Georgia Institute of Technology

Guidance on Faculty Administrative Reviews

Office of Vice Provost for Faculty
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Introduction

This document provides comprehensive guidance for faculty members who are undergoing a thorough review of their administrative work duties, typically after five years of service. The review process is designed to evaluate the progress, performance, and effectiveness of academic administrators. It also aims to provide constructive and actionable feedback that will help develop and enhance their administrative capabilities.

This guidance is based on the policy outlined in "3.3.10 Evaluation of Academic Administrators," ensuring the process is systematic, transparent, and aligned with the institution's standards and expectations. This document intends to provide directions for the multi-year evaluation of academic administrators who are not School Chairs or College Deans. The Faculty Handbook specifies multi-year administrative reviews for School Chairs in 3.3.10.1 Process for 5-Year Comprehensive Review and Evaluation of School Chairs and for College Deans in 3.3.10.2 Process for 5-Year Comprehensive Review and Evaluation of Deans. The Faculty Handbook should be considered the authoritative source if this guidance document contains contradictions or ambiguities.

Georgia Tech Faculty Handbook Requirements

Faculty Handbook policy 3.3.10 states,

> The 5-year comprehensive review should be completed by a committee, with membership as determined by the procedures in the faculty administrator's School or unit. The committee should receive from the administrator: a summary of activities and accomplishments, a list of job duties, a self-evaluation, and the results of prior annual evaluations. The overall review should include a 360° evaluation that incorporates feedback from a variety of constituents such as the students, peers, and other groups as appropriate to the role. The administrator being reviewed has a chance to make comments on the committee's report.

> The report, and any additional comments from the administrator, is presented to the supervisor. The supervisor will make their own written assessment of performance and share it with the administrator under review. Based on that assessment and results of the committee's review, the supervisor will make a decision on reappointment and on any improvements that should be made. The supervisor will inform the administrator and the review committee in writing of the decision. The 5-year comprehensive review is allowed to take the place of the standard post tenure review for tenured administrators.

Purpose of the Administrative Review

The primary purpose of the Administrative Review is to assess the performance of academic administrators who hold an administrative appointment of 50% or greater. This review aims to:

- Evaluate the administrator's progress in achieving goals and objectives established at the time of appointment or through subsequent updates.
- Determine the effectiveness of the administrator's leadership and management qualities, which includes assessing their ability to inspire and lead their team.
- Assess the administrator's contributions to the improvement and success of the academic unit.
- Facilitate the identification of areas for professional development and growth, offering actionable recommendations for enhancement of administrative capabilities.
- Provide input on whether the administrator should be reappointed for an additional term based on their overall performance and contributions.

Review Criteria

The criteria for the Administrative Review are based on the administrator's duties as determined at the time of appointment or through subsequent updates. For tenured faculty administrators, the review may also consider traditional faculty activities such as teaching, scholarship or creative activities, student success activities, and service. The administrative review criteria may encompass some of the duties listed below, but they may also include additional responsibilities not specified here:

- Commitment to high standards of quality in their areas of effort.
- Effective management of their office and/or portfolio of duties.
- Recruitment and retention of high-quality faculty, staff, and/or students.
- Management of fiscal affairs.
- Development and maintenance of open communications with all constituencies.
- Facilitation of goal setting and conflict resolution.
- Implementation of fair performance evaluations.
- Innovation and improvement in administrative processes.
- Engagement in community outreach and partnerships.
- Support for faculty and staff professional development.
- Success in resource allocation.
- Advocacy for institutional goals and mission.
- Strategic planning and execution of Institute/unit initiatives.

Review Process

The administrative review process involves several steps:

1. **Submission of Materials**: The administrator under review must submit a summary of activities and accomplishments, a list of job duties, a self-evaluation, the results of prior annual evaluations, and the submission checklist, including a signed statement of completion.

2. **Formation of Review Committee**: A review committee is appointed, consisting of at least three members (see additional information below).

