



Cracking the Myths around Faculty Evaluation: An Orientation to the Evaluation Process

Workshop Outcomes

- Participants will understand the purpose and the who, what, and when of the faculty evaluation.
- Participants will know where to get answers to their questions about the evaluation process.

Resources for the Facilitator (may also be assigned to participants)

- [Tenure](#), American Association of University Professors (nd)
- [Good practice in tenure evaluation: Advice for tenured faculty, department chairs, and academic administrators](#), American Council on Education, The American Association of University Professors, and United Educators Insurance (2000)
- [Some implications of tenure for the profession and society](#), Ernst Benjamin, American Association of University Professors (nd)

Pre-Session Assessment Questions

How well do you understand the purpose of the faculty evaluation process?

[Not at all; Slightly; Moderately; Very; Extremely]

How well do you understand the structure of the faculty evaluation process: who is involved, what is required, and the timing of the different elements?

[Not at all; Slightly; Moderately; Very; Extremely]

How well do you understand where to find accurate information about the faculty evaluation process?

[Not at all; Slightly; Moderately; Very; Extremely]

Workshop Outline

0:00 (15 m.)

Welcome and introductions of the facilitator and participants. Purpose of the bootcamp and how participants will benefit.

Activity: Ask participants to take two minutes to reflect on the broad and specific purposes of faculty evaluation and write down three. Share those with the larger group as the facilitator writes them down on a board or a projected document. Identify themes and areas of anxiety or tension.

0:15 (20 m.)

Why: What is the purpose of evaluation?

- Opportunity for reflection and critical self-evaluation: are you meeting your professional goals?
- How do evaluations align with institutional assessment of teaching effectiveness?

Who, what, when?

- Who is involved in the evaluation process?
- What expectations does the institution have for a successful evaluation process?
- What, broadly, does the faculty member need to generate and provide for the evaluation?
- When does each element of the evaluation process happen?

Resources for information about the process

- Faculty handbook (show how to access and review relevant content)
- Other institution-generated resources (show how to access and review the relevant content)
- Materials of other recently evaluated colleagues

0:35 (10 m.)

[This is a good place for a brief break, if needed.]

0:45 (45 m.)

Questions/answers with an experienced evaluator (member of tenure and promotion committee; academic affairs officer) to debunk “myths” around evaluation process

Activity: Ask an experienced evaluator to join the group to share their wisdom. Ask the EE to begin by sharing two or three common pitfalls or “mistakes” and missteps faculty make in their evaluations and then invite participants to ask questions. If there is a large group of participants, consider passing out note cards for them to write questions on during the break, collect those, and sort into categories. The EE can address categories of questions instead of individual questions.

1:30

Conclusion

Assign any “homework” for the next module.

Assign Post-Session Assessment Questions.

Post-Session Assessment Questions

How well do you understand the purpose of the faculty evaluation process?

[Not at all; Slightly; Moderately; Very; Extremely]

How well do you understand the structure of the faculty evaluation process: who is involved, what is required, and the timing of the different elements?

[Not at all; Slightly; Moderately; Very; Extremely]

How well do you understand where to find accurate information about the faculty evaluation process?

[Not at all; Slightly; Moderately; Very; Extremely]