Faculty Evaluation and Performance Counseling

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Fifty Shades of Good

- Outstanding
- Excellent
- Exceptional
- Very Good
- Good
- Satisfactory
- Unsatisfactory
Setting the Stage

Why

What

How

Hard Part
The Why

- Acknowledge performance & accomplishments
- Clarify expectations & set goals
- Assess progress towards P & T
- Identify strengths & weaknesses
- Identify meritorious accomplishments & nominees for awards
- Develop plans for remedying deficiencies and building strengths
The What

- Assignment of responsibility
  - Teaching
  - Scholarly and Creative Activity
  - Service
  - Other

- Departmental, College and University criteria

- Standardized set of materials provided by faculty, peers, review committee (if there is one)
The Nature of the Data

- Copies of scholarly works/publications
- Teaching evaluations (students, peers)
- Recognitions/awards
- Grants submitted and awarded
- Documentation of service
- 1-3 year goals statement
- Updated vitae
Format the Data

Scholarly work or publications
- Number
- Nature (e.g., books, text, articles)
- Journal rankings
- Citations by others
- Order of authorship

Grants submitted & awarded
- Number
- PI & Co-PI
- Sources & amounts

Teaching evaluations
- Number & level of students taught
- 90% vs. 30% “club”
- Issues of grade inflation

Awards/recognitions
- Level

Documented service
- Level & nature
The How
The How

Discussion

Chair

“Ranking”

Faculty Member

Materials

Evaluation Committee
Important Considerations

- Good data are essential
- Understanding the context and history
- Commitment to fairness and quality
- Consistency in application of criteria
- Recognition of and building on strengths
- Ability to hold the line
- Importance of transparency
Counseling Unsatisfactory Performance

- Least fun, but essential; true sign of leadership
- Work from data
- Data from personal files (notes)
- Apply criteria consistently
- Keep Dean informed
- Use expertise on campus
Importance of Preparation

- Adequate preparation (written notes)
- Be direct and frank
- Use “sandwich technique”
- Suggest/Discuss plan of action, follow up in writing
- Allow time for consideration
- Revise (if necessary) and confirm plan in writing with signatures
Encourage Good Performance
Notes on the gentle art of herding cats

1. Cats don't like to be herded (in fact, you can't really herd cats)

2. Cats prefer to herd themselves

3. Cats understand that they sometimes need to be herded (that doesn't make them any easier to herd)

4. Cats don't like being reminded that they are being herded

5. Harsh herding has negative consequences

6. Herd gently, but firmly, with affection or fish as a reward

Remember, you are a cat, too, we all need herding, at one time or another