Faculty Performance Review Workshop

March, 2018
Workshop Goals:

1. Review purpose of annual reviews
2. Highlight changes in domain rubrics & their use for reflection and evidence gathering
3. Explore types of evidence for reflections on teaching beyond IDEA data
4. Initiate your preparation for the annual review process
# Workshop Agenda

## Part 1: Introduction
1) Purpose
2) Overview of Updates

## Part 2: Faculty Self-Assessment
1) Performance domains and rubrics
2) Gathering and analyzing your evidence
3) Goal setting next year
4) The self-assessment form

## Part 3: Review meeting preparation
1) Forms and folders
2) Due dates
3) Scheduling your interview
Part 1:
Introduction and Background
The Purpose of these performance review procedures is three-fold

1. To provide formative assessment and to support faculty in continued professional development and in the process of tenure and/or promotion, when applicable.

2. To provide an opportunity for faculty to develop annual goals and performance objectives while actively participating in their own growth and development.

3. To provide faculty and administration with summative data to be used to make determinations for merit salary increases (all faculty) and to serve as an evidence-based component for promotion and tenure processes.
Formative evaluations are intended to provide a systematic process for assisting faculty in balancing individual and institutional goals and for promoting professional growth and development.

- They primarily benefit the individual faculty member by providing reasonable support for continual growth and development.

The feedback from the review helps faculty set short term goals (the next year) and longer term goals in alignment with their work plan.

- The review process should lay the foundation for setting of the subsequent year’s goals, defining workload, and performance areas to strengthen.
The summative component is used to help inform determinations for faculty merit salary increases and future renewal decisions.

**REMINDER**: Evaluations are an integral component of the tenure and/or promotion review process.

- The yearly performance reviews are expected to form the basis for faculty’s dossiers in the tenure and promotion process.
Streamlined review process to 3 domains – PD integrated within:
- Teaching excellence
- Service
- Scholarship / Leadership in Teaching and Learning

Emphasize formative feedback in the review – revised rating scale language:
- Outstanding Practice
- Proficient Practice
- Inconsistent Practice

Language for performance indicators reflect relevant research-based concepts
- Adaptive expertise (rating scale)
- Pedagogical content knowledge (Teaching Domain)

Teaching Excellence domain includes 3 competency areas:
- Evidence for engaging students; forming learning communities
- Evidence for effective instructional practices
- Evidence for use of current disciplinary knowledge in teaching
PROFESSIONAL DEVELOPMENT AND ENGAGEMENT – NOT GOING AWAY!

Integrate professional development and engagement as it relates to your:

- **Teaching**
- **Service**
- **Scholarship/Leadership in Teaching and Learning**
Part 2:

Using Faculty Performance Rubrics as a Guide

1. Revised performance Indicators and rubrics
2. Considering evidence – IDEA and beyond
Three Domains in the Review

**Domain 1- Teaching Excellence:** Content Expertise, Instructional Design, Teaching Management (professional development integrated)

**TENURE TRACK/TENURED FACULTY**

**Domain 2- Research, Scholarship, Inquiry:** Creation and Application of Knowledge, Publication, Presentation, Consulting, Grants, Leadership in the field.

**TEACHING AND LEARNING TRACK FACULTY**

**Domain 2- Leadership in Teaching and Learning:** Developing adaptive expertise; collaborative team work to implement effective content pedagogy in higher education; catalyzing institutional learning on instruction and curriculum design in higher education; and advocacy or expert consultation.

**Domain 3 - Service to the Institution:** Administrative, Governance, Faculty Support, Student Support, Outreach.
TEACHING EXCELLENCE: APPLIES KNOWLEDGE OF STUDENTS AND LEARNING PROCESS IN CONTEXT OF TEACHING

• **1.1** Intentionally designs student-centered learning activities. Effectively designs lessons and courses using student-centered pedagogical approaches such as flipped classroom, project-based learning, and other inquiry-centered strategies to ensure student engagement in the learning process.

• **1.2** Forms responsive relationships with students and effective learning communities. Faculty member creates positive learning environments for all and strives to meet the needs of diverse learners.

