

Faculty Evaluation and Performance Counseling

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Fifty Shades of Good

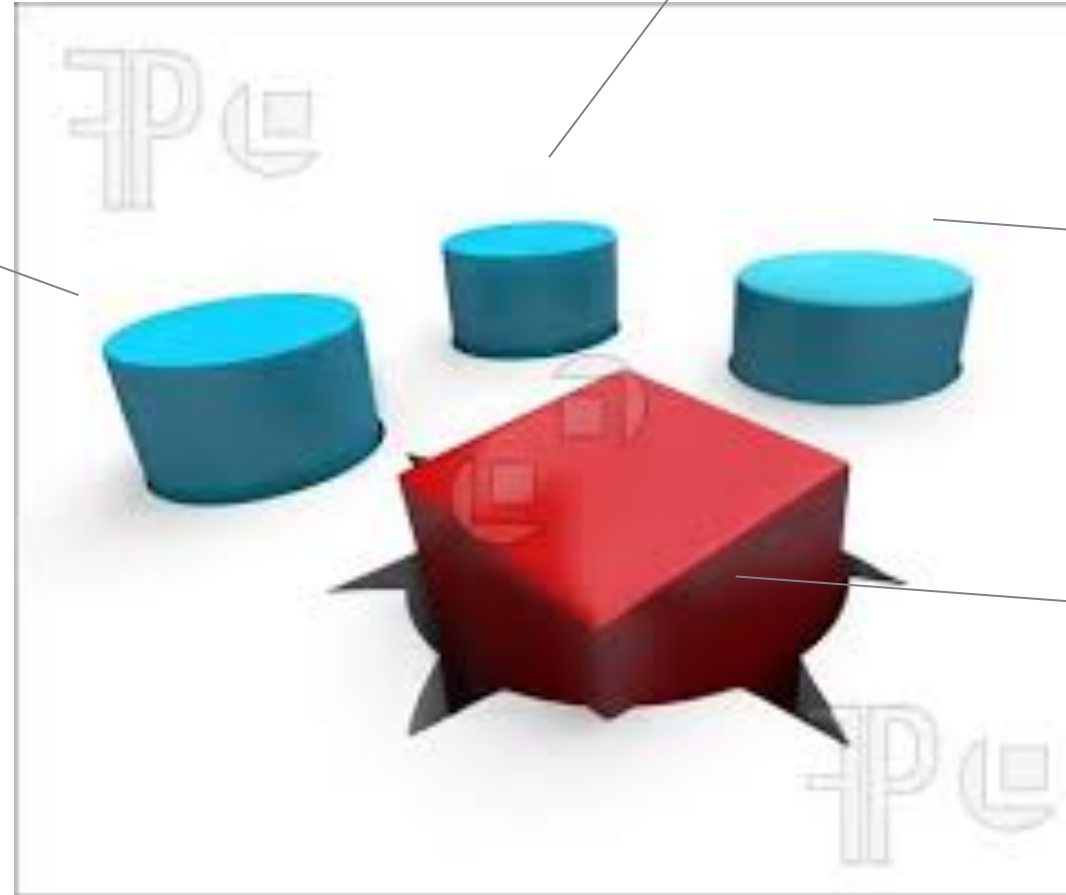
- Outstanding
- Excellent
- Exceptional
- Very Good
- Good
- Satisfactory
- Unsatisfactory



Setting the Stage

What

Why



How

Hard Part

The Why

- Acknowledge performance & accomplishments
- Clarify expectations & set goals



➤ Progress towards

- 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

Formatting 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

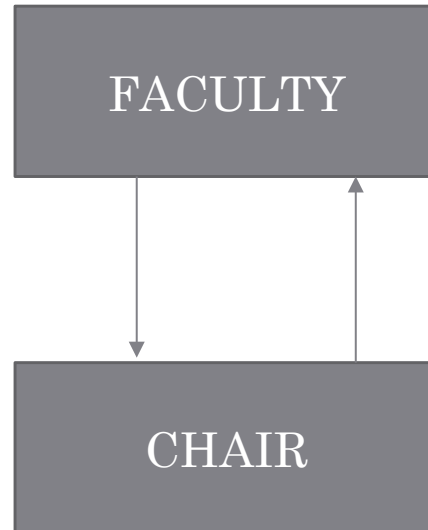
Awards/recognitions

- Level

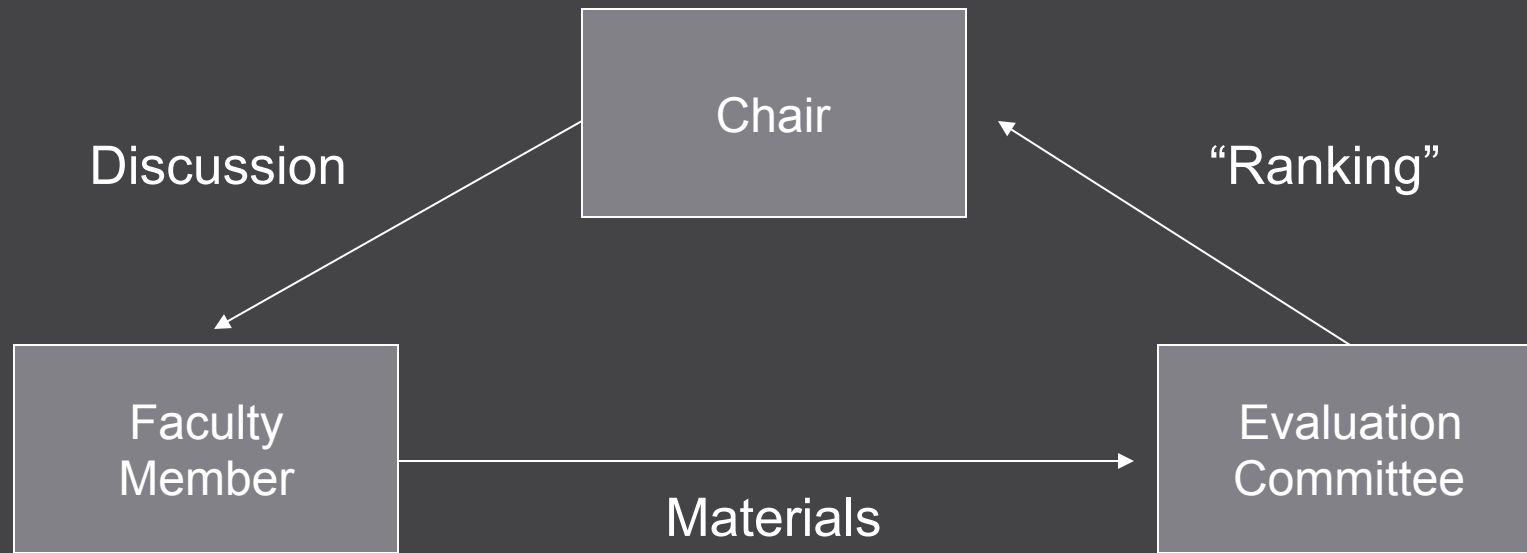
Documented service

- Level & nature

The How



The How



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

Document Everything



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