

BYLAWS
School of Art, Art History & Design
Hixson-Lied College of Fine and Performing Arts
University of Nebraska-Lincoln

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Hixson-Lied College of Fine and Performing Arts Mission Statement:

The Hixson-Lied College of Fine and Performing Arts will:

- a. Offer comprehensive educational programs of study in the arts at the undergraduate and graduate levels.
- b. Provide professional preparation for artists, historians, theorists, and arts educators.
- c. Sustain a strong commitment to liberal arts education for all UNL students through its course offerings and special programs.
- d. Maintain a strong interdisciplinary and continuing education emphasis by creating comprehensive cultural and educational opportunities.
- e. Foster creative activity and scholarly research in the arts.
- f. Provide opportunities for the performance, collection, preservation, publication, and exhibition of important works.
- g. Provide leadership for the understanding and development of the arts in the state and nation.
- h. Develop supportive and knowledgeable audiences and patrons for the arts.
- i. Support and contribute to collaborative multicultural and intercultural programs.
- j. Serve the entire state and region as an important artistic and cultural resource through its exhibitions, performances, and educational outreach programs.

TABLE OF CONTENTS

MISSION STATEMENT	0.0
NAME	1.0
AFFILIATES	2.0
GOVERNANCE	3.0
FACULTY	4.0
ADMINISTRATION	5.0
FACULTY MEETINGS	6.0
COMMITTEES	7.0
COMMITTEE REGULATIONS, FUNCTIONS, AND RESPONSIBILITIES	8.0
THE INDIVIDUAL FACULTY MEMBER	9.0
FACULTY EVALUATION	10.0
PROCEDURES FOR EVALUATION OF TENURE LEADING FACULTY FOR THE PURPOSE OF REAPPOINTMENT	11.0
PROCEDURES FOR EVALUATION OF PROFESSORS OF PRACTICE FOR THE PURPOSE OF REAPPOINTMENT	12.0
PROCEDURES FOR EVALUATION OF PROFESSORS OF PRACTICE FOR THE PURPOSE OF PROMOTION	13.0
PROCEDURES FOR EVALUATION OF FACULTY FOR THE PURPOSE OF GRANTING TENURE	14.0
PROCEDURES FOR EVALUATION OF FACULTY FOR THE PURPOSE OF PROMOTION	15.0
POST-TENURE REVIEW	16.0
APPENDIX	17.0

0.0 Mission Statement and Goals

As part of the University of Nebraska’s flagship campus in Lincoln, the School of Art, Art History & Design is committed to leadership in the visual arts. We nurture scholars, artists and designers prepared to address the challenges of the present times, and through critical conversations and career preparation, we produce creative thinkers ready to engage and grapple with future challenges in our shifting world.

Our faculty members are committed to a high standard of scholarly and creative practice. Through both working independently and collaborating with artists, scholars and professionals working in disciplines within and external to the visual arts, we strive to enhance and enrich the power of the arts to communicate important ideas.

With a faculty grounded in diverse research practices and creative excellence, members of our community work together to engage the population of Nebraska in local, regional, national, and international endeavors. The School of Art, Art History & Design offers innovative classes and hosts prestigious speakers. We support traditional, emerging, and experimental practices through conceptual, historical, and technical study. Members of our community value their respective disciplines as a catalyst for innovation and experimentation. With a faculty invested in exhibiting and publishing internationally, we are well positioned to offer our students global experiences. These combined values and practices allow us to engage students in groundbreaking research through classes and special opportunities. As part of an endowed college, we not only support our students’ academic study of concepts, processes, and historical perspectives, we support their progress through grants and awards.

The School of Art, Art History & Design recognizes the changing environmental and cultural definitions of the land grant institution in the 21st century. We value the role of art and artists in engaging communities and stakeholders in conversations regarding both physical changes to our land

and a deeper cultural and historical understanding of its inhabitants and their contributions. The faculty, staff, and students work together to create an open and empowering environment that celebrates the diversity of experience, aesthetics, historical perspectives, modes of knowledge and creative practices.

1.0 NAME

The name of the organization shall be the School of Art, Art History & Design, University of Nebraska-Lincoln.

2.0 AFFILIATES

Units affiliated with the School include the Eisentrager-Howard Gallery.

3.0 GOVERNANCE

The governance of the School consists of two entities, the faculty and the administration.

4.0 FACULTY

4.1 Powers of the faculty

The faculty of the School is the general approving body for matters not specifically assigned to the administrators by the Board of Regents. Within the limits of federal and state law, the Bylaws of the University of Nebraska Board of Regents, the UNL Bylaws, policies established by the office of the Chancellor, the Academic Senate, and the Graduate College, the faculty shall:

- a. Establish rules for the conduct of its business.
- b. Establish committees, assign their functions and responsibilities, and choose their members.
- c. Establish and amend the School Bylaws.
- d. Establish and regulate instructional content, including:
 - i. requirements for degrees (undergraduate and graduate).
 - ii. the academic programs for majors and minors.
 - iii. courses to be offered for credit in the School.
- e. Consider other business brought before it by the School, the Executive Committee, individual faculty, or other authorized persons according to procedures outlined in these Bylaws.
- f. Consider other items of broad interest to the welfare of the faculty.

1.2 Voting membership

- a. The voting membership of the School shall consist of faculty who hold continuous, specific term, or regular/non-temporary special appointments of 0.5 FTE or greater and who are not working toward an advanced degree at the University of Nebraska-Lincoln.
- b. Faculty associated with more than one School shall vote in the School designated on the personnel action form as the home or tenured home School.
- c. Faculty members in other colleges shall not be voting members unless specifically authorized by action of the faculty of the Hixson-Lied College of Fine and Performing Arts.

5.0 ADMINISTRATION

5.1 The administrative component of the School shall include:

- a. School Director
- b. School Associate Director(s)
- c. Chair of the Graduate Committee
- d. Chief Undergraduate Advisor

5.2 Duties of the School administrative component

The School administrative component is charged with the broad responsibility of leadership for the School, toward the broad goal of assisting the students and faculty of the School to achieve their goals in learning, teaching, research/creative activities, and service.

Specifically, school administration deals with:

- a. maintaining effective communication with the College and other important campus constituencies.
- b. overseeing academic programs, to include those that are collaborative with other campus units.
- c. providing directives for School-wide strategic planning.
- d. coordinating all activities pertaining to admission and advising.
- e. facilitating governance of all School affairs by the faculty.

