



Academic Staff - Statement of Expectations

(See below for [Instructions](#))

Date		University ID	
Title		Position	
Family Name		Given Names	
College/School		Centre/Dept	
Level		Fulltime/fraction	%
Review dates	Mid term	Final review date	(max 2 years)
Supervisor name			
Current affiliations			
List affiliation and distribution of effort, either intra-College or inter-College. For example: Faculty of Science 20%, Research School of Biological Sciences 80%			

Step 1 - Develop Statement of Future Expectations *(prepared by the supervisor in consultation with the staff member)*

In setting expectations supervisors and staff need to refer to the Areas of Academic Activity in the relevant [Generic ANU Reference Activity Profiles](#) and/or the [Activity Guidelines for the Academic Levels](#) (Science, Health & Engineering, or Arts & Social Sciences), and to refer to the staff member's two-page statement for the previous two years.

Distribution of effort across Areas of Academic Activity *					
Education	%	Research/Creative Activity	%	Service	%

Education (text box expands)

For the next two years it is expected that the following activities will be undertaken and will demonstrate contribution appropriate for the level of appointment and, if appropriate, a higher level of contribution to optimise chances of future promotion or other reward.

Research/Creative Activity (text box expands)

For the next two years it is expected that the following activities will be undertaken and will demonstrate contribution appropriate for the level of appointment and, if appropriate, a higher level of contribution to optimise chances of future promotion or other reward.

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Service (to ANU and the wider community) (text box expands)

For the next two years it is expected that the following activities, including 52 day rule activities, will be undertaken and will demonstrate contribution appropriate for the level of appointment and, if appropriate, a higher level of contribution to optimise chances of future promotion or other reward.

Step 2 - Career Plan (text boxes expand)

Taking into account the expectations of your role (Step 1), now discuss your career goals. Consider both short and long term career goals and identify appropriate development activities to assist you to achieve these goals. Such activities might include formal training programs (see: see <http://training.anu.edu.au/default.asp>), mentoring (including being mentored and mentoring others), participation in professional bodies and extending professional networks both within and outside ANU.

Individual career plans should be consistent with the short and long term priorities of the University and the organisational unit.

Development Goal <i>(describe specific goal)</i>	Proposed Activity <i>(outline the activity/ies to support the goal)</i>	Resources required <i>e.g. time, funding, administrative assistance</i>
Immediate term (next 6-12 months)		
Longer term (beyond 12 months)		

Step 3 - Signing the Agreement

The supervisor, staff member and Dean/Director (or delegate) sign the agreement. The Dean/Director (or delegate), who has a moderation role, may comment on the agreed expectations and career development plan.

Signed by Supervisor		Date
Signed by Staff Member		Date
Signed by Dean/Director (or delegate)		Date
Dean or Director (or delegate) comments (OPTIONAL) (text box expands)		

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Step 4 - Assessment of Contribution against Statement of Expectations

At the end of the two year period (or earlier if required/desired), the supervisor formally reviews the staff member's contribution against their Statement of Expectations, set out Step 1. This should be completed together over a joint discussion of achievements.

Space has also been provided to allow a mid term review to be recorded to ensure formal feedback after 1 year if desired.

The supervisor records below whether expectations were met. The supervisor should add comments about any factors that may have impacted on the expectations set earlier (e.g. altered focus or distribution of effort or affected opportunity to contribute). Such comments include reference to any change of direction in the work area that may have impacted on a staff member's output.

This Part serves as the individual staff member's Activity Profile for the preceding two years. The supervisor should include reasons as to why the assessment of contribution by the staff member may differ from the Statement of Expectations.

Education (text box expands)

Mid term review comments

Final review comments

Research/Creative Activity (text box expands)

Mid term review comments

Final review comments

Service (to ANU and the wider community) (text box expands)

Mid term review comments

Final review comments

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Step 5 – Overall comment of contribution against Statement of Expectations

I have assessed the staff member's contribution against the Statement of Expectations and determined that the staff member's contribution is:

