

Attachment A: PROFESSIONAL DEVELOPMENT PLAN

Complete Professional Development Plan

Long-term career goal	Capabilities to work on	Actions for staff member	Actions for supervisor	Due date
Teaching Delivery				
Innovation and Scholarship in Learning and Teaching				
Service and Leadership				
Currency of practice (required for TS (Clinical/Practitioner))				
Membership of professional association				
Other				