

BYLAWS OF THE COLLEGE OF VISUAL AND PERFORMING ARTS

[Approved December 1997]
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[Article 7 approved by College Council and added 4.1.25]

1.0 Membership and Structure of Committees

1.1 College Council

- 1.11 The college council will consist of the dean, the associate dean, and two tenured members each, with staggered two-year terms, elected by and from the faculty of each school.
- 1.12 To be eligible for election to the college council, a faculty member may not be considered for promotion during the term of service. College Council members in the final year of service may apply for promotion. Since the first two dates in the timeline for promotion and tenure (College Bylaws 3.43) concern notification and preparation of materials, the formal process does not start until the fall at which time said council member would no longer be serving.
- 1.13 Normally, a member of the council will not be eligible to serve more than two consecutive terms. However, if a school finds that it has no one eligible to serve on the council, a member may serve additional consecutive terms with the approval of that school's faculty.
- 1.14 All elected representatives are ex-officio non-voting members of their respective School personnel committees. Council members will not participate in personnel committee deliberations but will speak to assist personnel committees in complying with School, College and University policies and procedures.
- 1.15 School Directors are not eligible to serve on the council. The eligibility of Assistant Directors to serve on the council will be decided by each school, and appropriately noted in its bylaws.

- 1.16 Each school will have one vote. Votes should be arrived at through consensus, but will be cast by the representative serving in the second year of his or her term. Before any vote is taken, a quorum must be present, which is defined as the presence of a voting member from each school. If a school's senior member is absent, the junior member may vote, as long as the school's two members have communicated before the meeting so as to reach a consensus on any agenda items requiring a vote. In cases of disagreement between the two members, the senior member's vote will represent the school.
- 1.17 Any candidate elected to the college council must be available at the established meeting times of both the council and the University Council Personnel Committee.
- 1.18 The dean serves as non-voting chair of the college council, will be responsible for preparing the agenda, and will not refuse to bring any item before the committee. The associate dean is a non-voting member, serves as the secretary, and may serve as the chair when designated by the dean.
- 1.19 The college council, as part of its mandate and in keeping with the university Constitution and Bylaws, has the following duties:
 - 1.191 To act in an advisory capacity to the dean on policy with respect to academic activities of the college;
 - 1.192 To serve as the college personnel committee and make decisions concerning salaries, promotions, tenure, and sabbatical leaves within the context of the dual track personnel process as specified in Article 5.11 of the university bylaws;
 - 1.193 To make recommendations to the University Council concerning the policies of the college and the university;
 - 1.194 To select the college council's representatives to the University Council Personnel Committee. Such appointees may not represent a school already represented on that committee;
 - 1.195 To appoint ad hoc committees deemed necessary for the operation of the college, in consultation with the dean.
 - 1.196 To act in such other capacities as mandated by the university bylaws or the university administration.
 - 1.197 Ranking of competitive faculty applications for university resource support (sabbatical leaves, summer research and artistry, other)

1.2 College Senate

The college senate will consist of the school directors, each with one vote, the dean and the associate dean as ex officio, non-voting members, and such additional ex officio non-voting personnel as the dean will deem necessary to the work of the senate. The dean, or the dean's designee, will serve as chair and be responsible for preparing the agenda, and will not refuse to bring any item before the committee. The college senate deals with all matters relating to the academic units, primarily those of a fiscal nature. It also serves as an advisory body to the dean.

1.3 Curriculum and Assessment Committee

The college curriculum and assessment committee will consist of the chairs of the school curriculum committees, each of whom will have one vote. Each school will also be represented by a non-voting student member. The associate dean will serve as chair of the committee, in an ex officio capacity, and vote only in case of a tie. Each school curriculum committee will elect or designate an alternate to their representative, who will attend meetings in the absence of a regular member. The college curriculum and assessment committee is primarily concerned with (1) preparation of final drafts and approval of school curricular proposals that it forwards to the university undergraduate and/or graduate curriculum committees, and (2) approval of final drafts of school assessment plans and materials.

1.4 Academic Standards Committee

The college academic standards committee will consist of one faculty member appointed by the director of each school in consultation with the appropriate advisory body. The dean, or the dean's designee, will serve as chair. The academic standards committee formulates policy relating to actions on academic probation and dismissal, reinstatement, retention, and special admissions. The committee also serves as an advisory body to the administration of the schools and college on matters relating to academic discipline.

1.5 Student Advisory Committee

The college student advisory committee will consist of one undergraduate and one graduate student from each school, selected by the student body of each school. The Chair of the Student Advisory Committee will be elected by and from the committee members for a one-year term. Following NIU Bylaw 4.3.2.1, the Student Advisory Committee will also choose, from among all students in the college, one student and one alternate annually to serve as a College of Visual and Performing Arts representative to the University Council. The committee will meet quarterly with the dean and/or the associate dean as an advisory body on matters of direct concern to students. In addition, the Student Advisory Committee will meet on its own to conduct the college nominations of its candidates for the annual Excellence in undergraduate Teaching Award.