• **1.3** Explicitly communicates appropriately high course expectations so that so students can envision a clear learning path and see how particular activities and their sequence within a course contribute to their growth and learning.

• **1.4** Facilitates student metacognitive knowledge and self-directed learning through learning and assessment activities. Goes beyond engaging students to ensure they are analyzing their own thinking, strengths and weaknesses in the course content

• **1.5** Collaborates with other professionals (advisors, LLS) to promote student engagement in the learning process and achievement of course outcomes (as it relates to the course and/or program assignments), communicating regularly and thoroughly with Advisors, Coaches, or Library & Learning Support to ensure a holistic student experience and to support appropriate interventions (Contributes to holistic student experience). (When applicable: directs individual student work including teaching independent studies and/or courses by arrangement, informal student seminars, tutoring, student consultation; supervising internships or other clinical activities, supervising or serving on theses or dissertations.)
TEACHING EXCELLENCE: APPLIES KNOWLEDGE OF EFFECTIVE INSTRUCTION IN TEACHING PRACTICES

• 2.1 Implements and monitors effectiveness of core teaching practices appropriate to course content (e.g., leading class discussions, facilitating small group work, supporting writing in content area) to promote students’ higher order thinking and metacognition.

• 2.2 Uses assessment data to adjust instruction. Uses formative assessment to identify concepts and skills students are mastering and those they are not – and follows-up with varied approaches to differentiate instruction in ways that enable students to better access content and/or acquire skills related to the learning outcomes.

• 2.3 Leverages technology in ways that generate student engagement and learning; takes responsibility for monitoring the quality and effectiveness of course templates to engage students and promote strong learning outcomes; routinely makes minor updates to curricular tools and templates based on feedback from students’ course experience.

• 2.4 Routinely uses instructional strategies reflecting research on how students learn: a.) engage and build upon students’ prior learning, b.) model thinking, making conceptual connections explicit (i.e., mental models); c.) provide opportunities for students to practice expected skills d.) monitor student thinking and provide feedback, and e.) foster student metacognition (thinking about thinking).

• 2.5 Routinely collaborates with other faculty to use assessment data to refine and improve course and program curricular design to ensure student achieve program learning outcomes.

• 2.6 Actively seeks out and adopts technology innovations to enhance student engagement and learning; testing new pedagogical practices to improve student learning.
TEACHING EXCELLENCE: APPLIES CURRENT KNOWLEDGE OF THE DISCIPLINE TO ENSURE STUDENTS ARE WELL PREPARED

- 3.1 Current content expertise is evident in depth of preparation and delivery to meet goals and learning needs of students (includes development of lesson plans, syllabi, assignments, finding appropriate media for content delivery, and development of course website, minor course updates). For teaching and teaching related assignments, reviews and updates course content to reflect current research in the field.

- 3.2 Continuously updates content knowledge to improve or update the curriculum. Engages in inquiry in the field to identify current issues and trends.

3.3 Collaborates with other faculty to continuously update content knowledge and improve the curriculum. Engages in one or more of the following:

  - Collaboratively develops and maintains quality resources and materials for teaching and learning; contributes guides or modules to support teaching and learning in a content area; participates in instructional teams to monitor effectiveness of program instruction; participates in program assessment/evaluation and review; participates in accreditation preparation and review

  - Facilitates/generates regular discussions among faculty teaching a common portion of the curriculum to share content pedagogy knowledge and to continually improve the teaching and learning environment for all students and faculty in the content area.

  - Course champion: Takes responsibility for monitoring the quality and effectiveness of course templates in the LMS; gathering and using feedback from students and other faculty to complete minor updates to curricular templates in a timely manner, keeping colleagues informed of changes and how they relate to the overall program content, outcomes, and design. Ensuring the program’s curricular maps are updated as needed to reflect course level changes.

