



Academic Leadership Program

December 2019 Series

- December 2: Monday, 1:30 – 3:00 pm
- December 3: Tuesday, 10:30 am – 12 noon
- December 5: Thursday, 1:30 – 3:00 pm
- December 6: Friday, 10:30 – 12 noon

Faculty Performance Management: Plan, Coach, Develop Key Take-Aways

Plan

- Set the expectation that performance will be reviewed and discussed.
- Recognize that some faculty enter performance conversations having had negative or no experience with them in the past.
- Set expectations early and often. Have regular conversations and provide feedback on a routine basis so that it's not just an annual event. There should be no surprises during the annual evaluation.
- Set expectations for civility and collegiality. Discuss the expectations with department faculty and agree on general boundaries for acceptable behavior.
- Review P&T guidelines with faculty regularly to clarify and reaffirm points.
- Openly discuss department expectations and norms for teaching and research.
- Review departmental P&T guidelines annually to keep them up-to-date with the field.
- Use a planning tool to start discussions, articulate goals, and come to agreement. A visual versus narrative tool makes it easy to see if and where a faculty member is over-committed, empowers the faculty member, and provides guidance. Refer to a [sample from MU](#).
- Think long-term. Where does the faculty member want to be in five years? Break goals into small steps.
- Understand where the faculty member wants to be long term.
- Talk to faculty members about how you can help them achieve their long-term goals. Offer mentorship.
- Tie individual goals to department and System goals.
- Help the faculty member understand how they fit into the team.
- Tie goals to department and System goals.
- Use comparative data.
- Look ahead for large opportunities for faculty and help faculty plan backward.
- Use department retreats to help all faculty members plan for the year, offers focus on the department goals and how each faculty member contributes.

Coach

- Recognize that high performers also need attention and recognition.
- Find ways to help the faculty member be successful – look for ways to break blockages.
- Remember that it's all about relationships – no “one size fits all” as far as what motivates faculty.

- Remember that strong relationships pave the way to more comfortable performance conversations later.
- Provide feedback on a regular basis via one-on-one discussions.
- Be available. Examples include lunch, donuts and coffee. This opens the door to relationships.
- Use a document or graph anonymously comparing faculty in the unit to help faculty realize if they're pulling their share; this promotes self-awareness. A [sample from S&T](#) is available.
- Protect faculty from too much service.
- Address civility.
- Read the book *The No Asshole Rule: Building a Civilized Workplace and Surviving One that Isn't* by Robert Sutton.
- Document concerns early. Consider using the [form developed by UMKC](#).
- Plan conversations that you anticipate may be difficult. Seek advice from other academic leaders, human resources or the General Counsel's office. Script your points and even practice the conversation when appropriate.
- Relay your experiences to faculty, and include challenges and successes.
- Define the purpose of the annual review.
- Consider peer evaluations to help with mentorship, grow relationships organically.
- Remember this advice when coaching those who are not open to coaching: remove emotions, dedicate time and effort to those who want to be coached.
- Be engaged, communicate regularly.
- Model desired behaviors.
- Be authentic and compassionate.
- Leave your office – seek out mentorship.
- Consider organizing writing groups for productivity but also offer opportunities for mentorship.
- Support faculty research by helping them plan for big and small grants, pre-write ideas for proposals.

Develop

- Use broader ideas to share the culture of the department (peer coaching, setting standards of productivity, etc.).
- Recognize and utilize the notion that you can change workload from the 40/40/20 – this does not fit all faculty at all times during their career.
- Routinely ask: What do you want to do with your career?
- Use small gestures to show you're paying attention.
- Encourage the faculty member to talk about their development. For example, if a faculty member attends a conference ask them to present what they learned to their departmental peers.
- Be explicit about your desire to support and develop the faculty member.
- Seek out and relay opportunities for faculty development.
- Use assessment tools in as much as they're helpful – some love these, some don't.
- Leverage the strengths of individuals.
- Be explicit about growth opportunities: why you recommend it, what you hope the faculty member will gain from it.
- Refer faculty to NCFDD for development opportunities; we are institutional members.

Review

- Consider a peer review process for annual performance reviews.
- Be clear on evaluations.
- Build a “summary” document and/or graph of a faculty member’s performance – be conscious that while this offers transparency it may also have an impact on morale.
- Add a statement regarding service and collegial spirit to the top of the workload document. This includes behavior rather than only productivity.
- Consider peer review serving as a recommendation to the Chair in compliance with CRR.
- Use a rubric to provide consistent scoring.

Recognize

- Take time to recognize accomplishments; even small gestures like sending a note or card matter.