Council of Chairs Meeting

2017-01-18

Faculty Evaluation:
- Challenges, Best Practices, & Suggestions
Breakout Format

- Two tables per breakout discussion topic
- Each table selects one person to report out and a second person to be on a panel for discussion

2:00  Paul and Jay initiate the discussion
2:10  40 minutes of discussion around the tables
2:50  10 minute break
3:00  Report out best practices and suggestions: 2 minutes per table
3:20  30 minutes of panel discussion, Q&A
3:50  Wrap-up
DH Challenges in Evaluating Faculty

- **Ratings Categories:**
  - Historical Ratings – we are being asked to average “Meets Expectations”
  - Meaning of Meets Expectations
  - Goal-oriented faculty
- **Changing Expectations at RIT:**
  - Variation among colleges
  - Variation among faculty in a department
  - The portfolio model
- **The Impact of Evaluation on Morale:**
  - Variation in workloads among colleges
  - Balance of teaching and scholarship
- **Formative vs. Summative Evaluation**
- **Evaluating Teaching**
- **Difficult Conversations**
  - Variation in salaries among colleges (DHs are in the dark)
  - Changing role (i.e., evaluating a former peer or DH)
  - Self-evaluation (lots of effort for low potential salary increase)
  - Fixed vs. percentage salary increments
Breakout Discussion Topics

• **Goals of Faculty Evaluation:**
  • Summative vs. formative?
  • Mentoring vs. determining salary increase?
  • Tenure-track, tenured, vs. lecturer?

• **Self-evaluation:**
  • Better format? Free form, specific factual numbers? Short vs. long?
  • To what level of consistent form do we need/want?
  • Plan of work by whom? Faculty or chairs?

• **Evaluation Meeting:**
  • How to communicate? low performing faculty, seasoned faculty, superstars, peer -> boss -> peer, …
  • Can we realistically have consistent expectations across units?
  • Changing and varying measures for rating categories – how explicit do we want to define the metrics, for whom?

• **Outcome of evaluation:**
  • Ratings: mostly 4’s and 5’s? Why or why not?
  • Salary or merit increase? How to award high-performing faculty (if there is few or no low-performing ones)?
  • Long term effect to faculty morale?
Breakout Discussion Topic 1

• **Goals of Faculty Evaluation:**
  • Summative vs. formative?
  • Mentoring vs. determining salary increase?
  • Tenure-track, tenured, vs. lecturer?
Breakout Discussion Topic 2

- **Self-evaluation:**
  - Better format? Free form, specific factual numbers? Short vs. long?
  - To what level of consistent form do we need/want?
  - Plan of work by whom? Faculty or chairs?
Breakout Discussion Topic 3

- **Evaluation Meeting**: 
  - How to communicate? low performing faculty, seasoned faculty, superstars, peer -> boss -> peer, …
  - Can we realistically have consistent expectations across units?
  - Changing and varying measures for rating categories – how explicit do we want to define the metrics, for whom?
Outcome of evaluation:

• Ratings: mostly 4’s and 5’s? Why or why not?
• Salary or merit increase? How to award high-performing faculty (if there is few or no low-performing ones)?
• Long term effect to faculty morale?