- 3.4 Leadership: Mentoring/Professional Development of Teaching; Provides leadership in teaching and learning; shares specialized knowledge of teaching in the content area by mentoring peers, leading workshops, sustained engagement in supporting junior faculty in developing their teaching; mentoring new teachers.
# EXAMPLES OF EVIDENCE FOR REFLECTIONS ON TEACHING

<table>
<thead>
<tr>
<th>Apply/Develop Knowledge of Students &amp; Learning</th>
<th>Apply/Develop Knowledge of Instruction</th>
<th>Apply/Develop Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Data (provided)</td>
<td>IDEA Data (provided)</td>
<td>Syllabi updates and improvements</td>
</tr>
<tr>
<td>Student feedback other than IDEA (e.g., data from the NLU instructor evaluation system, data from college, department, program, or faculty-created student surveys)</td>
<td>Peer or administrative teaching observations</td>
<td>Assignment enhancements to deepen or update content</td>
</tr>
<tr>
<td>Student learning data; work samples</td>
<td>Key assignments tied to learning outcomes</td>
<td>Seminars and conferences attended and how they inform knowledge in the discipline</td>
</tr>
<tr>
<td>Assignment modifications to support student learning</td>
<td>Instructional innovations in different modalities</td>
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<td></td>
<td>Teaching experiments tied to student outcome data and implications for improvement</td>
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<td></td>
<td>Application of PD to teaching</td>
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<td></td>
<td>Facilitation of teaching forums</td>
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<td>Awards, honors</td>
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*Curriculum vita required*
Using IDEA data

- Summary report uploaded which will include IDEA data on key Teaching and Learning indicators
  - All courses from Spring, Summer, Fall and Winter
  - Key performance indicators

- Detailed IDEA reports
  - [https://nl.campuslabs.com/faculty/](https://nl.campuslabs.com/faculty/)

- IDEA resources ([http://www.ideaedu.org/](http://www.ideaedu.org/))
### Key Performance Indicators

- Overall, I rate this course as excellent.
- Overall, I rate this instructor an excellent teacher.
- Question # 46: The instructor had high achievement standards in this class.
- Question # 47: The instructor used educational technology (e.g. Internet, e-mail, computer exercises, multi-media presentations).
- The Teaching Methods # 17: Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve.
- The Teaching Methods # 7: Explained the reasons for criticisms of students' academic performance.
- The Teaching Methods # 1: Displayed a personal interest in students and their learning.
1. **Creation of Knowledge or Application of Research or Theory in novel contexts:**

1.1 Develops and/or applies research to identify problems, assess needs, and recommend solutions in an area of need.

1.2 Actively participates in design and implementation of research studies, engages in inquiry processes reflecting the university’s active engagement with the broader community.

1.3 Contributes expertise to research projects conducted by others.

1.4 Supervises student research.

1.5 Receives awards and honors related specifically to the creation and application of knowledge.

1.6 Applies for internal grants and/or small professional grants to establish or strengthen program of research.

1.7 Writes and applies for competitive grants/contracts to fund research or innovations in delivery of service/work that advances the discipline.

1.8 Participates in implementing a grant under the supervision of PI or other supervisor.

1.9 Serves in leadership role to implement research grants; Manages research grants/contracts as Principal Investigator or Co-Principal Investigator.
SCHOLARSHIP DOMAIN (TENURED/TENURE TRACK)

2. Dissemination of knowledge or application of new knowledge

2.1 Refereed presentations of research (e.g., professional conferences).

2.2 Dissemination of faculty work through a variety of quality professional presentations, seminars, speeches, performances, and exhibits, this might include, for example, the development and maintenance of web sites that are related to scholarly work and that are recognized by others in the discipline.

2.3 Refereed or invited publications of research (e.g. professional journal or book chapter).

2.4 Evidence of collaboration with and/or mentorship from more experienced colleagues and/or professional research communities for purposes of professional publication.

2.5 Clearly shows emerging (Assistant), established (Associate) or sustained (full) focused program of research as evidenced by ongoing productivity as well as development of research and related materials for future publication (books, articles, studies, cases, policy papers, and/or other materials).

