



Missouri University of Science and Technology

Best Practices in Faculty Performance Management

Chairs & Administrator Workshop

Part of the ADVANCE Faculty Fellows Program

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Introductions



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Background

Faculty Fellowship awarded July 2023

On-boarded team & conducted thorough literature review

Interviewed 7 chairs (3 CASE, 3 CEC, 1 Kummer), & 4 administrators Oct. 2023; synthesized feedback

Build into preparation & material development

Challenges in Faculty Performance Management

An Overview



How do we set standards? Are they transparent? Can we keep them consistent?



Formal & informal hierarchies



Slow timelines, resulting in delayed feedback/mentoring



Systemic biases in our most common metrics

E.g., SET scores, H-index & other citation indices, “presence”

Current Definitions of Teaching & Research

What are some strengths & weaknesses of these approaches?

Teaching

- ▶ Below, meeting, above dept/univ. CET averages
- ▶ Peer observations
- ▶ Faculty awards/other recognitions

Research

- ▶ # of pubs
- ▶ \$\$ in research expenditures
- ▶ Invited talks
- ▶ Citation metrics/impact factors
- ▶ Faculty awards/other recognitions



The Great Challenge

What do we do with service?

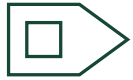
Also Consider: Common Biases

Identity Taxation, Prove-It-Again Bias, Tightrope Bias, & More

Identity taxation – faculty member takes on physical, mental, or emotional labor due to their membership of a particular group (read: invisible service)

Prove-It-Again bias – tendency for evaluators to require more evidence of competence from members of negatively vs. positively stereotyped groups, resulting in a felt need for those members to prove desire & ability to work again after taking leave and/or when first hired

Tightrope bias – women must demonstrate typically “masculine” traits, but then penalized for not displaying enough “feminine” traits; must walk a “tightrope” of not being too masculine or too feminine



Defining Performance – 201

Factoring in equity

A New(ish) Way to Measure Performance

In alignment with CRRs

Key Considerations

- ▶ Satisfactory vs. Unsatisfactory – determine raise eligibility
- ▶ DNM, Meets, Exceeds determines Satisfactory vs. Unsatisfactory
- ▶ Workload distributions & defining each content area
 - Consider variable workload policies
- ▶ Opportunities for formative vs. summative feedback

How this Approach Tackles Bias/Builds in Equity

Cursory

Evaluation guidelines that are transparent & clearly defined

Provides concrete examples

Accounts for behavior (100% in control of individual) in addition to output (subject to non-performance related factors)

Not complex, does not cognitively overload, avoids accidentally inflating bias through weighted regressions

Aligned with the technical systems that build-off evaluations (e.g., raises)

How this Approach Tackles Bias/Builds in Equity

Tailor further

Create concrete examples of scholarship sub-categories

- E.g., Application, Creativity, Activity/Engagement, Inquiry, Integration
- Could consider the same for teaching (e.g., labs, experiential learning courses, new preps, etc.) & service (e.g., committees, project leads, mentoring, etc.)

Add in inclusive language

- Faculty are not required to fit into a mold, thus consider that “there should be no single way in which all faculty are expected to excel” (O’Meara et al., 2022)
- Consider career arcs, individual strengths, varying department needs

Utilize common ground, build off perspective taking, ensure consistent accountability, consider the system

How this Approach Tackles Bias/Builds in Equity

Service-specific

Clear examples of how the dept defines & accounts for service

Defines “how much” service meets/exceeds expectations & keeps consistent across faculty

Potential to make visible the invisible service

Take it a step further!

- ▶ Consider rotation schedules
- ▶ Design opt-out systems (think graceful exit ramps)
- ▶ Conduct service audits when new roles emerge

Behavior-Based Performance Rubrics

Identifying behaviors minimizes bias

Behaviorally-anchored scales allow for greater consistency across ratings and raters

Pre-set behaviors clarify expectations

- ▶ With ability to tailor

Behaviors that align with department and university goals

	No Raise	Raise Eligible	
	Unsatisfactory	Satisfactory	
	Does Not Meet	Meets	Exceeds
Research	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.
% Distribution:			
Teaching	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.
% Distribution:			
Service	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.	<input type="checkbox"/> Behavior 1 <input type="checkbox"/> Behavior 2 <input type="checkbox"/> Behavior 3 <input type="checkbox"/> Etc.
% Distribution:			

Adaptability & Flexibility of Behavior Rubrics

Some key behaviors could (should?) be consistent across a college or even university

Can add behaviors, allow blank check-boxes for additional fill-ins, etc.

Adjust expected behaviors based on % workload distribution

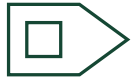
- Workload distribution should inform defining DNM/Meets/Exceeds

Looking for formative feedback?

