



Faculty Performance Appraisal/Evaluation Process Focus Group #3 (dean and faculty)

Questions:

- 1. Is the written process clear and understandable? Are the expectations of the faculty member clear?** Yes, although a bit unruly. Three long documents, a bit repetitive and could be condensed and better organized. Although, some people need repetition to better understand. Could be reorganized into Part 1 – here is what we need, and Part 2 – this is why we need it. Expectations were clear except for timeline and the amount of detail needed in the portfolio. No minimum/maximum requirements given, which would have been helpful.
(Any oral interpretation issues?) Yes, not consistent interpretation among the deans.
- 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)** Dean received the bare minimum required. No feedback from faculty on this question as they could not remember the details from last semester.
- 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 would be better. Discussed online classroom observation, that it should not be an intro module. Would be helpful to observe more than one. Discussed observing previous semester's course vs. current semester, and what dean actually sees and doesn't see (i.e. faculty/student interaction via email). Would like to improve the online checklist, look at the bigger picture than just course content.
- 4. What are the strengths of this appraisal/evaluation process?** Dean appreciates the opportunity to engage faculty. The F2F classroom observations are more effective than online observations. Online are more like peer reviews, but with F2F the dean can see faculty engage with students, see non-verbal language. Per faculty, putting the portfolio together was a pain, but it's good to evaluate and have the discussion between faculty and dean. Great opportunity for faculty to self-recognize.
- 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?)** Change it to a year-long process, with 2 meetings between dean & faculty, 2 observations (classroom, lab, online), and have more things be optional. Have more consistency and balance between how deans approach and present the process. Provide a structured binder (like is used in program review), with tabs and an outline, so faculty and dean know exactly what to do and what to expect of the process.

6. Comments on the timeline – enough time to accomplish the process in the semester?

Unclear on timeline to start with – thought they had all semester to complete portfolio, but actually needed to schedule in the classroom visit and one or two meetings with dean, which meant portfolio needed to be done prior to end of semester and that was not clear to start with.

7. Any other comments or concerns? Efolio – make it optional, not required. Faculty close to retirement don't participate.