

**Hixson-Lied College of Fine and Performing Arts  
Spring Faculty Meeting  
Wednesday, April 2, 2003  
11:30 a.m.  
Steinhart Room, Lied Center**

**AGENDA**

- Item I      Approval of Minutes - Fall Faculty Meeting (November 7, 2002)  
Attachment #1
- Item II      Curriculum Committee Recommendations (Discussion/Action)  
(William Kenyon) Attachment #2
- Item III      College Bylaws, Article XIII & Article XIV (Discussion/Action)  
Attachment #3
- Item IV      Hixson-Lied College of Fine and Performing Arts Information Items
- College Alumni weekend and Awards Dinner
  - Follow-up on Hixson-Lied Faculty Grants and Travel Initiatives
- Item V      Other Business
- Committee Reports
  - Faculty Meeting Dates 2003-2004:
    - Fall: Thursday, November 6, 2003, 11:30 a.m. – 1:30 p.m.
    - Spring: Wednesday, March 31, 2004, 11:30 a.m. – 1:30 p.m.
- Item VI      Adjournment
- Item VII      Lunch

Curriculum Committee  
Recommendations for Discussion/Action

- Bulletin Change: Elimination of ENGL 354 from the College accepted ES list
- Bulletin Change: Elimination of the ENGL 254 & 354 requirement for juniors and transfer students
- Bulletin Change: Change in the listing of Course Exclusions and Restrictions concerning ROTC, PE, and Athletic Practice
- Bulletin Change: Correction of Hours required for a BA in Studio Art
- Art Dept.: Independent Study Change in Studio Art Major
- Art Dept.: Independent Study Change in Art History Major
- Art Dept.: Elimination of Plan B Studio Art Minor Requirement for Art History Majors

# **Hixson-Lied College of Fine and Performing Arts Bylaws Article XIII**

**Revised by the College Executive Committee  
based on input from the faculty following the April, 2002 Faculty Meeting.**

**Recommended for approval by the Faculty at the  
Spring College Faculty Meeting on  
Wednesday, April 2, 2003**

## **XIII. Criteria for Faculty Evaluation**

### **A. Evaluation**

#### **Introduction**

Over the course of their career, faculty will be evaluated for the purposes of annual reappointment, annual performance evaluations, promotion in rank, the granting of tenure, and post-tenure review. The process of evaluation will consider each of the following three areas: teaching, research/creative activity, and service (including community outreach and administration), with consideration given to the specific apportionment of duties.

Assessment is made first at the department level and is determined both as appropriate to the discipline, and appropriate to this point in the faculty member's career. Specific criteria for evaluating faculty performance are determined by the faculty in the individual departments. However, all assessment at the University is part of a process of review at several levels with built in checks and balances, and assessments or recommendations, made at all levels---from faculty body or promotion and tenure committee, to the chair or director, to the College Executive Committee, to the Dean, to the Senior Vice-Chancellor for Academic Affairs, and to the Chancellor. The purpose of the review at the college level---and the vice-chancellor level---is especially to insure that proper standards are being applied.

The foundational documents for evaluation procedures of faculty are the Bylaws of the Board of Regents, in particular Chapter IV: Rights and Responsibilities of Professional Staff (see [http://www.nebraska.edu/board/board\\_bylaws\\_full.html](http://www.nebraska.edu/board/board_bylaws_full.html)) and UNL's Guidelines for the Evaluation of Faculty (see <http://www.unl.edu/svcaa/hr/tenure/tenureguide.html>).

The following terms are to be used for all stages of the review process. This is not a grading system in the standard sense, since College expectations are high and since the faculty hiring process itself is extremely selective. It is assumed that the College will attract and keep only meritorious, hard-working faculty members, and that new hires will maintain or raise the over-all standards of teaching, research/creative activity, and service of the individual units.

It is important to note that these terms are to be applied to the evaluation procedure for the faculty member as appropriate at that point in his or her academic career, and based on apportionment of duties.

#### **Terminology**

1. exceptional performance.

Denotes exceptionally high performance or recognition, in one or more areas, at or near the top of his or her field nationally or internationally, that likely would not be duplicated every year.

2. exceeds expectations.

Denotes superior performance or recognition, in one or more areas, exceeding the high expectations of the department and the college, that likely could be repeated in successive years.

3. meets expectations.

