

**Chairs and Heads Meeting**  
***Developing a Culture of Evaluation and Support for Faculty Success***  
**December 15<sup>th</sup>, 2010**

Attendance

Thirty-nine individuals attended and 29 completed evaluations.

Quantitative Results from the Evaluation Form

**My Awareness and understanding of policies 350 and 352 has increased after today's workshop.**

	Frequency	Percent	Cumulative Percent
Valid Strongly Disagree	1	3.4	3.4
Disagree	4	13.8	17.2
Agree	15	51.7	69.0
Strongly Agree	9	31.0	100.0
Total	29	100.0	

**I will be able to implement new strategies to create a department culture that values mentoring as a result of my participation in this workshop.**

	Frequency	Percent	Cumulative Percent
Valid Disagree	3	10.3	11.1
Agree	20	69.0	85.2
Strongly Agree	4	13.8	100.0
Missing Data	2	6.9	
Total	29	100.0	

**I will be able to implement new strategies to create clear job descriptions that can be effectively evaluated as a result of my participation in this workshop**

	Frequency	Percent	Cumulative Percent
Valid Strongly Disagree	1	3.4	3.8
Disagree	4	13.8	19.2
Agree	14	48.3	73.1
Strongly Agree	7	24.1	100.0
Missing Data	3	10.3	
Total	29	100.0	

**This workshop was clear and well-organized**

	Frequency	Percent	Cumulative Percent
Valid Agree	13	44.8	44.8
Strongly Agree	16	55.2	100.0
Total	29	100.0	

**I would recommend this workshop to others**

	Frequency	Percent	Cumulative Percent
Valid Disagree	3	10.3	10.3
Agree	15	51.7	62.1
Strongly Agree	11	37.9	100.0
Total	29	100.0	

**Rate the overall quality**

		Frequency	Percent	Cumulative Percent
Valid	Average	6	20.7	22.2
	Above Average	18	62.1	88.9
	Excellent	3	10.3	100.0
	Missing Data	2	6.9	
	Total	29	100.0	

Qualitative Results from the Evaluation Form

1. What questions do you still have about utilizing the annual evaluation process as a time for mentoring faculty in your department? Also, please list any topics you would like to receive additional information about or that need further clarification.
  - Evaluation procedures & techniques, performance evaluation models.
  - Can we see examples of some beautifully composed annual evaluation letters? We are often reminded how lame we are as administrators. How about at least a glimmer of good practice on our part?
  - Do deans ever give feedback on letters? Annual letters could be evaluated.
  - Maybe evaluation and mentoring should be separate activities?
  
2. What questions do you still have about how to create a department culture that values mentoring? Also, please list any topics that you would like to receive additional information about or that need further clarification.
  - How to manage the additional demand for a faculty member's time to do this.
  - Turns out that we were unaware of who was mentoring whom! Chairs were obviously out of the loop.
  - We are a self-mentoring department.
  
3. What do you think were the most helpful or valuable aspects of the workshop you attended today?
  - Common thoughts among chairs, common problems, good reminders.
  - Reaffirming need to know policy.
  - 350.1.5 & 300.1.6.
  - We probably learn the most at our table talk—maybe even more than the stories that are shared.
  - Details on faculty evals.
  - Exercises with other chairs/heads.
  - Discussion at table.
  - Steps of evaluations.
  - Examples shared.
  - Scenarios.
  - Practicing difficult conversations.
  - Sharing ideas with other chairs about how to handle difficult situations.
  - Advice, exercises on specific feedback.
  - Discussion of criteria for evaluation letters.
  - Examples and discussion.
  
4. How could this workshop be improved to be more beneficial to you?
  - Define what is expected in terms of evaluations of faculty.
  - We repeatedly hear from nice presenters who tell us how to behave as chairs/heads when they have zero experience themselves. The mentoring presenter was experienced.
  - It assumed we had never done any of this before. Nothing new?
  - Case studies are the best.
  - Examples.
  - Provide it to the faculty.

5. Please provide any additional comments you have about today's workshop and/or the FORWARD program in general on the back of this page.
- Great job overall.
  - A focused discussion of more difficult problems related to faculty evaluations, such as risk management in evaluative decisions.
  - Why aren't we told ahead of time about the topic for the meeting? Afraid nobody would show?
  - Good timing—gets us ready for writing letters.
  - Beware of unintended consequences with this program.
  - Low-cost mentoring reward: gift cards for lunch or dinner for mentors and protégée—let them pick location.
  - I have learned a lot from the FORWARD related workshops.