5.3 The Director

The Dean of the College appoints the Director (subject to the approval of the Chancellor, President, and Board of Regents), after extensive consultation with the members of the School. The Director's performance must be formally reviewed by the Dean every five years and may be reviewed at any time.

The voting members of the School set School policy, and the general execution of that policy is the duty of the Director. The Director is an ex-officio member of all School administrative committees and presides over School faculty meetings.

The Director is directly responsible to the Dean of the College for all administrative duties: hiring, appointment, reappointment, and non-reappointment to the staff; assignment of duties; scheduling of classes; administrative reports and recommendations for salaries, promotion, and tenure; for the review of the work of all members of the School; for the day-to-day administration of the School; and for fostering the development of the School and the professional development of the staff.

In these duties, the School Executive Committee and the tenured faculty advise the Director.

5.4 The Associate Director(s)

The Director may appoint an Associate Director (or Associate Directors) and assigns their duties.

5.5 The Chair of the Graduate Committee

The Chair of the Graduate Committee is appointed (subject to approval by the Chancellor and Board of Regents) by the Dean for Graduate Studies and Research, for a five-year term, upon the recommendation of the School Director.

The Graduate Chair's duties include directing meetings of the School Graduate Committee and graduate faculty, executing the business of the Graduate Committee, and recruiting graduate students. In general, the Chair of the Graduate Committee oversees business related to graduate activities, such as the application and admission process, mentoring, mediation, and advocacy. The Graduate Chair meets with graduate students at the beginning of each fall semester.

5.6 The Chief Undergraduate Adviser

The Director appoints the Chief Undergraduate Adviser. The Chief Undergraduate Adviser's duties are to oversee all undergraduate advising in the School; to counsel advisers and call meetings of advisers, as necessary, and otherwise coordinate the advising of undergraduates.

5.7 Bylaws

The School adopts their own bylaws and procedures and in them attempt to denote, as specifically as possible, policies of the School concerning such issues as:

- a. duties and responsibilities of its officers, faculty, and committees.
- b. criteria for promotion and tenure.
- c. conduct of School meetings.
- d. Such bylaws must agree with the Bylaws of the Board of Regents, the Bylaws of the University of Nebraska-Lincoln, and the Hixson-Lied College of Fine and Performing Arts Bylaws.

6.0 FACULTY MEETINGS

6.1 Scheduling

School meetings will normally be scheduled twice per month during the academic year, or on call as determined by the School Director.

6.2 Presiding Officers

- a. The Director shall preside at School faculty meetings.
- b. In the absence of the Director, the Associate Director shall preside.
- c. In the absence of the Director or Associate Director the faculty shall elect a representative to preside over the meeting.

6.3 Secretary

The job of recording meeting minutes will be completed by the School faculty rotating on an alphabetical order basis for each meeting.

6.4 A meeting of the School faculty may be called by:

- a. The Director.
- b. The School Executive Committee.

6.5 Notification requirements

- a. A call for a meeting shall be distributed to the faculty by the Director no less than three days before the meeting.
- b. Copies of the agenda and pertinent information shall be provided with the announcement of the meeting or distributed at the meeting.
- c. These requirements may be waived by a quorum in the case of an emergency meeting.

6.6 Meeting agenda

Items may be placed on the agenda as follows:

- a. By the Director.
- b. By the Executive Committee.
- c. By a faculty member who shall submit this request in writing to the Director.
- d. By action from the floor.

6.7 Quorum

A quorum of at least 50% of the eligible voting faculty must be present before any business can be transacted. If an item has been presented in advance at two successive meetings at which a quorum has not been achieved, then the membership present shall constitute a quorum for the purpose of acting on that particular item.

6.8 Mail or e-mail ballots

- a. A motion to refer an item to a mail/e-mail ballot of the faculty shall be in order after

the call for the question but before the vote is taken on any substantive matter before the faculty.

- b. A motion to have a mail/e-mail ballot shall be adopted providing twenty-five (25) percent of the members present or ten (10) members, whichever is greater, favor it.
- c. A mail/e-mail ballot may be used only for substantive issues.
- d. In the case of a mail/e-mail ballot, a summary of the arguments germane to the motion's issue shall be prepared by the Secretary, or someone designated by the Director, and sent, along with the ballot, to each member of the School faculty.

6.9 Elections

All elections, including those conducted through mail/e-mail ballots, shall be decided by majority vote of all members voting. If a majority is not reached on the first ballot, a second balloting on the two candidates receiving the highest number of votes shall be held.

6.10 Limitations

Except when otherwise provided in these Bylaws, all procedures shall be in accord with the latest edition of Robert's Rules of Order.

7.0 COMMITTEES

All committee assignments are determined by faculty elections or are made at the mutual agreement between the School Director and individual faculty or staff member. Elections are held, or appointments are made, by the second meeting of the fall semester unless otherwise noted. New terms start immediately, unless otherwise noted. All committee memberships are, where feasible, on staggered terms. Professors of practice are eligible for membership on all School committees except for the Executive Committee. The School Director is an ex-officio member of all committees.

7.1 Standing committees

There shall be the following standing committees:

- a. Executive Committee
- b. Curriculum Committee
- c. Graduate Committee
- d. Grade Appeals Committee
- e. Scholarships and Awards Committee
- f. Recruitment Committee
- g. Visiting Artists and Scholars Committee
- h. Eisentrager-Howard Gallery Committee

7.2 Special Committees

7.2.1 Special ("ad hoc") committees may be appointed by the Director to carry out tasks not normally assigned to standing committees.

7.2.2 All special committees shall be given a specific charge and a time frame for the execution of their responsibilities.

7.2.3 On Completion of their charge, special committees are discharged.

8.0 COMMITTEE REGULATIONS, FUNCTIONS, AND RESPONSIBILITIES

8.1 Executive Committee

8.1.1 Membership

The School Executive Committee consists of five faculty members, at least one of whom must be from Art History, and at least one must be from Graphic Design. Each committee member is elected and serves a three-year term. The Chair of the Executive Committee is elected from among the committee membership, by the members of the

committee, for a three-year term.

8.1.2 Purpose

To advise the School Director on School matters, long range planning, School policy, and budgetary matters. To provide peer review for annual evaluations of the School faculty. To recommend and/or nominate faculty for awards and honors and to assist in the preparation and submission of materials for such awards and honors.

