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# Faculty Evaluation & Performance Counseling



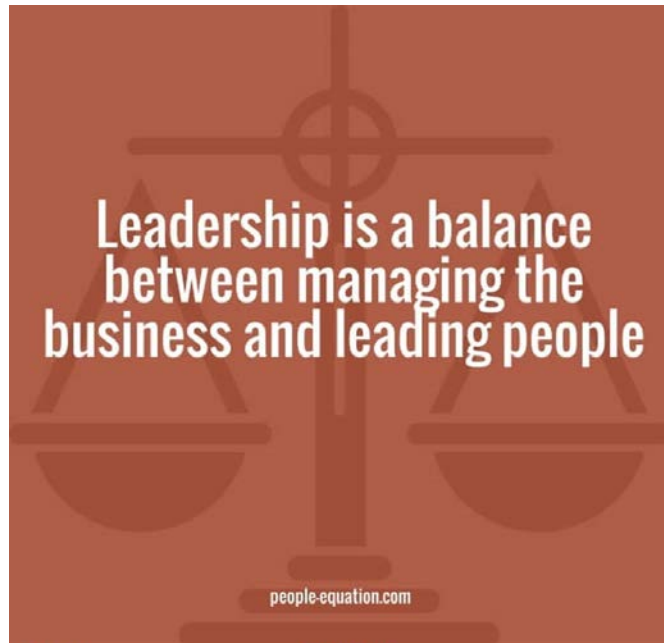
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# Why Evaluate?

*Opportunity to demonstrate value*



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Provides important information on performance expectations and outcomes to:

- Stakeholders
- Funders
- Regulators

Sets expectations for faculty

- Teaching
- Scholarship
- Service

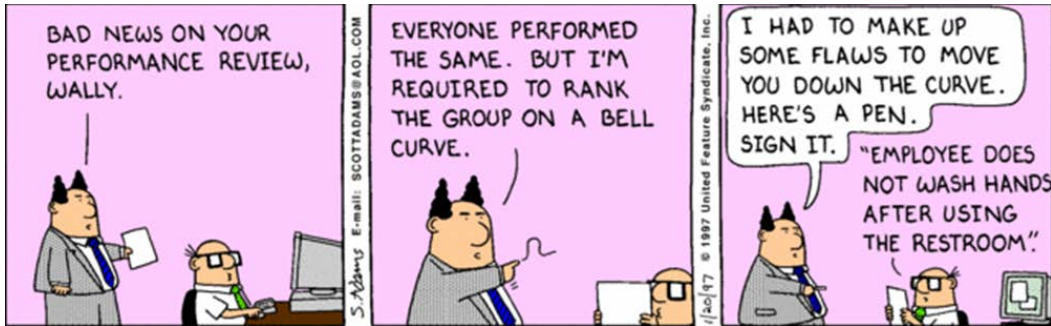
Informs decision making

- Especially critical to new faculty
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# Effective Evaluation

## *Components*



## Clear and Specific Criteria

- Related to mission and goals
- Faculty Informed

## Well defined assignments are key

- Assignments can vary
- Evaluation limited to annual assignment
- Activity vs. Outcome based assignments
- Be aware of University/Union guidelines

## Performance Counseling

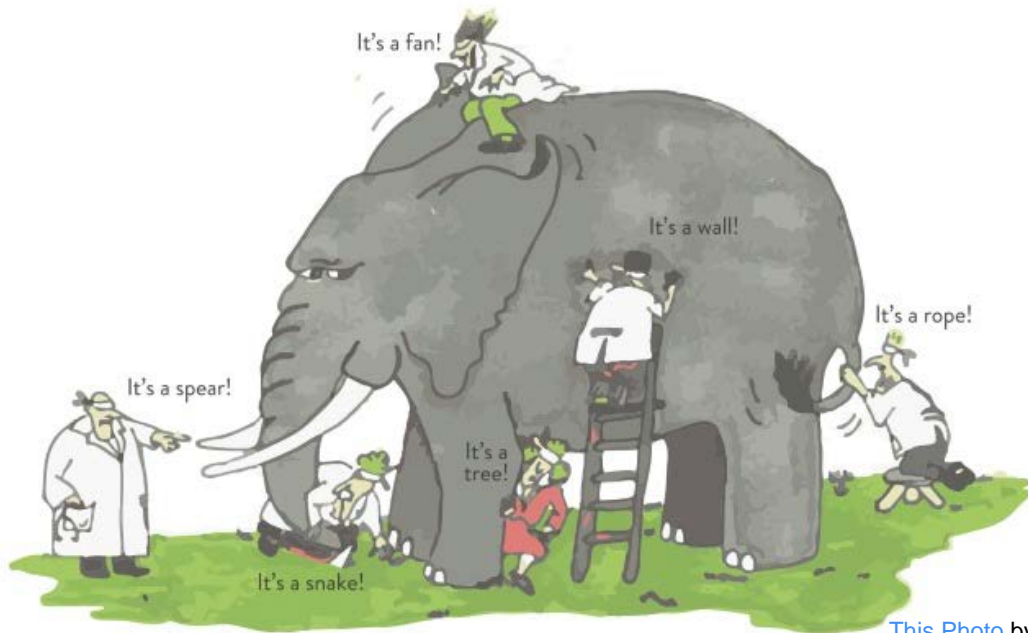
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# Evaluation Process

*Who should be involved?*



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Chair Primarily Responsible  
(but it helps to get perspective)

- May Consider
  - Committee feedback
  - Peer reviews
  - Self-Evaluation
  - Student Evaluation

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# Evaluation Process

*How should performance be evaluated?*



"That's my performance review?! Two thumbs up?!"

What vs. How

- Simple vs. complex
- Objective and Subjective
- Consider potential for bias

Importance of Documentation

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# Performance Counseling

*Important Component of  
Faculty Evaluation*



Ongoing dialogue to provide critical feedback

- Intentional engagement
  - Conversational
    - Listening skills are key
  - Acknowledge
    - Positive contributions
    - Opportunities for professional growth/improvement
  - Must avoid distorting the record
  - Performance Counseling notes
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# Dealing With Unsatisfactory Performance

*Most challenging part of performance counseling*



- Intervene early
  - Gather Information
  - Consider personal factors
    - Lack of competence
    - Physical or mental limitations
    - Not understanding expectations
    - Attitude or temperament issues
  - Consider environmental factors
    - Social/Interpersonal
    - Lack of incentives
    - Facility issues
    - Lack of adequate leadership
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# Addressing Performance Issues

*Guidelines for successful engagement*



- Personally invite faculty for a meeting
    - Present a calm demeanor
      - Keep personal emotions in check
    - Keep an open mind
    - Listen
    - Use empathy while maintaining boundaries
    - Use concrete descriptive language
  - Develop action plan with measurable objectives and timeline
    - Schedule follow up
    - Make appropriate referrals
-



**HANDLE WITH CARE**

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