3. **360° Evaluation**: The review includes a 360° evaluation incorporating feedback from various constituents, such as peers and other relevant groups.

4. **Review Committee Report**: The review committee prepares a written report, including an assessment of the administrator's performance and recommendations for improvement. This report should be organized by the evaluative criteria and written in a constructive manner. Each committee member should sign the report.

5. **Administrator's Comments**: The administrator under review can comment on the committee's report and submit that comment to the supervisor.

6. **Supervisor's Assessment**: The supervisor reviews the committee's report and the administrator's comments (if any) and makes their own written assessment; the supervisor decides on reappointment and any necessary improvements.

7. **Communication of Results**: In writing, the supervisor informs the administrator and the review committee of the decision.

Establishing the Review Committee

According to the Faculty Handbook, the unit responsible for the administrator determines the procedure for appointing Review Committee members. In the absence of specific local guidelines, the supervisor should establish the committee in collaboration with the unit's Faculty Advisory Council or an equivalent body, as appropriate to the administrative level.

The review committee should consist of at least three members but no more than seven to maintain efficiency. Including representatives from the administrative and non-administrative aspects of the administrator's role is crucial. Additionally, having members representing the administrator under review who are familiar with their administrative, research, teaching, and other service duties will provide a comprehensive and balanced evaluation.

Timeline Considerations

Units should aim to complete the entire administrative review process several months before the administrator's appointment expiration. By doing so, the supervisor will have the time to use the results when considering reappointment. We recommend initiating the administrative review process at least six months before appointment expiration to achieve this timing. Additional key logistical steps include:
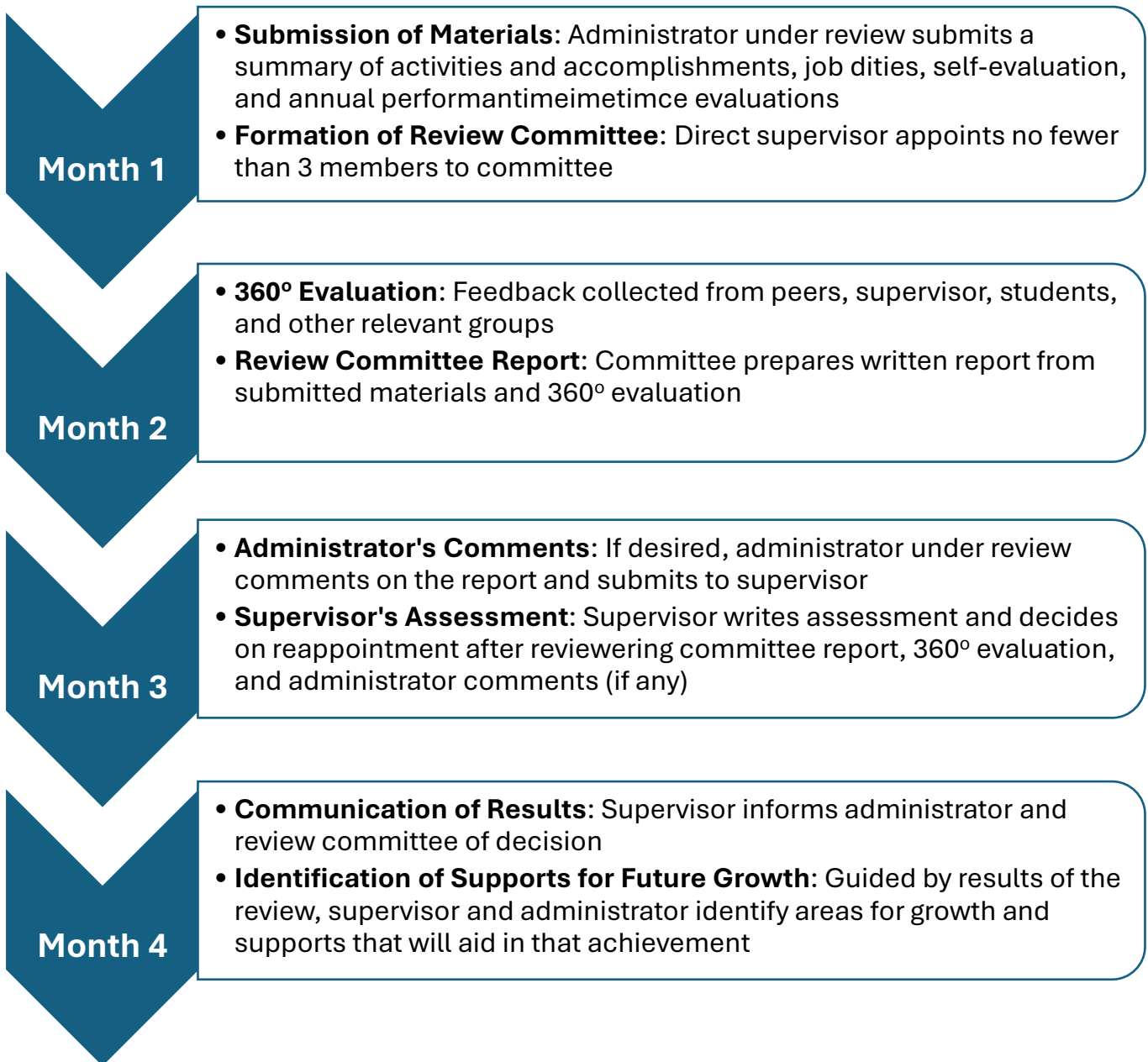
- Scheduling meetings and reviews.