2.6 Presentations, publications, or other methods of dissemination are recognized as a significant contribution to the field, demonstrate faculty impact on the profession, and elevate NLU’s reputation.
### EXAMPLES OF EVIDENCE FOR REFLECTING ON SCHOLARSHIP - TENURE/TENURE TRACK

<table>
<thead>
<tr>
<th>Creation of Knowledge or Application of Research</th>
<th>Dissemination of Knowledge or Application of New Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Research proposal</td>
<td>Articles and published documents</td>
</tr>
<tr>
<td>Works in progress</td>
<td>Materials that result from community-based work</td>
</tr>
<tr>
<td>Articles and published documents</td>
<td>Conference presentations or performances</td>
</tr>
<tr>
<td>Grants written</td>
<td>Conference abstracts (not accepted)</td>
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<tr>
<td>Materials from community-based work</td>
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<tr>
<td>Conference presentations or performances</td>
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<tr>
<td>Conference abstracts (not accepted)</td>
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Curriculum vita required
LEADERSHIP IN TEACHING AND LEARNING

1: Demonstrates commitment to Adaptive Expertise
1.1 Intentionally identifies problems (gaps between current and potential practices), assesses needs, and recommends solutions related to teaching and learning.
1.2 Investigates and effectively uses innovative approaches to pedagogy that involve emerging digital applications to improve student learning.
1.3 Designs and conducts engaged research on teaching and learning.

2: Collaborative team work to implement effective content pedagogy in higher education
2.1 Collaborates to develop and maintain materials to support effective content pedagogy
2.2 Collaborates to integrate current and emergent instructional technologies and tools to support content pedagogy that promotes student learning.
2.3 Creates materials for faculty learning, shares practices, represents findings and models thinking to support enhanced instruction and experimenting with new approaches with teaching teams.
2.4 Receives advanced credentialing in teaching and learning.

3: Stimulate institutional learning on instruction and curriculum design in higher education (NLU and beyond)
Criteria:
3.1 Participates in the design and delivery of professional development opportunities for NLU faculty.
3.2 Disseminates faculty work (see 1.2, 2.1 above) through a variety of quality professional presentations, seminars, speeches, performances, exhibits, and published documents.
3.3 Develops and maintains electronic forums and resources on research-based practices related to teaching and learning in higher education.
3.4 Helps to effectively manage implementation grants that advance teaching and learning in higher education.
3.5 Contributes to competitive grant-making to fund implementation or innovation research based initiatives that advance teaching and learning in higher education.
## EXAMPLES OF EVIDENCE FOR REFLECTING ON LEADERSHIP IN TEACHING AND LEARNING – TEACHING & LEARNING TRACK

<table>
<thead>
<tr>
<th>Adaptive Expertise within own teaching</th>
<th>Teamwork w/ Colleagues</th>
<th>Stimulating Institutional Learning</th>
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<tbody>
<tr>
<td>Teaching experiments tied to student outcome data and implications for improvement</td>
<td>Collaborative inquiry with program colleagues</td>
<td>Facilitation of a Faculty Forum</td>
</tr>
<tr>
<td>Cross section analysis of teaching/learning outcomes</td>
<td>Cross-discipline inquiry into teaching</td>
<td>Facilitating workshops or webinars on teaching practices</td>
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<tr>
<td>Teaching experiments cycles across time</td>
<td>Handbooks/websites supporting teaching</td>
<td>Presenting in symposium sponsored by institution</td>
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<tr>
<td>Publications on teaching/learning</td>
<td>Collaborative publications on teaching/learning</td>
<td>Consultation on institution wide PD</td>
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<td>Mentorship of colleagues</td>
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Curriculum vita required
1. Service internal to the unit/program

1.1 Participates in program improvement efforts; collaborates with colleagues to use data to identify and to work toward program goals; actively contributes to annual and five year program reviews; Contributes to efforts to develop and deliver program-wide assessment systems; contributes to efforts to improve advising systems

1.2 Assumes responsibility for managing program operations as assigned; Instructional unit/program level activities (e.g. instructional unit chair, program director/coordinator/lead); Scheduling classes and/or faculty; Developing processes/instruments useful in solving issues relevant to the mission/needs of the unit; Managing program, course, or student needs (e.g., issues, complaints, extension requests)

1.3 Takes leadership with aspects of program improvement efforts; leads colleagues to use data to identify and to work toward program goals; leads efforts to develop and deliver program-wide assessment systems; helps improve advising systems

1.4 Provides student support outside of specific teaching duties to ensure retention through graduation (e.g. advising student organizations, meeting with advisors to review student data and following through on proposed interventions) and/or supporting student leadership and professionalism opportunities through engagement with career services and student experiences offices.

