

Surveys conducted annually by Bob Cipriano and Rick Riccardi repeatedly reveal that evaluating their colleagues is one of the activities that faculty members dread most. Faculty evaluation can be time consuming, anxiety producing (for both the chair and faculty member), and limited in its value. But it doesn't have to be. Recent research, as well as an extensive study of practices in effect currently at colleges and universities, reveal that there are better ways in which chairs can participate in the evaluation process while still adhering to their institutions' own policies.

In this workshop we'll explore:

- Ten internationally recognized best practices in faculty evaluation.
- Why goal setting should *always* be part of the evaluation process.
- Why most institutions' evaluation processes are severely flawed and what you, as a chair, can do about it.
- What student course evaluations can tell you ... and what they can't.
- The resources that are available that can tell you what to say during a performance review to make the process most effective.
- Why the concept of "the result of an evaluation should never come as a surprise to a faculty member" is actually a myth and what to do about it.
- How to evaluate holistically rather than become hung up on your own pet peeves.