- Coordinating the submission and review of materials.

- Ensuring confidentiality throughout the process.

Setting Up the 360° Review

Units can start the 360° review in multiple ways. GT Strategic Consulting offers a 360° review based on its Leadership Competency Model, which takes 2-3 weeks. Alternatively, units can create their own surveys using tools like Qualtrics to gather feedback from a varied group of contacts, ensuring a comprehensive review.

The administrator under review must provide a list of contacts, including their supervisor, three peers, two subordinates or direct reports, and at least two other individuals as potential survey recipients. The administrator's supervisor must review this list and may add to it before the 360° review begins.

Figure 1: Review Process Timeline

Month 1
- **Submission of Materials**: Administrator under review submits a summary of activities and accomplishments, job dities, self-evaluation, and annual performantimeimetimce evaluations
- **Formation of Review Committee**: Direct supervisor appoints no fewer than 3 members to committee

Month 2
- **360º Evaluation**: Feedback collected from peers, supervisor, students, and other relevant groups
- **Review Committee Report**: Committee prepares written report from submitted materials and 360º evaluation

Month 3
- **Administrator's Comments**: If desired, administrator under review comments on the report and submits to supervisor
- **Supervisor's Assessment**: Supervisor writes assessment and decides on reappointment after reviewering committee report, 360º evaluation, and administrator comments (if any)

Month 4
- **Communication of Results**: Supervisor informs administrator and review committee of decision
- **Identification of Supports for Future Growth**: Guided by results of the review, supervisor and administrator identify areas for growth and supports that will aid in that achievement

Tips for a Successful Review: For the Administrator Undergoing Review

Navigating an Administrative Review can be a daunting endeavor for any administrator. Administrators must approach the undertaking with thorough preparation and clear understanding to facilitate a smooth and effective review process. The following tips are designed to guide and support administrators undergoing the review, ensuring they can present their achievements in the best possible light while embracing constructive feedback.

Preparation

- Understand the Criteria: Clearly understand the criteria for your review. This includes your specific administrative duties and traditional faculty activities such as teaching, scholarship and creative activities, student success activities, and service. Knowing what to highlight will help you present more accurate and constructive information.
- Careful Preparation of Materials: Familiarize yourself with your accomplishments, challenges, and areas for improvement. Carefully prepare the required materials: your summary of activities and accomplishments, job duties, self-evaluation, and prior annual evaluations.
- Seek Guidance: Don't hesitate to seek guidance from mentors or colleagues who have undergone similar reviews. Their insights and advice can be invaluable in preparing your materials and navigating the process.