Performance, in all areas, at a level of excellence demonstrating that a faculty member is living up to the promise shown at the time he or she was hired. Thus, “meets expectations” tends to be the normal, typical, most frequent description of faculty performance.

4. needs improvement.

Denotes performance, in one or more areas, deemed minimally acceptable but less than satisfactory in meeting the high standards of the college, either in terms of quality or quantity.

5. unacceptable.

Denotes poor performance or neglect, in one or more areas, that has a detrimental effect on the unit or its reputation.

## **Scope of Evaluation**

It is assumed that faculty will document yearly activity in the areas of teaching, research/creative achievement and service. Some projects take more than a calendar year to complete—in fact, it is expected that post-tenure faculty may engage in more adventurous and expansive projects that may take several years to bear fruit. The annual evaluation, therefore, must look not only at the specific tangible achievements for that calendar year but consider progress on larger projects and the faculty member’s articulated plan for on-going and anticipated future activity in all areas in which duties have been apportioned. Evaluations for promotion and tenure will consider the entire academic career of the candidate to that point.

## **B. Criteria for Tenure and for Promotion to Specific Ranks**

### **Tenure**

The College expects faculty members to be productive over their entire careers in the three important areas of teaching, research/creative activity, and service. The College sees the interdependence of these three as fundamental and expects achievement in these three areas to carry national or international significance, as appropriate. A recommendation for tenure should be made only if the faculty member’s attainment is not only significant but also has been sustained over a long enough period of time to indicate the likelihood of continuation after an award of tenure.

In order to attain tenure, faculty performance in the areas of teaching, research/creative activity and service must meet the requirements of the department and the college, and must be at a level that is commensurate with the ideals of the university. Specific criteria for describing faculty performance that meets these goals are determined by the faculty in the individual departments. In respect to the

terminology for evaluation, at the time of tenure achievement in all areas must, at the very least, "meet expectations."

In all but unusual circumstances, promotion of tenure eligible faculty to the rank of associate professor takes place at the same time as or before the tenure decision. However, since the decision regarding tenure is based upon broader criteria, the two actions take place separately and require separate decisions. While it is assumed that a faculty member who has earned tenure should also have earned promotion to associate professor, promotion in rank carries no guarantee regarding granting of tenure.

## **Promotion to Specific Ranks**

In order to attain promotion, faculty performance in the areas of teaching, research/creative activity and service must meet the expectations of the department and the college, and must be at a level that is commensurate with the ideals of the university. Specific criteria for describing faculty performance that meets these goals are determined by the faculty in the individual departments. In respect to the terminology for evaluation, at the time of promotion to associate or full professor, achievement in all areas must, at the very least, "meet expectations."

### **1. Assistant Professor**

Appointment to the rank of assistant professor signifies that a faculty member is well qualified to launch upon a full-fledged academic career. Qualifications include completion of a terminal degree or equivalent experience in the practice of the discipline. Unless the letter of appointment designates one as holding a Special Appointment pursuant to Regents Bylaws 4.4.1, assistant professors will be on both promotion and tenure tracks. In the period between appointment as an assistant professor and promotion to associate professor, terms expressed in the letter of offer, in the position description, and in the annual evaluations provide guidance regarding professional development to the faculty member and to peers and administrators charged with judging progress toward promotion.

### **2. Associate Professor**

To attain the rank of associate professor, the candidate should be an accomplished teacher, where teaching is an assigned responsibility, have a significant record of scholarly/creative work in keeping with the individual's job responsibilities, and have a significant record of service. Time-in-rank as an assistant professor is ordinarily at least five years, and typically is six years. Earlier promotion is quite unusual and implies that a candidate has accomplished in the shorter time period what normally would be expected in the longer one.

In all but unusual circumstances, promotion of tenure eligible faculty to the rank of associate professor takes place at the same time as or before the tenure decision. However, since the decision regarding tenure is based upon broader criteria (particularly involving the probability of continued achievement, and the attainment of national or international recognition, the two actions take place separately and require separate decisions. While it is assumed that a faculty member who has earned tenure should also have earned promotion to associate professor, promotion in rank carries no guarantee regarding granting of tenure.

Although it is the objective of the University to have all faculty sufficiently qualified to eventually gain promotion to professor, no time limitations compel faculty to seek the highest academic rank in the University. Associate professors with tenure may stay in that rank for the duration of their careers.