- Identify behaviors left “unchecked” or behaviors to move faculty to the next level
- Provides tangible actions and consistency

Greater consistency when fine-tuning raises later

- Keep in mind lagged timeline



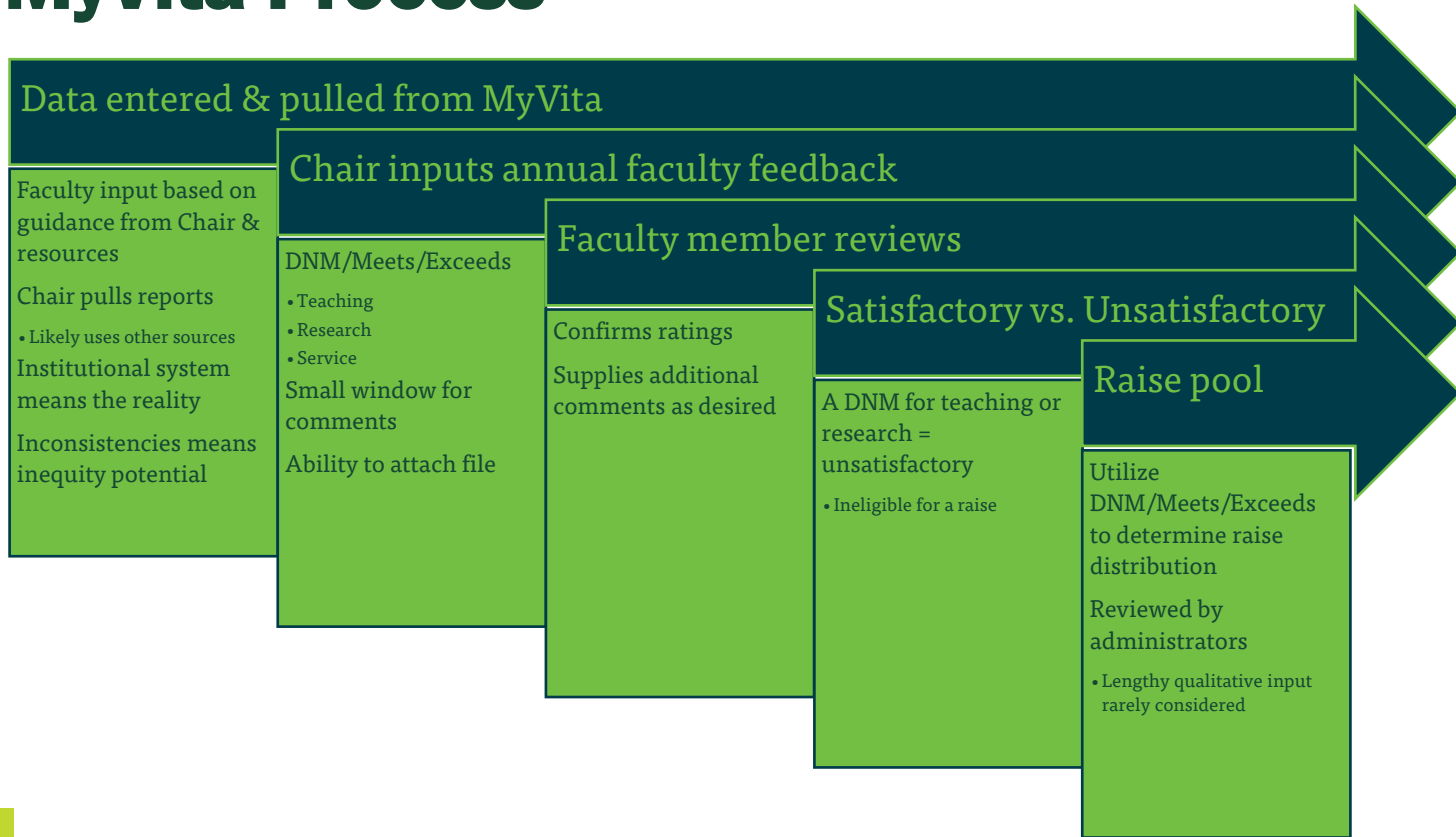
Activity!

Build Your Own Rubric

Break



The MyVita Process



MyVita Impact

MyVita structure inherently defines ultimate assessment of performance

- ▶ Despite other approaches possibly utilized

Differing processes across departments to reach DNM/Meets/Exceeds expectations means inconsistencies in how faculty conducting similar jobs across departments are compensated

- ▶ Consider additional raise pools beyond what the Chair has control over

Equity is more likely when alignment is considered

Remember the Timeline

Makes Feedback Challenging



Faculty Goal-Setting & Management



Utilization of MyVita



More than one *purposeful* check-in per year



Use the rubrics!

What is left “unchecked”?

What behaviors help them move to the next level?

Aligns with MyVita reporting and ultimately summative assessments/raise pools

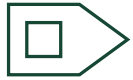
Depts with Peer Review Processes

Be cognizant of groupthink, group polarization, biases across multiple perspectives

Does allow for potential to “cancel out” error

Consider peer review feedback for *development* rather than evaluation purposes

- ▶ If going to include a peer-review process, also consider peer/group advising in addition to department chair review



Activity

Small Break-Outs & Large Group Report-Out; Create an Action Plan

Next Steps

Evaluation

1

Post-workshop
evaluation handout

2

Conduct interviews & feedback
surveys with department chairs &
faculty after February evaluations
are complete

- Resurvey faculty after 2023
performance-based merit raises
are released (Sept. 2024)

3

Monitor trends in
annual climate surveys

Next Steps

Continued Access & Refinement

Will provide toolkits & resources presented today on ADVANCE website

Including additional guides



Working with a single department to pilot test the proposed method for
2023 & 2024 evaluations



Questions? Thank You!

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