Part 2/Theory 3: Considering the faculty member's welfare *before and after* the evaluation

As described in Chapter 4, there are several important considerations that must not be neglected before and after the evaluation, particularly when criteria are irrelevant or lacking, or in the case of an unsuccessful outcome for the faculty from the evaluation process.

The post evaluation experience for faculty, particularly in the case of an unsuccessful performance evaluation, is a serious matter. The following recommendations are offered as ways to promote good will and alleviate a cascade of problems and pressures for faculty that are faced with a negative outcome in a performance evaluation.

The most important considerations were described by Franke (2001) and supported by other data collected in this inquiry, including:

- Deliver the bad news with compassion, always considering the golden rule---"how would you feel if you received this letter" (Franke, 2001, p. 20)?

- Encourage colleagues to interact professionally with the unsuccessful candidate after the denial of tenure. Franke (2001) writes: "social isolation can exacerbate the unsuccessful tenure candidate's sense of failure" (p. 21).

- Finally, the institution that has denied tenure to a candidate should help the individual move on with his or her career (Franke, 2001).

The importance of these ethical considerations should never be minimized or overlooked.

Part 3: Recommendations from theory and outcomes

The issue is not whether we should change, but whether any particular change proposed will make an improvement. The literature is replete with calls to move from frameworks to blueprints at every level. There are assumptions about what is happening and comparisons being drawn, but I am compelled to confront the notion promoted by avid proponents of the conventional system---that the unique and specific nature of work in film and digital media unique situations in not a form of scholarship and therefore recognition and rewards are limited, or not possible.

The heart of this doctoral dissertation is its theoretical conclusions and recommendations that have emerged from research data. The outcome of three theories were described in the previous section, derived from careful study of data---the literature, from surveying and interviewing of participants in this research, and personal reflection in the form of auto/ethnographic writing. Recommendations herein state who needs to pay attention to the research outcomes, with each recommendation relating back to the research problem and providing at least partial response to the research question. Ideally, it is anticipated that some or all of the recommendations will generate a new round of questions and topics for future study.

Part 3 consists of thirty-four recommendations (#1-34) that emerge in response to the research problem, research question and the need for change. The recommendations herein are intended for faculty members, for academic leaders in the field of film and digital media, and administrative policy makers in institutions of higher learning. The following section moves from general recommendations to increasingly specific recommendations for consideration by all concerned parties in a performance evaluation in the field of film and digital media, at departmental, college, and university levels.