Communication

- Open and Transparent Communication: Maintain open and transparent communication with the review committee and your supervisor. Ensure you are familiar with the review process, timeline, and expectations. Regular updates and clear communication can help prevent misunderstandings and ensure a smooth review process.
- Active Listening: During the review process, practice active listening. Pay attention to the feedback provided by various constituents. Consider their perspectives and incorporate their feedback.
- Pre-Review Meetings: Schedule pre-review meetings with key stakeholders to discuss the process, expectations, and any concerns you might have. This proactive approach can help clarify any uncertainties and set a positive tone for the review.

Constructive Feedback

- Specific and Actionable Feedback: Be prepared to receive and act on specific, actionable feedback to support your development. Avoid focusing on vague or general comments. Instead, look for concrete examples and straightforward suggestions for improvement.
- Embrace Development: View the feedback as an opportunity for professional development. Embrace the suggestions with a positive mindset and consider how you can implement them to enhance your performance and contributions.

Documentation

- Detailed Documentation: Keep detailed documentation of the review process, including all submitted materials, feedback, and reports. This documentation can serve as a valuable reference for future reviews.

- Reflect and Follow Up: After the review, take time to reflect on the feedback and create an action plan to address any areas for improvement. Follow up with your supervisor or the review committee to discuss your progress and any additional support you may need.

By following these tips, you can navigate the Administrative Review process effectively and contribute to the continuous improvement of your administrative role. Remember, the key to a successful review is thorough preparation, clear communication, and the willingness to receive and act on constructive feedback. Embrace the opportunity for growth and development and approach the review with an open mind and a positive attitude. Your commitment to excellence and continuous improvement will benefit your professional journey, enhance the Institute's, and your unit's overall success. Stay focused, stay motivated, and take each step with confidence.

Tips for a Successful Review: For the Review Committee and Supervisor

A successful review requires a thoughtful, structured approach that prioritizes developmental and supportive feedback. The review committee and the supervisor must create an environment that fosters constructive dialogue and continuous improvement. This section outlines critical tips and strategies to ensure the review process is thorough, fair, and beneficial to the administrator under evaluation. By adhering to these guidelines, the committee and the supervisor can provide meaningful feedback that encourages growth and enhances overall performance.

Preparation

- Thorough Review of Materials: Thoroughly review all materials, including the administrator's summary of activities, job duties, self-evaluation, and prior annual evaluations. Familiarize yourself with the administrator's accomplishments, challenges, and areas for improvement.

- Understand the Criteria: Clearly understand the review criteria. This includes the specific duties of the administrator, as well as traditional faculty activities such as teaching, scholarship and creative activities, student success activities, and service. Knowing what to look for will help you provide more accurate and constructive feedback.

Communication

- Open and Transparent Communication: Maintain open and transparent communication with the administrator under review. Ensure that all parties are aware of the review process, timeline, and expectations. Regular updates and clear communication can help prevent misunderstandings and ensure a smooth review process.

- Active Listening: Practice active listening during the review process. Pay attention to various constituents' feedback through the 360° review process. Consider their perspectives and incorporate their input into the review.

Constructive Feedback

- Specific and Actionable Feedback: Provide specific and actionable feedback to support the administrator's development. Avoid vague or general comments. Instead, focus on concrete examples and provide straightforward suggestions for improvement. For example, instead of saying, "Improve communication," you could say, "Hold monthly meetings with faculty to discuss unit goals and address any concerns."

- Balanced Feedback: Strive to balance positive feedback and constructive criticism. Acknowledge the administrator's strengths and accomplishments while also addressing areas for improvement. This balanced approach can help motivate the administrator and encourage continuous development.

Follow-Up

- Timely Follow-Up: Ensure timely follow-up on any recommendations or required improvements. After the review process, schedule follow-up meetings to discuss progress and address any ongoing concerns. Regular check-ins can help keep the administrator on track and provide additional support as needed.