1.5 Provides full time faculty and adjunct faculty support through ongoing mentoring to enhance faculty growth and retention (e.g. Preparing faculty for tenure and promotion; helping with new faculty orientation; assisting other faculty with creation and delivery of online courses; conducting and documenting observations of colleague’s teaching; other forms of faculty mentoring)
## SERVICE

<table>
<thead>
<tr>
<th>2. Service external to the unit/program (college, university, community)</th>
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<tbody>
<tr>
<td>2.1 Collaborates with colleagues to engage with external partners and to promote the program externally</td>
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<tr>
<td>2.2 Takes leadership in the program to engage with external partners and to promote the program externally</td>
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<tr>
<th>3. Governance</th>
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<tbody>
<tr>
<td>3.1 Participates in faculty governance related to college and/or university operations and improvement.</td>
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<tr>
<td>3.2 Takes leadership in faculty governance at the college or university level.</td>
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</table>
# EXAMPLES OF EVIDENCE FOR REFLECTING ON SERVICE

<table>
<thead>
<tr>
<th>Internal to unit</th>
<th>College/University</th>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmatic assessment reports</td>
<td>Serving in special assignments such as developing community partnerships</td>
<td>Serving on College and/or university committees councils, and/or task forces</td>
</tr>
<tr>
<td>Reviewing and evaluating student files</td>
<td>Management of grants</td>
<td>Chairing governance committees</td>
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<tr>
<td>Interviewing students for admission to graduate programs</td>
<td>Serving on search committees</td>
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<tr>
<td>Participating in recruiting activities; reviewing and editing marketing materials</td>
<td>Mentoring new faculty</td>
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<tr>
<td>Serving on self-study and program review committees</td>
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<td>Program review reports and other regulatory reports</td>
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Curriculum vita required
PART 3:

Preparing for the Review Meeting

1) Key steps in the process
2) Folders and forms
3) Setting draft goals
4) Due dates
5) Scheduling your interview
SELF-ASSESSMENT PROCESS

Review domain specific goals

Evidence represents progress toward goals and indicate professional competencies

Reflection involves competency and evidence-based analysis
Reviewing Evidence

The review period is 12 months – Spring 2017, Summer 2017, Fall 2017 and Winter 2018

- Update your CV.
- Review your performance evaluation from last year.
- Review current goals.
- Review domain rubrics.
- Review your IDEA reports.
- Select additional evidence to support progress on your goals.
Faculty Preparation:
Complete and upload faculty performance review documents (2 weeks in advance of review meeting)
1. Self- Evaluation form - documents progress and achievement of goals in domains where workload is assigned
2. IDEA dashboard and student comments (uploaded by the Provost Office)
3. Evidence documents (3-5 per domain)
4. **CV (required)**
5. Draft 2018-2019 goals

*The review period is 12 months – Spring 2017, Summer 2017, Fall 2017 and Winter 2018
Self-Evaluation Form

Go to sharepoint site: https://connect.nl.edu/performance_reviews

Instructions: Please fill in all sections of this form. For each of the four domains (Teaching Excellence; Research, scholarship, and inquiry (for Tenured and Tenure-track faculty); Leadership in Teaching and Learning (Teaching and Learning track faculty); and Service to the institution), complete the sections delineated (Current Year Goals; Describe your progress on the goals over the last year; List the support resources posted electronically using the specific document title).

Within the “Current Year Goals” section in each domain, provide a brief summary of your load and development goals March 1-February 28. Within the “Describe your progress on the goals over the last year” section, provide brief bullet points or narrative of accomplishments on your goals for that domain. Within the third section in each domain, provide a list of documentation resources for your accomplishments for the review period. After your review, complete and submit to your administrative designee.