8.1.3 Duties

- a. Members will individually review and evaluate the annual record of each faculty member for the purposes of merit raises, and directly communicate their separate recommendations to the School Director.
- b. Members will recommend faculty members for awards and honors and will assist in the preparation and submission of materials for such awards and honors.
- c. Members will evaluate, when necessary, application material submitted by faculty members for Faculty Development Leave and make recommendations to the School Director.

8.2 Curriculum Committee

8.2.1 Membership

The Curriculum Committee consists of three faculty members, at least one of whom must be from Art History, at least one of whom must be from Graphic Design, and the Chief Undergraduate Advisor who serves ex officio. Each committee member is elected and serves a three-year term. The Chair of the Curriculum Committee is elected from among the committee's membership, by the committee members, for a three-year term. The Chair of the School Curriculum Committee also serves as the School representative on the College Curriculum Committee.

8.2.2 Purpose

To encourage, assist, and review the development of the School's undergraduate curriculum, to advise the faculty on the adjustment of course offerings in response to changes in the disciplines of art, art history, and design.

8.2.3 Duties

- a. To review all proposals for undergraduate curriculum changes, additions, deletions, and frequency of course offerings, and to make recommendations on such proposals to the School faculty for their vote.
- b. To advise the School Director on the coordination of multi-section courses. To advise the School faculty on major requirements for art, art history and graphic design undergraduate majors.
- c. To review courses periodically in response to enrollment patterns, scheduling, and curricular priorities, and in consultation with the Student Services Coordinator/Chief Undergraduate Advisor, to recommend continuing, modifying, or dropping them accordingly.
- d. To ensure effective communication with other departments in cases of overlapping curricular interests.

8.3 Graduate Committee

8.3.1 Membership

The Graduate Committee consists of three School faculty members, each of whom must be a member of the Graduate Faculty, and at least one of whom must be from Art History. Each Graduate Committee member is appointed by the Dean of Graduate Studies for a three-year term upon the recommendation of the School Director. The Chair of the Graduate Committee (additional to the three committee members) is

appointed by the Dean of Graduate Studies for a five-year term upon the recommendation of the School Director.

8.3.2 Purpose

To supervise the School graduate program (MFA and MA): admission, candidacy, advising, evaluation, etc.

8.3.3 Duties

To recommend to the School Director graduate courses to be offered by the School, and to keep the Curriculum Committee of the School informed about graduate course planning.

8.4 Grade Appeals Committee

8.4.1 Membership

The Grade Appeals Committee consists of three faculty members appointed by the School Director for indefinite terms.

8.4.2 Purpose

To hear student appeals in grade evaluation. The committee has the right to change a final grade given in a course offered by the School of Art, Art History & Design.¹

8.5 Scholarships and Awards Committee

8.5.1 Membership

The Scholarships and Awards Committee consists of three faculty members, each elected for a three-year term. The Chair of the Committee is elected from among the committee membership, by the members of the committee, for a three-year term.

8.5.2 Purpose

To aid the administration in determinations about the awarding of scholarships in the case where portfolio reviews are required. To supervise and make recommendations to the School faculty on procedures for School awards for undergraduate and graduate students.

8.6 Recruitment Committee

8.6.1 Membership

The Recruitment Committee consists of three faculty members, each elected for a three-year term. The Chair of the Recruitment Committee is elected from among the committee membership, by the members of the committee, for a three-year term.

8.6.2 Purpose

To propose and plan recruitment initiatives in consultation with the College Director of Recruitment.

8.7 Visiting Artists and Scholars Committee

8.7.1 Membership

The Visiting Artist and Scholars Committee consists of four faculty members, each elected for a three-year term. The Chair of the Visiting Artist and Scholars Committee is elected from among the committee members, by the members of the committee, for a three-year term.

8.7.2 Purpose

To entertain proposals from each studio discipline, Art History and Graphic Design for the Visiting Artists and Scholars program for each semester; to allocate funding among these areas for visiting artists and scholars; to seek and secure funding through the college endowment and from other sources to maintain the Visiting Artists and Scholars Program.

8.8 Eisentrager-Howard Gallery Committee

8.8.1 Membership

¹ Also, see *Bylaws of the Board of Regents*, 5.3.

The Eisentrager-Howard Gallery Committee consists of three faculty members, each elected for a three-year term, and the gallery director who serves ex-officio. The Chair of the Gallery Committee is elected from among the committee members, by the members of the committee, for a three-year term.

8.8.2 Purpose

To entertain proposals for exhibitions in the Eisentrager-Howard Gallery. To schedule all exhibitions in the Eisentrager-Howard Gallery. To initiate gallery programming when there is time in the gallery schedule to accommodate new exhibitions or events.

8.9 Search Committees

8.9.1 Membership

Search Committees are special (“ad hoc”) committees composed of five members elected by the faculty. A chair is appointed for each search committee by the School Director from among those members. Students or other non-faculty members may be appointed by the Director but cannot vote.

8.9.2 Purpose

To conduct searches for full-time faculty positions.

9.0 THE INDIVIDUAL FACULTY MEMBER

9.1 Rights and Responsibilities

9.1.1 Obligations

Faculty members have at least three obligations to the School, College and University. Obligation to the faculty/student relationship within and outside of the classroom.

Faculty members must:

- a. Obligation to students
 - i. competently present the material of their disciplines.
 - ii. be available to their students for additional direction and counsel.
 - iii. adhere to the pedagogical responsibilities of a faculty member as stated in the *Bylaws of the Board of Regents*, Chapter IV, 4.1.

- b. Obligation to maintain professional competence
 - i. maintaining command of developments in their fields.
 - ii. developing their capacities for research or creative activity in which they are professionally trained.
 - iii. pursuing that research or creative discipline.

- c. Obligation to render administrative service usually through participation
 - i. on committees at School, college and university levels.
 - ii. in the Academic Senate.
 - iii. development of new programs
 - iv. professional or scholarly service outside the university, etc.

9.2 Mentors for new faculty

Each faculty member on joining the School shall be assigned a mentor. The mission of the mentor is to help new faculty adapt to the campus setting by serving as a resource in matters concerning teaching, the Research Council, teaching and research grants, reappointment files, campus traditions, and university policies and politics.

9.2.1 Appointments

- a. Mentors shall be appointed by the Dean of the College in consultation with the School Director.
- b. Mentors shall be chosen from the College.
- c. Mentor appointments normally shall normally be for one year, but longer terms are

possible.