### 3. Professor

The rank of professor is the highest academic rank in the University. The rank of professor is reserved for those faculty members whose achievements in research/creative activity (including pedagogy) are sufficient to merit recognition as distinguished authorities in their field and who hold the professional respect of their colleagues in their discipline. Usually, the candidates have been awarded tenure. Although it is the objective of the University to have all faculty sufficiently qualified to eventually gain promotion to professor, no time limitations compel faculty to seek the highest academic rank in the University. Associate professors with tenure may stay in that rank for the duration of their careers. Ordinarily, it is highly unusual for faculty to move from associate professor to professor in less than seven years.

To attain the rank of professor, most phases of the candidate's work must evince a level of sustained accomplishment. Such accomplishment is of the sort that would merit national recognition in appropriate arenas. That does not mean that the subject of the work must be of national character or scope. The subject may well be regional or local, but the importance of the work should be sufficient to merit significant recognition.

Peers and administrators evaluating a candidate for professor should review documentation of the entire academic career to date. That record will include outside evaluations. The record of a successful candidate for professor must show evidence of sustained excellence over an extended period of time. A recommendation for promotion should be made only if the faculty member's attainment is not only of sufficient significance, but also indicates the likelihood of continuation after promotion to this rank.

#### **C. Criteria for Triggering Post-Tenure Review**

If a tenured faculty member receives an "unacceptable" evaluation for two consecutive years in the category of teaching or the category of research/creative activity, the post-tenure review process will be initiated by the unit administrator.

## **Bylaw XIV. Record Keeping For Faculty Activities And Achievements.**

### **Revised and Recommended for Approval by the College Executive Committee**

**March 14, 2003**

A. Records concerning each faculty member are maintained in files kept by the individual faculty member, the faculty member's department or school, and the College.

B. Faculty inform their chairpersons or directors of their activities and achievements in the form of materials that will become the basis for the annual evaluation related to merit salary adjustments, and also for evaluations concerned with reappointment and progress toward tenure, promotion, the awarding of Continuous Appointment, post-tenure review, and honors and awards for which the faculty member may be nominated.

C. Information about individual faculty activities and achievements is conveyed in three bodies of documentation that the faculty member provides. They are:

1. The Cumulative Faculty Record.

a. This record is initiated by the faculty member upon commencing employment at the university, in order to provide a continuous record of the faculty member's activities, accomplishments, and honors.

b. This record is updated and submitted yearly as part of the annual review of faculty for determining merit salary adjustments.

c. The Cumulative Faculty Record and its updates are kept on file by the College in the Dean's Office. Copies are also to be kept on file by the department or school in the chair or director's office, and by the individual faculty member.

2. The annual faculty evaluation file.

a. This file, maintained by the individual faculty member, is submitted yearly as part of the annual review of faculty for determining merit salary adjustments, and contains, in addition to a copy of the Cumulative Faculty Record, additional materials deemed relevant by the individual academic unit to its faculty members's remuneration and status.

3. The faculty career achievement file.

a. The materials assembled in the annual evaluation file, including all student evaluations, shall be preserved by the faculty member and shall cumulatively form the core of the faculty career achievement file, which is the documentation provided by the faculty member for evaluations concerning reappointment, progress toward tenure, promotion, awarding Continuous Appointment, post-tenure review, and honors and awards for which the faculty member may be nominated.

b. Faculty members shall have access to all material submitted for their evaluation (except for confidential letters of evaluation when the right to review has been specifically waived by the faculty member) and the opportunity to respond in writing.

D. The College file and the departmental or school file.

1. The College file.

a. The College shall maintain a file on each faculty member consisting of the yearly Cumulative Faculty Record and any additional relevant materials.

b. Faculty members have a right to see and respond to the contents of their College file, except for confidential letters of evaluation when the right to review has been specifically waived by the faculty member.

2. The departmental or school file.

a. The department or school shall maintain a file or files on each faculty member consisting of the initial letters of offer and acceptance, memoranda of reappointment, promotion, and tenure, copies of the yearly Cumulative Faculty Record and Performance Evaluation Summary, the Personnel Action Form and Personal Data Form, similar personnel documents, and any additional relevant materials.

b. Faculty members have a right to see and respond to the contents of their department or school file(s), except for confidential letters of evaluation when the right to review has been specifically waived by the faculty member.

3. Faculty members may petition their chair, director, or dean to have material removed from their departmental or school or college file.