Workload Expectations

<table>
<thead>
<tr>
<th>Teaching Excellence</th>
<th>Research, scholarship, and inquiry / Leadership in Teaching and Learning</th>
<th>Service to the Institution</th>
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</table>
MAKE YOUR CASE

- Describe your progress and achievement on your goals.
- Link your evidence/artifacts to your goals.
- Explain how you used your IDEA and other feedback to support and improve teaching.
- List relevant evidence documents (3-5) for each domain.
- Integrate your professional development into teaching or scholarship/T&L leadership domains
GOALS

• Bring your **DRAFT 2018-2019** goals to your interview.
• Revise draft goals, based on evaluation meeting and feedback from your supervisor, into the SMART Goals format.
• Submit revised goals and Preliminary Workload Worksheet by **May 15**.
• Goals should be directly related to the faculty member’s responsibilities and professional growth.
• Educational goals may be acceptable if they support an employee’s position or aspirations with the University.
WRITING 2017-2018 GOALS

• When defining goals, use the SMART Approach
  – Goals must be **Specific**
  – Goals must be **Measurable**
  – Goals must be **Achievable**
  – Goals must be **Realistic**
  – Goals must be **Tied to University Goals**
## EXAMPLE GOAL STATEMENTS

<table>
<thead>
<tr>
<th>Good Goals</th>
<th>Even Better Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create rubrics for major assessments in FPE 495</td>
<td>Create and test rubrics for how they improve feedback and support</td>
</tr>
<tr>
<td>Create additional assignments and PowerPoints for key content in FPE 100</td>
<td>Implement and evaluate effectiveness of additional instructional tools</td>
</tr>
<tr>
<td>Contribute to program team assessment and annual report</td>
<td>Analyze how courses I teach contribute to student achievement of program learning outcomes</td>
</tr>
</tbody>
</table>
https://connect.nl.edu/performancereviews

Faculty Performance Reviews

Faculty Colleagues,

It’s time to begin preparing for annual faculty performance reviews. Our performance review process is designed to provide faculty a formative assessment relative to the progress on their annual goals. This process is meant to assist faculty in developing meaningful goals that support their growth and development as a faculty member and as a professional in their field of practice. The annual evaluation process is also designed to inform merit pay decisions (aligned with the University’s Compensation Philosophy), and to serve as an evidence-based component for promotion and tenure processes.

Based on faculty feedback, a shared governance team convened over the past year to improve the clarity of the performance evaluation criteria in the domain rubrics. Using the existing criteria, the rubrics were updated to differentiate the levels (Assistant Professor, Associate Professor and Full Professor) and reflect current practices in the field. Additionally, the criteria for Leadership in Teaching and Learning track were developed through a collaboration between the Institutional Promotion and Tenure Committee and the Director of Teaching and Learning. We believe these improvements will provide differentiated feedback and support to faculty and add value to the review process.

We will begin Faculty Performance Evaluation workshops soon. Please see the dates and times below.

Best regards,
Alison R. Hillsabeck, Ph.D.
Provost and Chief Academic Officer

FACULTY PERFORMANCE EVALUATION WORKSHOP SCHEDULE
Scheduling your interview

- Reviews will be conducted by a faculty supervisor or an academic familiar with your work and goals.
- Schedule your review meeting directly with your reviewer by mid-March 2018.
- Review meetings are intended to be dialogues around your reflections and evidence of your work – appraisals are finalized only after this dialogue occurs.

- Overview of Interview
  - Mutually convenient time and location.
  - Neutral, private setting such as a conference room.
  - Minimal interruptions. (Turn off phones, email, etc.).
  - Review Supervisor Feedback form prior to the meeting.
  - Plan on 45 -60 minutes.
Important Dates

Important Dates – deadlines associated with this process are coming up quickly.

All full time faculty will sign up for a review meeting in mid-March. Look for instructions from the Office of the Dean.

Faculty will prepare their review documents in March.

Faculty will electronically submit their review documents, which include a self-evaluation form, evidence documents and draft goals at least 2 weeks in advance of the review meeting.

Performance review meetings will take place during April and May.

Reviewers will upload reviews at least 24 hours prior to review meeting.

Letters of Appointment for the Academic Year 2018-2019 will be issued by June 30, 2018.
RESOURCES

• SharePoint site located at https://connect.nl.edu/performanceReviews

• Faculty Performance Review Resources
  – Workshop Materials
  – Faculty Self-Assessment Form
  – Supervisor Review Forms
  – FPE@nl.edu
QUESTIONS AND FEEDBACK