Faculty SMART Goals

Translating Goals Into Performance

1. Resources:

   Does the faculty member have the resources needed to increase performance? (Time, equipment, money, etc.)

2. Skills/Abilities:

   Does the faculty member have the skills/abilities to increase performance? (Training, partners, etc.)

3. Commitment

   a. Will good things happen if a faculty member increases performance?

   b. Does the faculty member believe that they can increase performance?
      i. Smaller subgoals (early/small wins)
      ii. Models
      iii. Joint goal-setting

4. Feedback/check-ins

Job Performance

Faculty Evaluation

Articles on performance management available at http://www.hermanaguinis.com/pubs.html:
Aguinis, H., & Burgi-Tian, J. 2022. Performance reviews are dead, long live performance management! Management and Business Review, 2(1): 38-43.
Ramani, R. S., Aguinis, H., & Coyle-Shapiro, J. A. 2022. Defining, measuring, and rewarding scholarly impact: Mind the level of analysis. Academy of Management Learning and Education, 21(3): 470–486.