- Continuous Improvement: Encourage a culture of continuous improvement. The review process should not be viewed as a one-time event, but rather as an ongoing opportunity for growth and development. Provide resources and support to help the administrator implement the feedback and achieve their goals.

Confidentiality

- Maintain Confidentiality: Throughout the review process, maintain the confidentiality of all materials and feedback. This ensures that participants feel comfortable providing honest feedback. Confidentiality also helps protect the integrity of the review process and the administrator's privacy during the review.

Collaboration

- Collaborative Approach: Foster a collaborative approach to the review process. Encourage input from various constituents through the 360° review process. Collaboration can provide a more comprehensive and well-rounded evaluation of the administrator's performance.

Documentation

- Detailed Documentation: Keep detailed documentation of the review process, including all submitted materials, feedback, and reports. This documentation can serve as a valuable reference for future reviews, helping to ensure consistency and fairness in the evaluation process.

- Clear Reporting: Prepare concise reports summarizing the review's findings. These reports should include an assessment of the administrator's performance, recommendations for improvement, and any decisions regarding reappointment.

Following these tips, the Review Committee and supervisor can effectively navigate the administrative review process and contribute to the administrator's performance and development.

Examples of Constructive Feedback for Administrators

Providing appropriate feedback is essential for the development and improvement of academic administrators. For reviews to be truly developmental, feedback must be both positive and constructive. Positive feedback reinforces effective behaviors and achievements, motivating administrators to maintain high standards and continue excelling. Constructive feedback, on the other hand, identifies areas for improvement and provides clear, actionable recommendations for growth. By ensuring that feedback is balanced and supportive, the review fosters an environment of continuous improvement and professional development. Here are some examples of positive and constructive feedback that can be given during the review process:

Leadership and Vision

➢ Positive Feedback: "Your leadership in the College promotion processes for all categories of faculty has been exemplary. The faculty and staff have responded positively to the changes made. Faculty and School/College support staff have all benefitted."

➢ Positive Feedback: "Your leadership in implementing the new curriculum has been exemplary. The faculty and students have responded positively to the changes, and we have seen a marked improvement in student engagement and performance."

➢ Constructive Feedback: "While your vision for the unit is clear, there have been some challenges in communicating this vision effectively to the faculty. Consider holding more frequent meetings to ensure everyone is aligned and understands their goals and objectives."

➢ Constructive Feedback: "While it is clear that you are invested in the success of our faculty, there have been challenges in implementing processes that reflect your commitment to faculty development. Consider holding more meetings to communicate the processes and ensuring that those processes are documented and clear to those involved in the promotion processes (e.g., faculty and supervisors)."

Management of Internal Affairs

➢ Positive Feedback: "You have managed the academic programs efficiently, supporting the Schools, College, and Institute in their educational mission."

➢ Positive Feedback: "You have managed the unit's internal affairs efficiently, ensuring that all administrative tasks are completed on time and to a high standard."

➢ Constructive Feedback: "There have been some concerns about the timeliness of responses to faculty inquiries. Improving your response time will help maintain a smooth workflow and address any issues promptly."

Recruitment and Retention

➢ Positive Feedback: "Your efforts in recruiting high-quality faculty and staff have been successful, and the unit has benefited from the new talent."

➢ Constructive Feedback: "While recruitment has been strong, staff retention has been a challenge. Consider implementing mentorship programs and professional development opportunities to support and retain our talented faculty and staff."

Fiscal Management

- ➢ Positive Feedback: "You have demonstrated excellent fiscal management skills, ensuring that the unit operates within budget and identifying areas for cost savings."

- ➢ Constructive Feedback: "There is room for improvement in the transparency of budget allocation. Providing detailed budget reports and involving faculty in budgeting can enhance trust and collaboration."

Communication and Collaboration

- ➢ Positive Feedback: "Your open-door policy and willingness to listen to faculty concerns have fostered a positive and collaborative environment."

