



Faculty Performance Appraisal/Evaluation Process Focus Group #2 (dean and faculty)

Questions:

- 1. Is the written process clear and understandable? Are the expectations of the faculty member clear?** No, per both dean and faculty it needs to be streamlined. It is very complicated and not easy to see what was needed. It is overwhelming and messy. It should be just the professional development plan. Expectations are not clear.
In Part I, page 4, #6 Sample Instructional Materials – this should be more clearly defined. On this same page, #4 Student Evaluations, b. – for some faculty this will be quite a lot.
(Any oral interpretation issues?) Yes, dean wasn't sure how to explain the process. There is such a big diversity between programs, with different situations or scenarios; it was difficult to use this process across the different programs. Faculty felt the deans did not have buy-in to this process and were not in agreement with Academic Vice President on the whole idea.
- 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)** Per faculty, too much information is required – why resubmit the instructor course evaluation reports, transcripts, syllabi and other information from HR? It is redundant. Also, syllabi are intellectual property and faculty shouldn't have to submit it. The dean, however, liked having all the information gathered together.
- 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.** Faculty mentioned deans should do surprise classroom visits. Per the dean, it is hard to see strengths and weaknesses on just one classroom visit. Checklist is not clear – lectures and labs are very different. The online checklist form is not useful.
- 4. What are the strengths of this appraisal/evaluation process?** It is a very good opportunity for dean and faculty to get to know one another more, and to for dean to see what faculty are doing.
- 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?)** The Professional Development Plan and a classroom visit would be sufficient for an evaluation – don't need this process. Faculty agrees it is important to evaluate employees once per year, but this process is too cumbersome.
- 6. Comments on the timeline – enough time to accomplish the process in the semester?**

7. Any other comments or concerns? Faculty felt the administration bullied them into buying in to this process. The portfolio was presented as optional but it actually seemed to be mandatory. The process was just tossed at faculty without any direction given. Faculty do not understand the purpose of making the portfolio, they feel most faculty at SCC do not need one. Faculty is expected to do more and more paperwork with no reward (i.e. program review) and more hoops to jump. More value is placed on paperwork and less on their work with students. Don't understand why only unlimited full-time tenured members undergo this process. They feel no one listens to faculty or is willing to compromise.

Faculty prepared a lot of supplemental materials electronically for the portfolio, but dean didn't know how to use it, did not access it, and then told faculty they didn't use technology enough. Also, if something is listed as optional, then it should be optional and the dean should not "harass" faculty for it.