

Conducting Effective Performance Reviews

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The only thing worse than training your employees and having them leave is not training them and having them stay.



Henry Ford

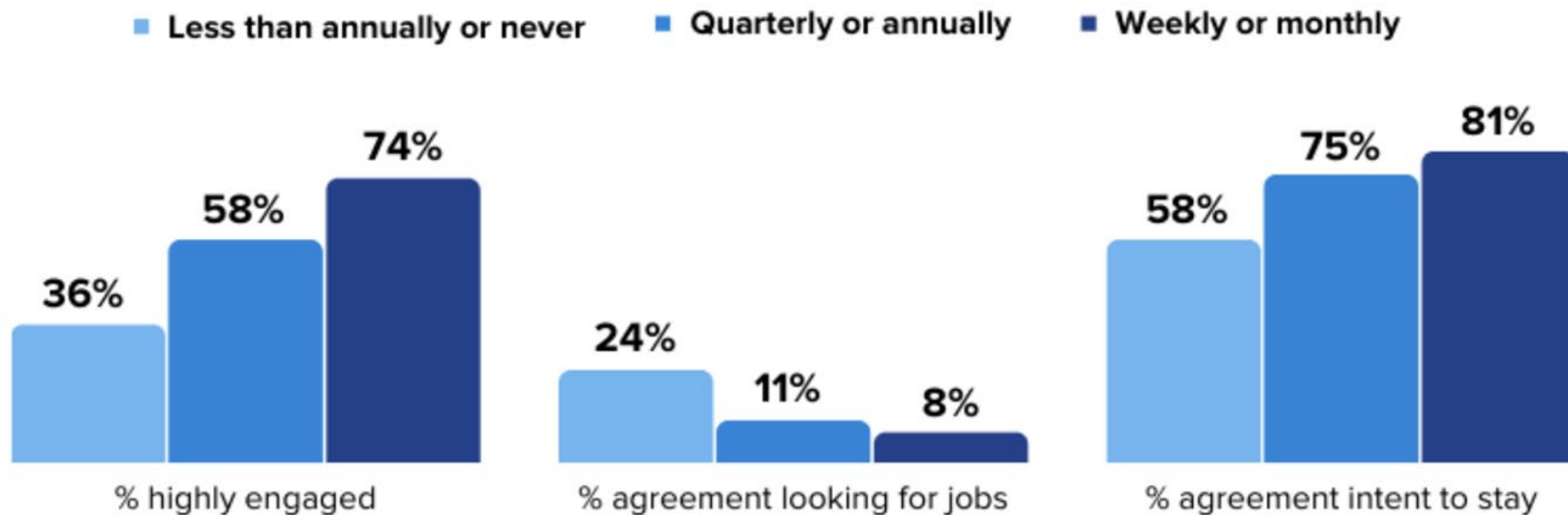
*The only thing worse than **providing feedback to** your employees and having them leave is not **providing feedback to** them and having them stay.*



The Impact of Frequent Feedback

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Employees who receive more frequent feedback are 2X more engaged, 3X less likely to to apply or seek other jobs, and 1.4X more likely to stay at your organization.



FAP/FAR/FAE

Faculty Activity Plan (FAP) - The plan faculty complete yearly that discusses their goals and expectations for the following academic year (if completed in late spring) or the current academic year (if completed in early fall).

Faculty Activity Report (FAR) - The report faculty write that describes what they accomplished the previous year, aligns with the FAP from the previous year.

Faculty Activity Evaluation (FAE) - The evaluation chairs complete to provide feedback to faculty about faculty performance. Informed by the FAP and FAR. Informs the next FAP.



Annual Evaluation Problems

Lack of clear college/department goals and mission

Lack of Faculty Activity Plan (FAP) in many Departments

Lack of useful feedback - Rubber Stamping

Lack of criteria for yearly evaluation

High number of reviews required make good feedback difficult

Lack of useful substance in peer review of teaching

Lack of consistency and clarity in processes

Lack of documentation of underperforming faculty

Chairs/Deans do not know how to properly evaluate faculty

FAP/FAR/FAE Rooted in College/Department Goals

UNIVERSITY STRATEGIC PLAN

Teaching

High Impact Teaching Practices
Program Development
Curriculum (Re) Design
Interdisciplinary Work

Research

Increase extramurally sponsored activities
Become R2 institution

Service

Increase Enrollment
Increase Diversity
Retain 85% students f-to-f

Bob's FAP - Provides Outline for His Story

Teaching

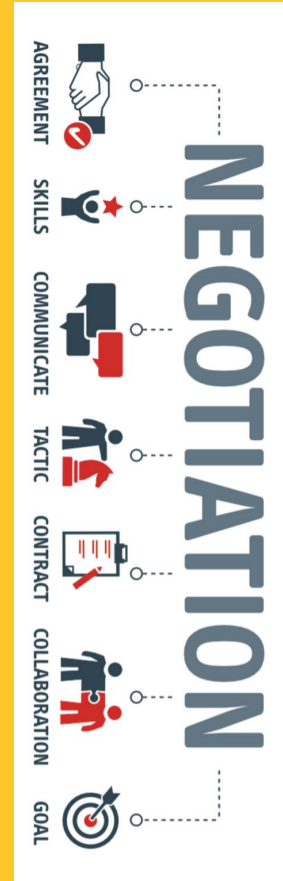
- 2/2 teaching load with one heavy FTE in S & F
- Implement HITPs in 2 courses
- Submit curriculum revision for ABCD 3001
- Mentor student in UG research project
- Course release for external grant work.