- ➢ Constructive Feedback: "Some faculty members have expressed a desire for more structured communication channels. Establishing regular unit meetings and clear communication protocols can help address this need."

Performance Evaluation and Development

- ➢ Positive Feedback: "You have diligently conducted performance evaluations and provided valuable feedback to faculty members."

- ➢ Constructive Feedback: "To further support faculty development, consider offering more targeted professional development opportunities and setting clear, achievable goals during performance evaluations."

Administrative Review Processes for School Chairs and College Deans

The Process for 5-Year Comprehensive Review and Evaluation of School Chairs (3.3.10.1) at Georgia Tech is designed to assess the progress and performance of School Chairs. This review evaluates the School's progress under the Chair's leadership, provides feedback from faculty and other stakeholders, and reviews the Chair's professional contributions and performance. The review also contributes to determining whether the Chair should be reappointed for another term.

The Dean of the College initiates the review by appointing a committee of at least five members in consultation with the School's Faculty Advisory Committee. Members are primarily tenured, non-administrative faculty from the School. The committee is chaired by a senior faculty member, usually from a different academic School within the College. The School Chair can comment on the committee's composition. The review criteria, established by the Dean and the Chair at the beginning of the Chair's term, cover traditional faculty activities such as teaching, scholarship and creative activities, student success activities, service, and other activities specific to the Chair's role. The review includes a 360° feedback assessment and may coincide with the mandatory BOR five-year Program Review. The review ensures that School Chairs uphold high teaching, scholarship, and academic development standards, manage the School's internal affairs effectively, and recruit and retain high-quality faculty, staff, and students.

The Process for 5-Year Comprehensive Review and Evaluation of Deans (3.3.10.2) at Georgia Tech is a formal procedure aimed at assessing the performance and progress of Deans. This review evaluates the Schools' advancements under the Dean's leadership, gathers constructive feedback from faculty and other stakeholders, and examines the Dean's professional contributions and effectiveness. The outcome of this review contributes to determining whether the Dean will be reappointed for another term.

The Provost initiates the review process and appoints a committee of at least five members. These members are primarily tenured, non-administrative faculty from the academic units overseen by the Dean. The committee is chaired by a senior faculty member from a different College or Unit, selected by the Provost in consultation with the Chair of the Faculty Executive Board. The Dean has the opportunity to provide input on the committee's composition. The criteria for the review are established by the Provost and the Dean before the Dean's initial appointment and are reaffirmed or modified annually during the Provost's review of the Dean. These criteria include traditional faculty activities such as teaching, scholarship and creative activities, student success activities, service, and other activities specific to the Dean's role. The review process incorporates a 360° feedback assessment and may coincide with the mandatory BOR five-year Program Review. The review ensures that Deans uphold the highest standards in teaching, scholarship, and academic development, effectively manage the internal affairs of the College, recruit and retain high-quality administrators, faculty, staff, and students, manage the College's fiscal affairs, and maintain open communications with all constituencies.

Conclusion

The Administrative Review is a critical process for evaluating and enhancing the performance of academic administrators. By following the guidelines outlined in this document, faculty members can navigate the process effectively, and committees and supervisors can conduct developmental reviews. Focusing on developmental aspects is paramount in this review process. Constructive feedback enables administrators to refine their skills, identify areas for improvement, and establish clear, achievable goals. This emphasis on growth benefits the administrators and fosters a culture of excellence and accountability within the Institute. Moreover, this developmental approach contributes to the success of the Institute community. Well-supported and continually improving administrators are better equipped to lead their units effectively, manage resources efficiently, and collaborate with other faculty, staff, and students. This holistic development ensures the institute remains a vibrant, dynamic environment conducive to academic and professional success. Involving faculty in the review process further strengthens the community by promoting transparency, trust, and mutual respect. When the entire academic team works together towards common goals, leveraging each other's strengths and addressing challenges collectively, it creates a more cohesive and resilient Institute. The comprehensive review process, focusing on development, is crucial in driving the Institute toward continued success and innovation.