9.3 Procedures in advising

- a. Advisers are assigned by the School Chief Undergraduate Advisor.
- b. Advisers generally have two responsibilities:
 - i. Counseling during the early registration period during which the faculty member seeks to help students identify courses that best correspond to their individual interests and satisfy requirements in their major and other fields.
 - ii. A more general advising role in which the faculty member discusses with the student the student's academic interests, talents, and personal goals.

10.0 FACULTY EVALUATION

10.1 Evaluation Entities and General Procedures

- a. Staffing decisions concerning non-tenure-leading faculty and professors of practice are made by the School Director. This authority pertains to routine temporary and part-time appointments but not necessarily to special appointments such as those of visiting experts.
- b. Recommendations regarding reappointment and/or promotion of tenure leading faculty and professors of practice are made by the faculty of the School who rank higher than the faculty member under review.
- c. Recommendations regarding tenure are voted on only by tenured faculty members in the School.
- d. For reappointment decisions of tenure-leading faculty, the following represents the reporting and recommendation process.
 1. Eligible voting faculty make a recommendation to the School Director.
 2. The School Director makes an independent assessment and recommendation to the Dean.
- e. For tenure and/or promotion decisions of tenure leading faculty and promotion for professors of practice, the following represents the reporting and recommendation process.
 1. Eligible voting faculty review the materials, make a recommendation, and forward the file to the School Director.
 2. The School Director makes an independent assessment and recommendation.
 3. The faculty recommendation, the School Director's recommendation, and the file are forwarded to the Dean and the College Executive Committee.
- f. At every step in the process, the faculty member must be given copies of all recommendations and has the right to read and respond to any recommendation forwarded to the next level.

10.2 Clarity of Recommendations

- a. The School must take care to accompany all recommendations for promotion and/or tenure, including promotion for professors of practice, with documentary support materials that are presented in a clear and readily understood format, and be explicit about the factors upon which recommendations are based.
- b. Vote information
Recommendations submitted to the Dean and the College Executive Committee must include:
 - i. the vote count of the eligible voting members of the School, recording all positive votes, negative votes, and/or abstentions.

- ii. an indication of the reasons for negative as well as positive votes, if there is a significant number of negative votes.
- iii. minority opinion.
- iv. members of the voting faculty body who differ from the majority may submit in writing to the Dean and the College Executive Committee the reasons for their dissent, provided a copy is given to the individual being considered for that individual's response.

10.3 Criteria for Evaluation

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 engagement), with consideration given to the specific apportionment of duties.

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 (http://www.nebraska.edu/board/board_bylaws_full.html) and UNL's Guidelines for the Evaluation of Faculty (<http://www.unl.edu/svcaa/hr/tenure/tenureguide.html>).

Terminology

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 School expectations are high and since the faculty hiring process itself is extremely selective. It is assumed that the School 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. (H-LCFPA Bylaws REV 3.31.04 33)

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 the faculty member's academic career and based on apportionment of duties.

a. *Exceptional Performance*

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

b. *Exceeds Expectations*

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

c. *Meets Expectations*

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

d. *Needs Improvement*

Denotes performance, in one or more areas, that is questionable and is not consistently meeting the high standards of the college.

e. *Unacceptable*

Denotes poor performance or neglect, in one or more areas.

10.4 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-tenured 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.

10.5 Criteria for Tenure and for Promotion to Specific Ranks

a. Tenure

The School 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 School 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. However, achievement in all areas must at least meet expectations at the time of tenure.

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 the granting of tenure.

b. Promotion to specific ranks for tenure-leading faculty members

In order to attain promotion, faculty performance in the areas of teaching, research/creative activity and service must meet the expectations of the School 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 School faculty. 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."

i. 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.

ii. 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.

iii. 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 unit administrator will initiate the post-tenure review process.

10.6 Promotion to Specific Ranks for Professors of Practice

Professors of Practice shall be evaluated for promotion with criteria that is in accordance with the apportionment percentages for teaching, research/creative activity and service that are written into their respective contracts. These percentages, according to the office of the Executive Vice Chancellor, will include at least 80% Teaching.

In order to attain promotion, faculty performance in the areas of teaching, research/creative activity, and service must meet the expectations of the College and the University, and must be at a level that is commensurate with the ideals of the University. In respect to the terminology for evaluation, at the time of promotion to associate or full professor of practice, achievement in these areas must, at the very least, "meet expectations."

- a. Assistant Professor of Practice
Appointment to the rank of assistant professor of practice signifies that a faculty member holds the appropriate terminal degree and has demonstrated success in academic or professional instruction.
- b. Associate Professor of Practice
To attain the rank of associate professor of practice, the candidate should be an accomplished teacher, have achieved recognition of their scholarly/creative work, and have a significant record of service (in keeping with the individual's apportionment).
- c. Professor of Practice
The rank of professor of practice is reserved for those faculty members who meet a very high performance standard. In addition to the requirements for associate professor of practice, the minimum expectation is for national visibility for the candidate's instructional activities and/or practice, and recognition of their research/creative activity, achievable through, e.g., leadership in professional organizations, instructional methods and/or materials and research/creative activity disseminated nationally, and grant funding for instructional activities/innovation/research/creative activity.

College criteria require that peers and administrators evaluating a candidate for professor of practice should review documentation of the entire academic career to date. That record will include outside evaluations.

10.7 Record Keeping for Faculty Activities and Achievements

Records concerning each faculty member are maintained in files kept by the individual faculty member, the School, and the College. Faculty inform the School Director 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.

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

- a. The Cumulative Faculty Record (CFR)
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. The CFR is updated and submitted yearly as part of the annual review of faculty for determining merit salary adjustments. 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 in the School or in the Director's office, and by the individual faculty member.
- b. The annual faculty evaluation file
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 member's remuneration and status.
- c. The faculty career achievement file
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. 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 School file
The School shall maintain a file or files on each faculty member consisting of the initial letters of offer and acceptance, memoranda of reappointment, promotion, 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. Faculty members have a right to see and respond to the contents of their School file, except for confidential letters of evaluation when the right to review has been specifically waived by the faculty member. Faculty members may petition their Director to have material removed from their School file.

10.8 Reappointment, Promotion and Tenure files

Faculty members are required to create a record of accomplishment for the purposes of reappointment, tenure, and promotion.

Reappointment files are prepared by tenure-leading faculty during each of their specific-term (probationary) appointments and by professors of practice in the penultimate year of their contract. They are primarily constituted from the materials that document achievement

in the areas of teaching, research/creative activity, service, and outreach. The files are cumulative and must contain the appropriate documentation and executive reviews from all years leading to the tenure and promotion decision. The reappointment process is separate from that of tenure and promotion. However, untenured faculty members and professors of practice should be advised of the University's tenure and promotion documentation requirements.

