



## Faculty Performance Appraisal/Evaluation Process Summary Findings from Focus Groups

### Questions:

- 1. Is the written process clear and understandable? Are the expectations of the faculty member clear?** No, both faculty and deans indicated the written process needs to be streamlined and reorganized to be more clearly defined to what is required and why each piece is necessary. **(Any oral interpretation issues?)** Yes, each dean gave a somewhat different interpretation on what was needed and the importance of the process itself. A consistent presentation by the deans to the faculty is needed.
- 2. Are the most appropriate materials being collected for the appraisal? Should any additional materials be included? Should any current materials not be included? (from both faculty and dean perspective)** No. Most participants indicated too much information is required and it is redundant, as this same information is already available elsewhere to the deans. It is felt that faculty do not need to develop or maintain a professional portfolio.
- 3. Regarding the dean's classroom observation, when during the semester would be the best time for the dean to conduct the observation? (Dean & faculty member mutually agree on a time. Deans may also observe at unscheduled times.)** Earlier in the semester would be better, to allow enough time to complete the entire process. Several mentioned that more than one observation would be beneficial, especially if the class involved lab work. **(Did you have a peer classroom observation?)** No one indicated they had a peer observation.
- 4. What are the strengths of this appraisal/evaluation process?** The deans appreciate that it gives them the opportunity to get to know faculty and their work better. One dean observed it is a great opportunity for faculty to self-recognize. Faculty acknowledged it is beneficial to undergo evaluation and have discussion with their dean, even though developing the portfolio is a lot of work.
- 5. What opportunities for improvement to the appraisal/evaluation process do you see? (Do you have any input on how to streamline the appraisal/evaluation process?)** Several ideas were put forth during the focus groups. Simply use the Professional Development Plan and a classroom visit as the annual evaluation was one idea. Another group suggested making it a year-long process with 2 meetings between faculty & dean, 2 observations and using a structured binder (such as is used in the program review process) with tabs and an outline.
- 6. Comments on the timeline – enough time to accomplish the process in the semester?** Some faculty thought no. Be sure the process and expectations are explained and laid out early in the semester so faculty and dean can adequately plan. Need to schedule the classroom visit, get the portfolio complete and allow time for the dean to read the portfolio and respond to the faculty.
- 7. Any other comments or concerns?** Many, please see individual focus group notes.