Research

- Submit 1 article for publication based on spring poster presentation.
- Revise and resubmit 1 article based on feedback.
- 1 presentation at national conference of professional organization.
- Serve as Co-I on externally funded grant.

Service

- National Officer in Professional Organization (7 hours per month)
- Reviewer for Professional Journal (7 hours per month)
- Faculty Mentor for Student Organization (7 hours per month)



FAR - Opportunity for Faculty to Tell Their Story

Faculty Responsibility:

- Tell their story about carrying out their FAP.
- Discuss how they are approaching tenure and promotion criteria.
- Explain shortcomings.

[Sample #1](#)

[Sample #2](#)

[Sample #3](#)

FAR - Opportunity for Faculty to Tell Their Story Continued.

Teaching

Research

Service

What did faculty teach? How many students? How much time spent prepping? Grading?

What course revisions were made? How do those align with strategic plan?

How did faculty use student feedback to revise courses?

What professional development did faculty attend?

How did faculty contribute to other's teaching development?

What did peer or other reviews say about teaching?

What & where did faculty present? What is acceptance rate? What author position?

What did faculty publish? What is the acceptance rate? What author position?

What is in progress? Where is the faculty in the writing process?

What funded/unfunded grants were submitted?

What performances or artistic activities were carried out?

How did faculty mentor others in research?

What university, college, department service was provided? How many approximate hours for each?

How many students were mentored? How were they mentored? Approximate time?

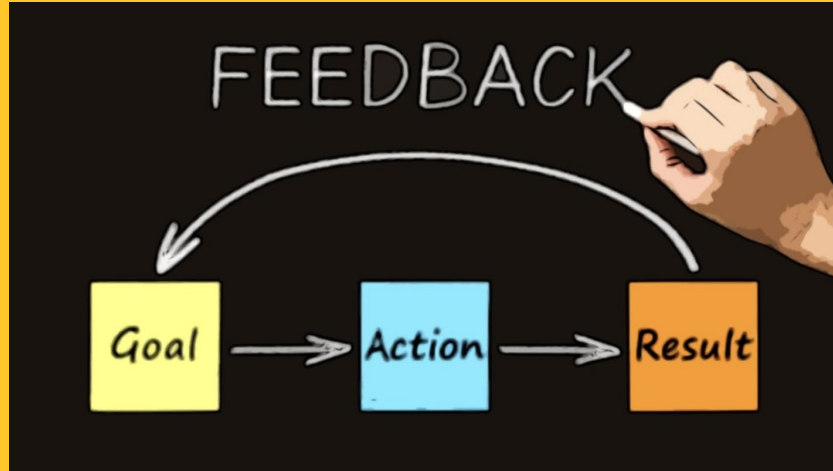
What program development was completed? How did that impact enrollment?

How did faculty participate in department open houses? Other retention activities

How did faculty mentor students?

How many journal reviews did faculty complete? Approximate time?

FAE



Where do I start?

- Review:
 - Faculty's FAP/FAR/FAE from previous year,
 - Strategic Plan,
 - Tenure & Promotion Criteria
- Apply:
 - clarity,
 - consistency, and
 - candor



"Most of us have a tendency to avoid crucial conversations. We either avoid them altogether or mishandle them when they do occur. And the cost of this avoidance or mishandling is high. It leads to strained relationships and stalled reputations. It results in missed opportunities, flawed decisions, and even costly legal entanglements."

- Communicated
 - Meetings
- AND
- Writing
- Documented
 - What was said
 - What was recommended
 - What was agreed to



What Good Feedback Sounds Like

- Conveys that you value what they offer in regards to teaching, research, and service.
- Describes how their work aligns with or departs from supporting the strategic goals of the department.
- Spells out areas where they excel and need to grow.
- Explains how you will support them where they are falling short.

Resources for Providing Feedback

- [Good Practice in Tenure Evaluation: Advice for Tenured Faculty, Department Chairs, and Academic Administrators](#)
- [COACHE Benchmark Best Practices: Tenure and Promotion](#)

Resources for Providing Feedback Continued.

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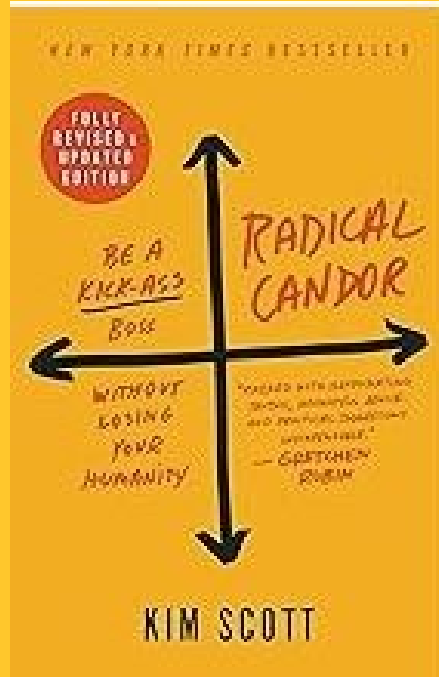
crucial conversations

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Watermark Faculty Success will be used by all faculty applying for tenure and/or promotion during fall 2024. Register for the webinar on Thursday, April 18, 2024 from 12:00 PM - 1:00 PM to learn about the process of applying for tenure and/promotion in Watermark Faculty Success. If you cannot attend, you can still register to receive access to the recording.

[LINK TO REGISTRATION](#)

Discussion and Questions

Thank You
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