Candidates for tenure and promotion must provide materials in accordance with the Documentation Request form that emanates from the office of the Executive Vice-Chancellor. Although the request includes items within the following general categories, candidates must refer to the current Documentation Request form for the specific requirements and to specific guidelines described in School documents.

- a. Professional summary and employment history
- b. Evidence of and analysis of the quality, and significance of quality and effectiveness of teaching.
- c. Evidence of and analysis of the quality, and significance of scholarly, professional, and creative activity, including awards, prizes, and other noteworthy recognition.
- d. Evidence of and analysis of the quality and significance of professional and institutional service, outreach activities, and related recognitions.

10.9 Rights of Access to Materials Used in Personnel Evaluations

10.9.1 Access to Promotion and/or Tenure Files

Anyone (including the candidate) with relevant information for inclusion into the file may proffer that information at any level of consideration to the person responsible for conducting the review. That person shall determine, after consultation with the candidate, whether to include the material. For that reason, the Bylaws of the Board of Regents guarantee the individual being considered for tenure "access to all material submitted for his or her evaluation and the opportunity to respond in writing." The exception is material from external peer reviewers for which the faculty member has waived review rights.

The rights of access and written response is guaranteed by Sections 2.5.8 of the UNL Bylaws and 4.6 of the *Bylaws of the University of Nebraska Board of Regents*. Faculty members being evaluated shall have the right of access to all material used to assist in any evaluations of their professional performance, with certain exceptions as noted below.

- a. All evaluation material must be made available for the inspection of the person being evaluated.
- b. The right of access shall embrace not only factual documentation but also interpretive commentary, solicited or unsolicited, coming from any source, unless the faculty member has waived access.
- c. The primary repository of evaluation material and therefore the most notable body of data to which the access right applies is the faculty member's evaluation file. This file is compiled by School to assist the various evaluating bodies to form annual performance evaluations and recommendations as to promotion, tenure, reappointment, non-reappointment, termination, or merit salary increase.
- d. The faculty member under evaluation shall be notified of the identities of contributors of commentary, with certain exceptions as noted below.
- e. The person being evaluated must be notified of the identities of persons or groups to whom material used in evaluation is made available.
- f. If separate evaluative commentary is solicited or received from individuals not through a "regular, normal process," the interpretations of this document do apply.

10.9.2 Anonymity

Anonymous contributions shall neither be solicited nor consulted in any evaluation or review. The general prohibition against anonymity in evaluation materials shall not apply to evaluatory compilations that, though possibly including individual statements that are anonymous, emerge from groups known as a whole to the person being evaluated. Such groups include the following two instances:

- a. student evaluations of faculty teaching performance, when they are collected through a regular, normal process either required or facilitated by a unit of UNL; and
- b. evaluation of administrative performance, when the materials are collected through a regular, normal process, particularly in meeting the requirements of the UNL Bylaws, Section 2.3.2.1.

10.9.3 Rights to append written responses

Opportunity must be provided to allow the person under review to attach written responses to evaluative material not exempted by waiver. Access to material must be granted for an interval of time reasonably sufficient to allow for the composition of written responses, before the file becomes available to persons or groups charged to evaluate and/or recommend. These rules are not intended to limit oral discussion in a meeting of a group charged to conduct a review and produce a recommendation, provided that:

- a. the discussion is based preponderantly upon materials already accumulated in the file.
- b. no derogatory material sufficiently substantive to affect the decision is introduced for the first time at the meeting.

10.9.4 Review Meeting Conduct

It is the responsibility of the individual conducting the meeting to

- a. make necessary judgments concerning the substantives of new material.
- b. divulge to the person being evaluated any new material offered to the evaluating group.
- c. make sure that the person under scrutiny has opportunity to respond to new material, if necessary, by delaying the vote or decision.
- d. A synopsis of discussion at such a meeting is given to the person being evaluated.
- e. These rules are not intended to restrict the right of any evaluating group to vote its recommendation by secret ballot.

10.9.5 Waiver options

A person under evaluation may waive any or all rights of access to:

- a. any information or materials accumulated for a review file.
- b. any portions of said information or materials.
- c. knowledge of the identity of any or all informants. For example, a person under evaluation may:
 - i. waive the right to inspect written comments solicited from outside peer reviewers.
 - ii. claim the right to inspect the reviews but waive the right to know the identity of the reviewers.
 - iii. waive the right to know the identity of student evaluators.

Waivers shall be:

- a. attached to the file.
- b. written specifically, clearly indicating what portion of a document is included in the waiver.
- c. executed prior to the solicitation or accumulation of material.
- d. submitted voluntarily.
 - i. It is forbidden to coerce staff members into executing waivers, either directly or indirectly.
 - ii. Waivers must not be required, neither by request of the person or persons

conducting the review nor by the establishment of unit policies or procedures that require or assume the granting of waivers.

Notification to contributors of rights of access:

- a. Individuals invited or required to contribute to an evaluation file must be notified, prior to handing over their material, of the rights of access and inspection and/or of any waivers of those rights that have been executed.
- b. This right to be notified shall be granted all persons contributing material -- students, colleagues, supervisors, and committees within the university as well as peer reviewers solicited from the university.

Exceptions to the rule of rights of access:

- a. These regulations and the relevant Bylaws sections shall not apply in the case of a current university staff member becoming a candidate for another position within the university. The rights of access to materials accumulated in behalf of candidacy shall be the same for all a position's candidates and shall be rendered neither more nor less restrictive for university employees than for external candidates.

10.9.6 Confidentiality

Pledges of confidentiality granted by the university and duly constituted university officials prior to these interpretations of Bylaw provisions shall not be rescinded even if they violate the current interpretations. (Retroactive application of interpretations of Bylaw text would surely compel the university to violate pledges of confidentiality made in good faith.

Undoubtedly, university records contain material the collection of which was accompanied by promises of confidentiality sanctioned by Bylaw interpretations previous to those of this document. The old pledges should be honored; recommendations derived according to past procedures should not be rescinded; no effort should be made to "purge" files retroactively.)

10.9.7 Resolutions

Resolutions of disputes about staffing recommendations shall be adjudicated individually by the appropriate supervisor, each on its own merits.

