

A pair of glasses with dark frames is positioned over a document. The document contains text about performance evaluation ratings, including terms like 'Substantially Exceeded Requirements' and 'Clearly exceeded requirements'. The background is a dark, slightly blurred image of the glasses and document.

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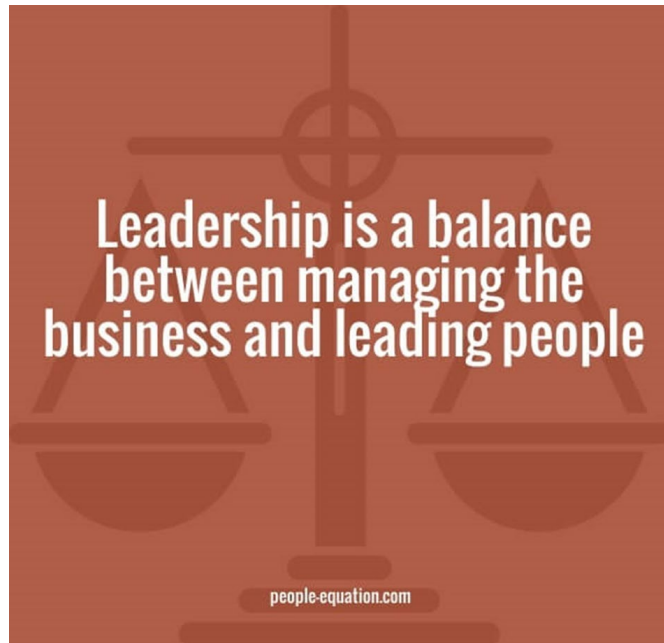
Faculty Evaluation & Performance Counseling



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Why Evaluate?

Opportunity to demonstrate value



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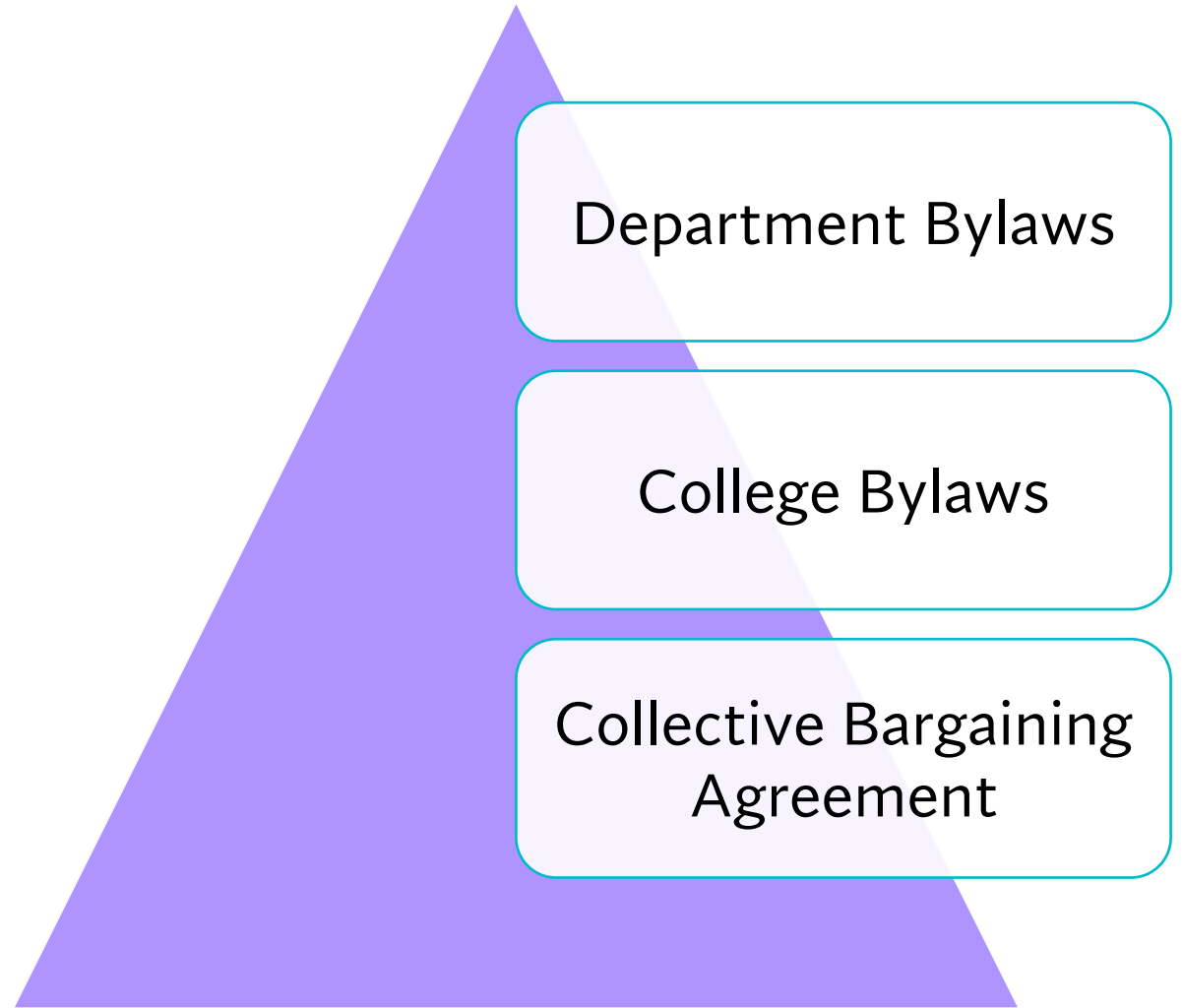
Sets expectations for faculty

- Teaching
- Scholarship
- Service

Informs decision making

- Promotion
 - Tenure
 - Post Tenure Review
 - Merit
-

Evaluation Governance



Effective Evaluation

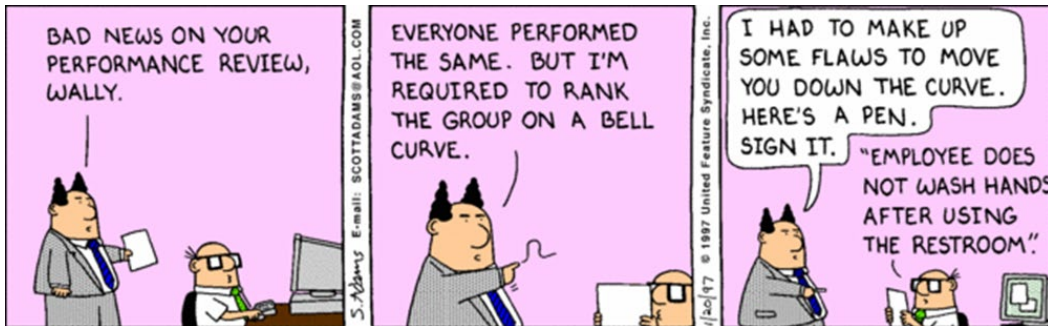
Components

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



Evaluation Criteria

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

Evaluation Process

Who should be involved?

Chair Primarily Responsible
(but it helps to get perspective)

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



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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
-

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
-

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
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HANDLE WITH CARE

