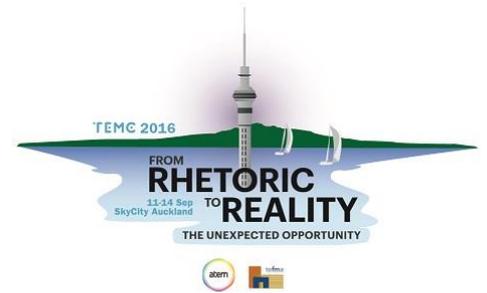


**Concurrent Session B**  
**Monday 12 September 2016**  
**11:45am – 12:35pm**



**Session 2**  
**Performance Reviews in Higher Education; Do they Deliver**  
**Improved Organisational and Individual Performance?**

**Elizabeth Bare**

*L H Martin Institute*

*Liz Bare has headed the human resource function in three different organizations. Her longest appointment was as Vice-Principal (Human Resources) at the University of Melbourne. Between 2006 and 2009, Liz was Head of Administration at the University of Melbourne, where she was responsible for service delivery of IT, Finance, Research, Marketing, Property and Grounds as well as overseeing a major restructure of administrative service delivery.*

*Liz is a Senior Fellow of the LH Martin Institute for Higher Education Leadership and Management in Australia, and works to improve HRM and management practices in universities in Australia, New Zealand and the Pacific.*

Conventional HRM wisdom is that organisations are more successful if their strategy, structures and people are aligned. Similar to most large organisations, the performance review process is a significant lever used by universities to align individual effort to institutional strategy. Most are designed to support the creation of individual performance goals, to recognise outcomes or achievements and support individual professional/career development. A performance review process may be mandated as a quality assurance process by accrediting or audit bodies.

Over the past 25 years, higher education systems in Australia, New Zealand and the UK have been subject to significant externally and internally driven change, reflected in the introduction of New Public Management principles, of which the performance review process is the most visible manifestation. While sometimes a "light touch" process, complex systems have been developed where minimum performance standards are specified and review assessments or rankings are directly linked to promotion or other financial reward. For academic staff, measurable minimum research and teaching performance outcomes tend to apply to all staff at the same academic level or grade. Given the time taken to prepare and conduct performance reviews, research showing that the review experience for many university staff is less than satisfactory and the current debate by HR professionals over the value of performance reviews generally, it may be time to explore the effectiveness of the performance review process in higher education.

This presentation examines different approaches to performance review in three universities and seeks to evaluate their contribution to improved institutional performance, change capacity and developing individual talent and careers. Options for change will be explored. Participants will be invited to contribute to a discussion on alternate or improved processes.