Performance and Career Development Policy

Responsible Officer: Executive Director, Human Resources
Approved by: Vice-Chancellor
Approved and commenced: April, 2017
Review by: April, 2020
Relevant Legislation, Ordinance, Rule and/or Governance Level Principle: Governance Level Principle 11 - Employment

Responsible Organisational Unit: Human Resources

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1 Objective

The University of Tasmania (the University) aims to be recognised internationally as a premier research institution and an Australian leader in research and teaching excellence. To achieve this, the University aims to foster excellence in its staff. The University’s commitment to the performance and career development of its staff will assist to build this excellence through the establishment of clear expectations and performance and career development plans.

2 Scope

This Policy applies to all staff, with the exception of:

- fixed term employees with a contract of less than 12 months’ duration;
- employees with a part-time appointment of less than 20% of full time;
- casual employees

unless the employee and/or supervisor has requested to participate in the process.

3 Policy Provisions

3.1 Policy Principles

Performance and career development processes are:

- inclusive, respectful of diversity and promote equitable access for staff
- informed by the University’s strategic and operational requirements

The University values the contribution of staff to the achievement of its goals and aims to provide an environment that supports staff, enabling them to optimise their contribution to the University.

The University strives to do this within a culture of continuing evaluation of performance and improvement through the following mechanisms:

- establishing clear performance objectives through the Performance and Career Development process. These will be aligned to the performance expectations outlined in Opening UTAS to Talent: The UTAS Academic, namely research, teaching, community and internal service and/or a staff member’s position description (including the position requirements and key accountabilities and outcomes)
- supporting staff through appropriate development and career planning
- providing staff with career opportunities within the University through appropriate development
developing managers and supervisors to assist them in carrying out their leadership and management responsibilities effectively

The University aims to support the contribution of staff through setting agreed performance expectations for each staff member and reviewing contribution against these expectations. The review will recognise the overall performance of the staff member and, for academic staff, include consideration of workload allocation and recognition of research, teaching and community/internal service performance outcomes. Feedback will be given using defined evaluation criteria outlined in Table 1.

Staff members are encouraged, recognised and rewarded for high performance, sustained excellence and work-related achievements.

The University will support the career and professional development of all staff by providing the opportunity to discuss and create performance and career development plans within the performance and career development process.

Staff members contribute to building an organisational culture that reflects behaviour aligned with the values and goals of the University.

3.2 Performance and Career Development Process

A performance and career development plan, prepared by the staff member and discussed with the supervisor, will outline clearly defined performance objectives.

A performance objective articulates what good performance looks like and is guided by The UTAS Academic: Performance Expectations and/or the key expectations outlined in your position description, including position requirements, key accountabilities and outcomes. The specific outcomes/measures of success will inform the steps or tasks you will undertake to achieve the performance objectives.

The final plan is approved by the supervisor who will provide feedback on progress. Any impediments to achieving the plan should be raised by the staff member as soon as they are aware of any issue/s. A formal review of performance against this plan should be undertaken on a yearly basis.

Establishing clear objectives will ensure that each staff member:

- knows and understands what is expected of them in the position
- has the opportunity to develop the skills and capacity to achieve these objectives
- is provided with an opportunity to discuss their career goals and establish a plan to achieve these goals
- has the opportunity to identify individual and team performance objectives that also contribute to the College/Faculty/Institute/Divisional plans and those of the University
- receives appropriate recognition for their contribution and achievements and the opportunity to address areas of weakness
3.3 Review and Feedback

The formal planning and review discussions should complement, and not replace, regular timely and constructive feedback and discussion between the supervisor and the staff member about progress in meeting agreed expectations and development goals.

3.4 Under-performance

If a supervisor has concerns about a staff member’s performance or conduct, the matter should be discussed at the time the concerns are identified and advice sought from Human Resources. Discussions about performance or conduct are not limited to the performance and career development review meeting.

3.5 Responsibilities

Staff and their supervisors have a shared responsibility to ensure that performance and career development processes are undertaken.

The Executive Director, Human Resources is responsible for the development, compliance, monitoring and review of this policy and any related procedures and guidelines.

4. Definitions and Acronyms

Organisational Unit: College, Faculty, School, Centre, University Institute, other University Entity, Division, Section or University Business Enterprise.

5. Supporting Documentation

- Performance and Career Development Procedure
- Opening UTAS to Talent: The UTAS Academic
- UTAS Open to Talent: Strategic Plan 2012 and Beyond
- University of Tasmania Staff Agreement 2013 – 2016 and any subsequent agreement
- Human Resources Website
- Allowances and Loadings Procedure

6. Versioning

| Former Version(s) | Version 1 - The UTAS Performance Management System Staff Development Policy
|                  | Conversion to tenure on the basis of outstanding performance.
| Current Version  | Performance and Career Development Policy, approved April 2017 |
Table. 1. Evaluation Criteria

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Performance, achievements and behaviour have exceeded the University’s performance criteria and/or the performance expectations outlined in the individual’s position description (including the position requirements and key accountabilities and outcomes). Some of the agreed annual outcomes have been achieved at a higher level than expected and all annual outcomes have been achieved. The supervisor has received evidence to verify a higher level of outcome than expected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>Performance, achievements and behaviour have met the University’s performance criteria and/or the performance expectations outlined in the individual’s position description (including the position requirements and key accountabilities and outcomes). The agreed annual outcomes have been achieved. There has been an improvement in performance over the last annual assessment.</td>
</tr>
<tr>
<td>Satisfactory but areas for improvement</td>
<td>Performance, achievements and behaviour generally have met the University’s performance criteria and/or the performance expectations outlined in the individual’s position description (including the position requirements and key accountabilities and outcomes). Most of the agreed annual outcomes have been achieved. Improvement is required in one or two areas of the performance criteria.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Performance, achievements and/or behaviour have not met the University’s performance criteria and/or the performance expectations outlined in the individual’s position description (including the position requirements and key accountabilities and outcomes) in some or all areas. Further assessment and action is required.</td>
</tr>
<tr>
<td>Not Relevant</td>
<td>Events/circumstances have meant that the performance criteria, action or goal is no longer relevant or required.</td>
</tr>
</tbody>
</table>