Our University Handbook for Appointed Personnel provisions for administrative reviews are currently being revised by a University committee. This overview describes the revisions in the criteria and process that are being implemented along with the complete revision of UHAP.

Five-year reviews provide an opportunity for assessing the performance of administrative personnel over a five-year period to provide a more comprehensive tool for performance assessment than annual performance reviews and providing an opportunity to assess long-range goals and objectives. Such reviews appropriately take into consideration the progress of the unit over the period reviewed, and the role of the administrator in this development. These reviews focus on the performance of the individual administrator and are distinct from academic program reviews. The five-year review evaluates the administrator’s leadership in developing partnerships and managing resources to build capacity and improve performance based upon criteria established by the University, feedback from the administrator’s supervisor and from those whom the administrator supervises.

Review Criteria

Five-year reviews of heads, directors, deans, vice presidents, and other administrators are guided by a set of administrative expectations to help focus and standardize the review process. Performance metrics are utilized to align assessments of administrators with the progress of their units and to base assessments on actual performance.

The review will also include, but not be limited to, an assessment of the performance of the administrator in the following areas, drawing upon written input from appropriate personnel, including faculty, staff and students, where appropriate:

1. **Leadership skills**, including vision, integrity, respect, and decisiveness;
2. **Innovation skills**, especially progress in instruction, research, and service.
3. **Partnership skills** involved in building internal and external relationships;
4. **Management skills** involved in acquiring and managing resources; and
5. **Capacity building skills**, including providing feedback, sustaining diversity and inclusion, and supporting staff and faculty development.

Five-year Review Process for Administrative Personnel

Supervising administrators will schedule reviews so they do not unduly burden or disrupt ongoing activities in the unit by conducting multiple reviews at the same time. Review committees will use resources such as University survey and report templates to enable such committees to focus their time on substantive issues.

The five-year review process will include each of the following steps:

1. The supervising administrator will provide written notice to the administrator to be reviewed and form the review committee, when possible, in the semester before the five-year review is to be completed. Using the criteria, performance benchmarks, and annual performance reviews preceding the five-year review as points of reference, the administrator being reviewed will write a self-assessment reflecting upon the objectives, achievements, and challenges faced during the previous five years. This self-
assessment will be provided to the supervising administrator within 30 days of the notice of the review.

2. At the beginning of the review, the supervising administrator will provide the self-assessment to the review committee and direct that committee in writing to conduct a review of the administrator. A copy of this directive will also be sent to the administrator under review. Drawing on the review criteria set forth above, the review will be based on a description of the duties and objectives of the position, the annual reviews of the administrator, and the unit’s strategic plan and performance benchmarks.

3. During the first three weeks after receiving its directive, the review committee will meet with the administrator under review to discuss his or her role in the review process and to gather any information and perspectives that the administrator would like to provide that have not been provided by the self-assessment prepared for the review committee.

4. During the next three weeks after receiving its directive, the review committee will solicit information through a standard survey questionnaire, which will be distributed to all faculty and all other individuals who comprise the unit. During this information gathering period, the review committee will announce that committee members are available to meet with individual faculty, academic professionals, staff, students, and alumni or community groups if appropriate. Public forums may also be held with these groups.

5. Results of the surveys and questionnaires will be tabulated and attached to the report that the review committee will submit. The report will: (a) describe briefly the procedures used to gather information; (b) discuss important issues identified in the course of the review; and (c) present the conclusions reached by the review committee, including strengths and weaknesses of the administrator being reviewed. The report will not disclose the source or content of the communications it receives nor will it contain any confidential supporting material.

6. The supervising administrator will review the written report along with the self-assessment prepared by the administrator under review. The supervising administrator will meet with the review committee. The supervising administrator may develop additional information bearing on the performance and effectiveness of the administrator under review. After meeting with the review committee and developing any further information he or she deems appropriate, the supervising administrator will discuss with the administrator under review the report as well as any other relevant information developed by the supervising administrator after the supervising administrator receives the report or otherwise concludes his or her review of any additional information sought.

7. The supervising administrator will report on the process and the major findings of the review to the faculty and staff in the administrator’s unit.

8. The administrator under review also is encouraged to discuss the results of the review with all personnel in his or her unit, with special emphasis on what was learned in relation to the strategic and professional goals that have been established for the future.

9. At the conclusion of the process, the supervising administrator will provide the President with a copy of the review committee’s report and the supervising administrator’s evaluation and comments.