The provisions of Section 2.5.4 of the UNL Bylaws shall not diminish the availability of material to persons or groups legitimately charged with the responsibility to review files and to participate in consultation leading to recommendations for personnel actions.

10.9.8 Assessment of Teaching

The faculty believe that a variety of techniques and materials are important in the appraisal of teaching effectiveness.

a. Student evaluations

Evaluations by students shall be administered in every course of a faculty member's regular teaching load, every semester. These will be used to assess the quality of the courses including the quality of a faculty member's teaching.

- i. Evaluations of courses that do not contribute to the faculty member's teaching load credit are not required, for example, dissertation hours, distance education courses, individual research, or individual reading courses.
 - ii. While graduate students are to have the opportunity to evaluate their formal courses, the School is allowed to modify evaluation mechanisms to take into account differences between undergraduate and graduate instructional procedures.
 - iii. The School is free to devise whatever evaluation form it deems appropriate, provided that the form follows University guidelines.
- b. Procedure for administering student evaluations

- i. The instructor shall ensure that anonymity is possible. The evaluations shall be provided to the instructor after final course grades have been submitted, and the instructor shall assure the students that this measure protective of their freedom of expression will be implemented.
- ii. Those interpreting the evaluations should give due consideration to the differing circumstances under which signed and anonymous evaluations were written.
- iii. Before student evaluations are given to the Director or an authorized faculty committee for review, the faculty member being evaluated shall have opportunity to append any explanations or additional information that the faculty member may want to accompany the evaluation packet.
- iv. The faculty member's response should be included with the raw data for any review.
- v. Once the evaluations have been used for the annual evaluation of the faculty member and/or tenure and promotion procedures, those evaluations become the property of the individual faculty member.

11.0 PROCEDURES FOR EVALUATION OF TENURE LEADING FACULTY FOR THE PURPOSE OF REAPPOINTMENT

- 11.1 All tenure-leading faculty who have not been awarded tenure are reviewed during each of their specific-term (probationary) appointments for the purpose of reappointment decisions. Probationary appointments shall carry no presumption of renewal and will terminate at the end of the stated term, according to the policies and procedures of the *Bylaws of the Board of Regents*, section 4.4.2.
- 11.2 Evaluation for reappointment is based on a file, assembled by the faculty member, according to the College guidelines contained in HLCFPA bylaws Section 16.5 - Reappointment, Promotion and Tenure Files. For reappointment decisions of non-tenured or tenure-line faculty, external peer evaluation is not required.
- 11.3 Every evaluation and recommendation must be discussed at a meeting of the eligible voting faculty (tenured faculty) in the School and two separate and independent letters of evaluation and recommendation, one from the voting faculty summarizing the evaluation meeting, and one from the School Director, are forwarded to the Dean and copied to the faculty member. The letter from the voting faculty must include the following information:
 - a. the reappointment year of the faculty member being evaluated.
 - b. the date of the eligible voting faculty's evaluative meeting in which the candidate's file is reviewed.
 - c. the exact number of eligible voting faculty, the number of votes "for," the number of votes "against," and the number of abstentions.
 - d. specific evaluative comments on the faculty member's teaching, research/creative activity and service.
 - e. the action recommended by the voting faculty, the options of which are reappointment or non-reappointment.
- 11.4 The letter from the School Director must include the following information:
 - a. specific evaluative comments on the faculty member's teaching, research/creative activity and service.
 - b. the action recommended, in concurrence or disagreement with the recommendation by the voting faculty, the options of which are reappointment or non-reappointment.

11.5 Rules governing the evaluative comments

- a. As required by UNL Bylaws and Board of Regents' Policies, these comments are to make specific recommendations for improvement and professional development in teaching, scholarly and/or creative activity, and service that will enhance the faculty member's chances of eventually achieving tenure at the end of the probationary period.
- b. Care should be taken that a positive annual review is not understood as a promise of eventual tenure. A positive evaluation should be interpreted as a prognosis merely favorable, not binding on the part of the university. It is important to recognize that sustained positive contributions are critical for the awarding of tenure.
- c. As designated elsewhere in these Bylaws, comments are to be provided using a descriptive system consisting of five modifying words or phrases; see 11.3.

11.6 Importance of clarity in the evaluative comments

It is vital that the evaluative comments of the eligible voting faculty and the School Director be clear and specific, because, in addition to their decision function, they fill two informational roles. One of those roles is to provide guidance to the faculty member being evaluated about their progress toward tenure and/or promotion. The other role is to provide a historical context helpful to those charged with future evaluations of the faculty member's progress from year to year. The more specific and succinct the comments, the more useful they will be both to the faculty member and to subsequent evaluators. The evaluations should be specific in their discussions of creative activities and publications so that the true quality and quantity are readily understandable. In discussing teaching, it is important to include references to student evaluations used and how they were interpreted.

11.7 As per UNL bylaws, the Director must make every attempt to secure votes from all faculty eligible to vote on reappointment.

11.8 The Dean shall make the final decision on reappointment of tenure-leading faculty.

12.0 PROCEDURES FOR EVALUATION OF PROFESSORS OF PRACTICE FOR THE PURPOSE OF REAPPOINTMENT

12.1 Professors of practice are reviewed in the penultimate year of their term for the purpose of reappointment decisions. Appointments for assistant professor of practice range from one to three years; associate professor of practice, one to four years; and professor of practice, one to five years. The appointments shall carry no presumption of renewal and will terminate at the end of the stated term, according to the policies and procedures of the *Bylaws of the Board of Regents*, section 4.4.8.

12.2 Evaluation for reappointment is based on a reappointment file, assembled by the faculty member, according to the guidelines contained in Section 10.0 - Reappointment, Promotion and Tenure Files.

12.3 Every evaluation and recommendation must be discussed at a meeting of the eligible voting faculty in the School. The Director will send copies of two separate and independent letters of evaluation and recommendation to the faculty member (a summary of the evaluation meeting from the voting faculty to the Director and a recommendation from the Director to the Dean). The letter from the voting faculty must include the following information:

- a. the reappointment year of the faculty member being evaluated.
- b. the date of the eligible voting faculty's evaluative meeting in which the candidate's file is reviewed.
- c. the exact number of eligible voting faculty, the number of votes "for," the number of votes "against," and the number of abstentions.

- d. specific evaluative comments on the faculty member's teaching, research/creative activity and service (in accordance with the individual's apportionment as stated in their contract).
- e. the action recommended by the voting faculty, the options of which are reappointment or non-reappointment.

