

**Performance Review for Tenured Faculty: Administrative Process
FP: 103b**

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Purpose

The purpose of the Performance Review Policy for Tenured Faculty is two-fold:

1. To provide formative rather than summative evaluation and to support faculty in continued professional development and/or in the promotion process.
2. To provide the faculty member with an opportunity to develop annually one's goals and objectives to perform one's duties, and to participate actively in one's own growth and development.

This policy provides for the constraints or prohibitions of its applications to tenured faculty.

1. Neither this policy nor its process is designed to review or remove tenure status.
2. Neither this policy nor its process is designed to interfere with or diminish the academic freedom of tenured faculty.
3. These performance reviews are to be considered confidential and unavailable beyond NLU without the written permission of the individual faculty member.

This policy and process are intended to be an expansion of National-Louis University Faculty Policy 103, Evaluation of Faculty Performance. Therefore, the categories for evaluations as well as the language are consistent with Faculty Policy 103.

The Process

The first year the faculty member is engaged on a tenured contract is to be considered a developmental year (Sept 1-June 30). The next academic year, the faculty member will be expected to begin a three year review cycle. He or she initiates the process by developing a set of goals and objectives and submitting them to the appropriate administrator. The framework for these goals and objectives will comprise the same categories used for the granting of tenure.

The four categories are:

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1. Quality of Instruction;
2. Service within the Institution;
3. Service to Profession and Community; and
4. Professional Growth and Development

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Each tenured faculty member will set a three-year plan with specific annual goals and benchmarks and submit this plan to his or her appropriate administrator. The faculty member may revise or update the plan and should submit such changes by December 31st of each year.

These goals and objectives should be consistent with a development plan and teaching load done annually. It is equally important that these specific goals be reached by consensus and in an environment of academic freedom with the desire to optimize the faculty member's professional growth and development.

Step 1: During the academic year following the granting of tenure, each faculty member will develop a three-year plan including yearly goals and benchmarks based on four areas:

Quality of Instruction
Service within the Institution
Service to Profession and Community
Professional Growth and Development

Step 2: At the end of each academic year, the faculty member will do a self-review and assessment of performance based on the previously defined goals and benchmarks. The plan may be revised at this point. If the faculty member is unable to accomplish a particular goal, this should be noted. It is recommended that a copy of this self-review be sent to the dean/designee for informational purposes.

Step 3: By November 1st of each year, the Provost's Office will inform in writing those faculty members scheduled for performance review.
The Faculty Senate will approve this schedule annually.

Step 4: The faculty member will prepare a narrative for submission to the dean or designee by June 30th of the 3rd academic review year of the three-year cycle. The narrative will be brief, demonstrating the attainment of goals. Goals not accomplished should be noted. Limited documentation may be included.

Step 5: The dean or designee will schedule a meeting to discuss this review by October 31st following submission of the aforementioned narrative. The purpose of this discussion is growth and development. The primary evaluator may provide suggestions, ideas, and resources to enhance the faculty member's performance and achievement of goals. The ultimate objective is to assist the faculty member in the enhancement of individual performance and /or in the promotion process. A new three-year plan due by December 31st following this meeting with the dean or designee should reflect results of this review.

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Step 6: The dean or designee will document the review discussion in narrative form. One copy will be given to the faculty member, and one copy will be retained on file in the dean's office.

SUMMARY OF STEPS TO BE COMPLETED IN THREE-YEAR CYCLE

Academic Year One

By December 31st	Faculty member submits to dean or designee a three-year plan with annual goals and benchmarks
By June 30	Faculty member conducts a self-review and assessment

Academic Year Two

By December 31st	Faculty member submits to dean or designee updates to the three-year plan as needed
By June 30	Faculty member conducts a self-review and assessment

Academic Year Three

By November 1	Provost's Office notifies faculty members eligible for performance review
By December 31st	Faculty member submits to dean or designee updates to the three-year plan as needed
By June 30	Faculty member submits narrative demonstrating progress on plan and goals

Restart of Three-Year Cycle – Academic Year One

By October 31	Faculty member and dean or designee meet to discuss professional development and growth
By December 31st	Faculty member submits to dean or designee new three-year plan incorporating, as needed, input from recently completed meeting with dean or designee
By June 30	Faculty member conducts a self-review and assessment