Contribution	Supervisor comments against assessed expectations (text box expands) (Please attach a separate page if required)	Tick one	Assessment of Contribution
Satisfactory contribution or better		<input type="checkbox"/>	Contribution warranting reward The staff member exceeds the expectations - the supervisor will consider whether a reward, is warranted. Consideration of reward may include: <ul style="list-style-type: none"> <input type="checkbox"/> Advanced (accelerated) increment progression <input type="checkbox"/> Merit loading (Level E2/3) as per University policy <input type="checkbox"/> Support for a case recommending promotion <input type="checkbox"/> Confirmation of probation (if applicable)
		<input type="checkbox"/>	Satisfactory contribution The staff member meets the expectations as documented in the Statement of Expectations, and is progressing well. <ul style="list-style-type: none"> <input type="checkbox"/> Incremental movement (if available) on next anniversary is warranted <input type="checkbox"/> Confirmation of probation (if applicable)
Contribution in need of development		<input type="checkbox"/>	Contribution in need of improvement Contribution, as documented in the Statement of Expectations, requires improvement. Supervisor will commence discussions with the staff member to improve contribution, which may include development activities.
		<input type="checkbox"/>	Un-remediated under-performance Contribution, as documented in the Statement of Expectations is consistently inadequate. Supervisor will commence action under the ANU <u>Managing Underperformance Procedure</u>

Supervisor comment (if any) (text box expands)		Signed by supervisor	
		Date:	
Staff member comment (if any) (text box expands)		Signed by staff member	
		Date:	
Noted by Dean or Director or delegate - signature			Date:

Step 6 - The supervisor takes appropriate action, based on the assessment (see [step 6 instructions](#)).



Academic Staff Statement of Expectations Form

Instructions

Instructions

The supervisor, in consultation with the staff member, completes this form at least biennially. This form:

- Records a staff member's *Statement of Expectations*, jointly developed from the Reference Activity Profiles, at the start of the two year review period;
- Records a career development plan;
- Records the supervisor's and staff members discussion and assessment of contribution at the end of the review period;
- Serves as the staff member's individual *Activity Profile*; and
- Is the basis of any future promotion application (together with other supporting evidence as set out in the [Academic Promotions Policy](#), plus all previous forms)

The steps to completing the form are outlined below and are available in the Guidelines – [Developing Statements of Expectations](#)

Step 1

- Existing Staff Members:
 - Staff Member 2 page statement - staff members should prepare a 2 page statement for the previous two year period.
 - Initial assessment - the supervisor meets with the staff member and reviews the current contribution of the staff member.
 - Development of Statement of Expectations – Using the [Reference Activity Profiles](#) and/or the [Activity Guidelines](#), the supervisor, with the staff member, set expectations for the next two years – **completes**.
- New Staff Members:
 - With reference to the [Reference Activity Profiles](#) and/or the [Activity Guidelines](#), the supervisor meets with the staff member to set expectations for the next two years.

Step 2

- The supervisor and staff member work together to develop a career development plan.

Step 3

- The supervisor, staff member, and Dean/Director (or delegate) signs the form. The Dean/Director, who has a moderation role, may comment on the agreed expectations.

Step 4

- Provide regular feedback and informal review on progress towards expectations, meeting more formally when specific changes or action is required. Conduct a

formal mid term (annual) review to ensure feedback on progress and relevance of expectations.

- After a maximum period of two years the supervisor meets with the staff member to formally review contribution.

Step 5

- The supervisor determines the staff members overall rating, and both sign the form. The staff member may make comment. The Dean/Director notes the outcome of the review – **The process recommences at Step 1 for the next performance cycle.**

Step 6

- The supervisor takes appropriate action, based on the supervisor's assessment of contribution as:
 - Contribution warranting reward;
 - Satisfactory contribution;
 - Contribution in need of development; or
 - Unremediated under-performance.

The supervisor's role is to set expectations and to assess whether subsequent contribution does or does not meet the expectations. If the staff member meets, or exceeds, the expectations the supervisor will consider whether a reward, including submitting a case for promotion, is warranted.

If the staff member does not meet the expectations the supervisor will take action to remediate the performance.

Each subsequent two-year review cycle commences at the end of the previous review period.

Remember

The form is the record of discussion and decisions made between a staff member and their supervisor – this discussion (not the form) ensures clarity around expectations.

The most important element of this process is the dialogue that occurs when these expectations are developed and reviewed.

Both the staff member and the supervisor should ensure that no surprises regarding performance or expectations occur by engaging in regular two way constructive feedback.

Storage of Forms

The Statement of Expectations form is **Staff-in-Confidence** and the information contained may only be used in matters that are relevant to the staff member's employment within The Australian National University. The form should be stored appropriately (i.e. locked cabinet), and placed on the staff member's personnel file when complete.