12.4 The letter from the Director must include the following information:

- a. specific evaluative comments on the faculty member's teaching, research/creative activity, and service (in accordance with the individual's apportionment as stated in their contract).
- b. the action recommended, in concurrence or disagreement with the recommendation by the voting faculty, the options of which are reappointment or non-reappointment.

12.5 Rules governing the evaluative comments

As required by UNL Bylaws and Board of Regents' Policies, these comments are to make specific recommendations for improvement and professional development in teaching, research/creative activity, and service (in accordance with the apportionment written into the individual's contract) that will enhance the faculty member's chances of reappointment. Care should be taken that a positive annual review is not understood as a promise of reappointment. A positive evaluation should be interpreted as a prognosis merely favorable, not binding on the part of the university. As designated elsewhere in these Bylaws, comments are to be provided using a descriptive system consisting of five modifying words or phrases.

12.6 Importance of clarity in the evaluative comments

It is vital that the evaluative comments of the eligible voting faculty and the Director be clear and specific, because, in addition to their decision function, they fill two informational roles. One of those roles is to provide guidance to the faculty member being evaluated of their progress toward promotion. The other role is to provide a historical context helpful to those charged with future evaluations of the faculty member's progress from year to year. The more specific and succinct the comments, the more useful they will be both to the faculty member and to subsequent evaluators. The evaluations should be specific in their discussions so that the true quality and quantity are readily understandable. In discussing teaching, it is important to include references to student evaluations used and how they were interpreted.

12.7 As per UNL bylaws, the Director must make every attempt to secure votes from all faculty eligible to vote on reappointment.

12.8 The Dean shall make the final decision on reappointment.

13.0 PROCEDURES FOR EVALUATION OF PROFESSORS OF PRACTICE FOR THE PURPOSE OF PROMOTION

13.1 As a general guideline, it is expected that faculty will remain in each rank of assistant professor of practice and associate professor of practice for six years while preparing for advancement. It is possible, however, for applications for "early" promotion to be considered in truly exceptional cases. In such instances, all established criteria for promotion must be met or exceeded.

13.2 Procedures for creating a promotion application file.

The faculty member under consideration must assemble a promotion file containing the data on which the evaluation is to be based, so that it may be studied by those charged with making the judgment. Its contents should be as follows:

- a. information contained in the faculty member's School personnel file and Cumulative Faculty Record.
- b. data regarding the areas by which promotion decisions are made (teaching, research/creative activity and service in accordance with the apportionment percentages that are written into

the individual's contract).

13.3 It is the responsibility of the individual being considered to examine these materials and make sure that they are complete.

13.4 The Director may ask faculty members to certify that the material being presented is complete. (The faculty member may want to seek the advice of the Director to provide advice on the assembly of the promotion file to ensure that no important information has been overlooked.)

13.5 Every evaluation and recommendation must be discussed at a meeting of the eligible voting faculty in the School. The Director will send copies of two separate and independent letters of evaluation and recommendation to the faculty member (a summary of the evaluation meeting from the voting faculty to the Director and a recommendation from the Director to the Dean). The letter from the voting faculty must include the following information:

- a. the reappointment year of the faculty member being evaluated.
- b. the date of the eligible voting faculty's evaluative meeting in which the candidate's file is reviewed.
- c. the exact number of eligible voting faculty, the number of votes "for," the number of votes "against" and the number of abstentions.
- d. specific evaluative comments on the faculty member's teaching, research/creative activity and service.
- e. the action recommended by the voting faculty, the options of which are "for promotion" or "against promotion" or "abstention."

13.6 The letter from the Director must include the following information:

- a. specific evaluative comments on the faculty member's teaching, research/creative activity, and service.
- b. the action recommended, in concurrence or disagreement with the recommendation by the voting faculty, the options of which are "for promotion" or "against promotion."

13.7 Rules governing the evaluative comments

As designated elsewhere in these Bylaws, comments are to be provided using a descriptive system consisting of the five official modifying words or phrases. The evaluative comments of the eligible voting faculty and the Director must be clear and specific, citing clear reasons for the recommendations provided. The evaluations should be specific in their discussions so that the true quality and quantity are readily understandable. In discussing teaching, it is important to include references to student evaluations used and how they were interpreted.

As per UNL Bylaws, the Director must make every attempt to secure votes from all faculty eligible to vote on promotion.

Both evaluative letters and the faculty member's file are forwarded to the Dean and the College Executive Committee for review and recommendation.

14.0 PROCEDURES FOR EVALUATION OF FACULTY FOR THE PURPOSE OF GRANTING TENURE

14.1 Procedures for creating a tenure application file

The faculty member under consideration must assemble a tenure file, in accordance with the School, College, and university timelines, containing the data on which the evaluation is to be based, so that it may be studied by those charged with making the tenure judgment. Its contents should be as follows:

- a. information contained in the faculty member's School personnel file and Cumulative Faculty Record.

- b. data regarding the three areas by which tenure decisions are made: teaching, research/creative activity, and service.

14.2 It is the responsibility of the individual being considered to examine these materials and make sure that they are complete.

14.3 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 likelihood of continuation.

14.4 The total period of service prior to a "continuous appointment" for a member of the faculty is described in the Bylaws of the Board of Regents, Chapter IV. 4.10. The "mandatory" evaluation for a tenure decision is the sixth year of total full-time service, as defined in the Bylaws of the Board of Regents, Section 4.10. It is possible in truly exceptional instances, for a faculty member to request consideration for the granting of tenure before the mandatory year. Through past practice, the University has indicated the granting of early tenure will be awarded only to extraordinary faculty members who have substantially exceeded the criteria for tenure.

14.5 The following policies are procedures to be followed in any tenure evaluation:

- a. Every evaluation and recommendation must be discussed at a meeting of the tenured faculty in the School.
- b. two separate and independent letters of evaluation and recommendation, one from the voting faculty summarizing the evaluation meeting, and one from the School Director, are to be forwarded to the College Executive Committee and the Dean, and copied to the faculty member.
- c. The letter from the voting faculty must include the following information:
 - i. the reappointment year of the faculty member being evaluated.
 - ii. the date of the eligible voting faculty's evaluative meeting in which the candidate's file is reviewed.
 - iii. the exact number of eligible voting faculty, the number of votes "for," the number of votes "against," and the number of abstentions.
 - iv. specific evaluative comments on the faculty member's teaching, research/creative activity and service.
 - v. the action recommended by the voting faculty, the options of which are "for tenure" or "against tenure" or "abstention."

14.6 The letter from the School Director must include the following information:

- a. specific evaluative comments on the faculty member's teaching, research/creative activity, and service.
- b. the action recommended, in concurrence or disagreement with the recommendation by the voting faculty, the options of which are "for tenure" or "against tenure."

14.7 Rules governing the evaluative comments

As designated elsewhere in these Bylaws, comments are to be provided using a descriptive system consisting of five modifying words or phrases; see 11.3. The evaluative comments of the eligible voting faculty and the School Director must be clear and specific, citing clear reasons for the recommendations provided. The evaluations should be specific in their discussions of creative activities and publications so that the true quality and quantity are readily understandable. In discussing teaching, it is important to include reference to student evaluations used and how they were interpreted.

14.8 As per UNL Bylaws, the School Director must make every attempt to secure votes from all

faculty eligible to vote on tenure.

14.9 Both evaluative letters and the faculty member's file are forwarded to the Dean and the College Executive Committee for review and recommendation.

15.0 PROCEDURES FOR EVALUATION OF FACULTY FOR THE PURPOSE OF PROMOTION

15.1 Since an application for promotion may occur without application for tenure, or after tenure is granted, this section of the bylaws is included separately.

15.2 As a general guideline, it is expected that faculty will remain in each rank of assistant professor and associate professor for six years while preparing for advancement. It is possible, however, for applications for "early" promotion to be considered in truly exceptional cases. In such instances, all established criteria for promotion must be met or exceeded.

15.3 In many instances application for promotion to associate professor and application for tenure occur at the same time. In these cases, the faculty member's file is evaluated for both simultaneously, and the evaluative letters from the eligible voting faculty and the School Director should speak to both issues, tenure and promotion. If it is not the mandatory year for consideration of the faculty member's tenure, it is possible for the voting faculty and/or the School Director to recommend "for promotion" and "against tenure."

15.4 Procedures for creating a promotion application file

The faculty member under consideration must assemble a promotion file containing the data on which the evaluation is to be based, so that it may be studied by those charged with making the judgment. Its contents should be as follows:

- a. information contained in the faculty member's School personnel file and Cumulative Faculty Record.
- b. data regarding the three areas by which promotion decisions are made: teaching, research and/or creative activity and service.

15.5 It is the responsibility of the individual being considered to examine these materials and make sure that they are complete.

15.6 Every evaluation and recommendation must be discussed at a meeting of the eligible voting faculty (those senior in rank to the faculty member being evaluated) in the School or school and two separate and independent letters of evaluation and recommendation, one from the voting faculty summarizing the evaluation meeting, and one from the Director, are forwarded to the College Executive Committee and the Dean, and copied to the faculty member.

15.7 The letter from the voting faculty must include the following information:

- a. the reappointment year of the faculty member being evaluated.
- b. the date of the eligible voting faculty's evaluative meeting in which the candidate's file is reviewed.
- c. the exact number of eligible voting faculty, the number of votes "for," the number of votes "against" and the number of abstentions.
- d. specific evaluative comments on the faculty member's teaching, research/creative activity and service.
- e. the action recommended by the voting faculty, the options of which are "for promotion" or "against promotion" or "abstention."

15.8 The letter from the School Director must include the following information:

- a. specific evaluative comments on the faculty member's teaching, research/creative activity, and service.
- b. the action recommended, in concurrence or disagreement with the recommendation by the voting faculty, the options of which are "for promotion" or "against promotion."

15.9 Rules governing the evaluative comments

As designated elsewhere in these Bylaws, comments are to be provided using a descriptive system consisting of five modifying words or phrases, see 11.3. The evaluative comments of the eligible voting faculty and the School Director must be clear and specific, citing clear reasons for the recommendations provided. The evaluations should be specific in their discussions of creative activities and publications so that the true quality and quantity are readily understandable. In discussing teaching, it is important to include references to student evaluations used and how they were interpreted. As per UNL Bylaws, the School Director must make every attempt to secure votes from all faculty eligible to vote on promotion. Both evaluative letters and the faculty member's file are forwarded to the Dean and the College Executive Committee for review and recommendation.

16.0 **POST-TENURE REVIEW**

(University of Nebraska-Lincoln Guidelines for the Evaluation of Faculty 9/30/97; amended 9/16/1998)

16.1 Purpose

The special peer review process is intended to assist tenured faculty in achieving their professional goals and maximizing their contributions to the University throughout their professional careers, to provide assurance to the public that tenured faculty are accountable for their performance, and to provide continued peer involvement in the review of tenured faculty members.

16.2 Policies and Process

The School follows the policies and processes for Post-Tenure Review detailed in the Bylaws of the Hixson-Lied College of Fine and Performing Arts (21. Post-Tenure Review) REV 3.31.04.

17.0 **APPENDIX**

Documentation of Teaching, Creative Activity/Research and Service

All faculty will submit documentation of their teaching, research/creative activity and service. This documentation will be used for reappointment, promotion, tenure and/or annual evaluations.

As provided in the University bylaws, faculty members have the opportunity to submit materials deemed relevant to their remuneration and status as a part of the annual review.

Faculty are encouraged to provide succinct statements and representative examples of their efforts which will both summarize and provide a context to aid assessment of quantity and quality of performance and accomplishments.

Teaching

Required documentation

Cumulative Faculty Record (Annual Review Only)

Student course evaluations and summary pages.

Optional Teaching Portfolio, may include but is not limited to the following:

A narrative statement and self-assessment or list describing one's teaching efforts (e.g., curriculum development, teaching philosophy, course objectives, innovations, improvements, etc.)

An analysis of student evaluations

Examples of student work or other evidence of student performance

Course materials

Peer evaluation of teaching

Award letters describing achievements, and student acknowledgements of significant contributions

Creative Activity/Research

Required documentation

Cumulative Faculty Record (Annual Review Only)

Curriculum Vita

Optional documentation, may include but is not limited to the following:

A narrative statement or list summarizing significance and providing a context for the exhibitions, publications, grants, presentations, curatorial activities, current ongoing research, etc.

Examples of creative work and/or research.

Reviews, reader's reports, letters, and awards

Service and Outreach

Required documentation

Cumulative Faculty Record (Annual Review Only)

Curriculum Vita

Optional documentation, may include but is not limited to the following:

A narrative statement or list of service activities

Recognition for service efforts (awards, letters, etc.)