1.6 School Personnel Committees

- 1.61 Each school will have a duly selected personnel committee that reflects its structure.
- 1.62 Each personnel committee will elect its own chair and establish procedures for consideration and review of personnel decisions.
- 1.63 The school representatives on the college council are ex officio, non-voting

members of the school personnel committees. Council members will not participate in personnel committee deliberations but will speak to assist personnel committees in complying with School, College and University policies and procedures.

1.64 The school director will be an ex officio, non-voting member.

2.0 Operating Procedures of the College Council

Operating procedures and working rules of the college council appear throughout these bylaws. Any additional procedures or rules deemed necessary by the council will be recorded in the minutes of the first meeting(s), and promptly distributed to the faculty.

3.0 The College Personnel Process

Article 5 of the university bylaws ("The Academic Personnel Process") notes that "the academic personnel process is designed to facilitate the evaluation of faculty . . . in a fair and professional manner." The college acknowledges that, as also stated in Article 5, "to do so requires the exercise of informed professional judgment as well as respect for the rights and responsibilities of all persons involved."

Article 6 of the university bylaws ("General Personnel Procedures") articulates the procedural application of the principles and objectives outlined in Article 5, as they relate respectively to the department, college, and university levels. As noted in Article 6, "any set of procedures must be effectively administered in order to produce the desired results." It is therefore essential that each department and college provide procedural and policy statements to supplement the general procedures and policies of the university.

3.1 Overview

- 3.11 The policies, procedures, and criteria for personnel decisions in the college will conform to and be consistent with all principles and standards articulated in the university Constitution and Bylaws. All university policies concerning "departments" and "departmental" levels will be understood to apply to the schools within the College of Visual and Performing Arts.
- 3.12 Recommendations regarding retention, tenure, promotion, and salary, originate in the school in which the faculty member holds rank, except for individuals provided for in the university bylaws, Article 6.26. Such recommendations will be forwarded as integral parts of any personnel documents transmitted to higher levels. Since the university constitution (Article 9) requires that "matters of substance should be decided at the lowest level appropriate" and the university bylaws (Article 6.2) require that "academic departments bear the principal responsibility for evaluating the professional competence and achievements of their faculty members," the college will in all matters accord due respect to and consideration of the recommendations of the school faculties and their legitimately-constituted committees.
- 3.13 The college holds that its primary obligation is to provide quality instruction and guidance to students. The corresponding obligation of faculty is to maintain the vitality of the

instructional program by engaging in activities that contribute to the discovery, transmission and application of knowledge and skills. Ordinarily, excellence in teaching is of such importance that no faculty member will be considered for tenure, promotion, or merit increment without documentation of continuing quality in teaching. The evaluation of teaching will be based on multiple criteria and will include student evaluation. Other criteria may include: self evaluation, peer evaluation, student advising, course materials, anonymous examples of student work solicited and presented by the faculty member, evidence of professional development, or other material submitted by the faculty member.

- 3.14 The quality of faculty scholarship and artistry is crucial to maintaining a vital instructional program. A faculty member's distinction in these areas will be evaluated on the basis of exhibitions, performances, publications, presentations of scholarly papers, reviews, lectures, consultantships, leadership in conferences, workshops, or professional organizations, or other criteria deemed appropriate by the school personnel committee. Consistent with Article 5.211 of the university bylaws, which cites "external peer evaluation" as a criterion for personnel decisions, an important measure of each faculty member's distinction will be documentation of professional recognition within his or her field(s) of expertise.
- 3.15 Consistent with Article 5.312 of the university bylaws, which defines service to the school, college, and university as "demonstrating an ability and willingness to work cooperatively with colleagues in efforts to support and improve the programs of the department, college, and university," the college regards as the most fundamental expectation in this area the demonstration of faculty responsibility and effort in supporting and contributing to the mission of the schools, college, and university. Such expectations will include attendance at regular faculty meetings (as required by the bylaws of all three schools in the college), and responsiveness to students, faculty colleagues, staff, administrators, and members of the university community. In other words, the college expects its faculty to demonstrate both civil and civic responsibility within the university community, and thereby serve as a model for our students of this important professional obligation. Though decisions concerning tenure and promotion, as stipulated in the university bylaws, will rest primarily on an evaluation of the faculty member's successful record of teaching, scholarship, and professionally-oriented public service, the college expects all faculty members to meet the minimum expectations cited above in the area of service to the university community and profession.
- 3.16 Professional competency and quality are of high priority in the appointment, retention, and promotion of all faculty in the college. In keeping with the university policy on equivalencies (Board of Trustees Regulations, section 2A, part 3c), the college follows the principles inherent in the statement adopted in 1972 by the National Council of the Arts in Education (see Addendum I). In all evaluations for appointment, retention, promotion, and tenure, overall professional competency and quality that may be reflected by criteria other than degrees and academic credit are taken into consideration. These criteria may include, but are not limited to, earned academic degrees or other formal training, or a record of achievement in the arts.
- 3.17 Personnel judgments are based, according to Article 5.211 of the university bylaws "only upon the professional performances of the faculty member." Such judgments are specifically based on teaching effectiveness, artistic and scholarly merit, and

service to the university community and profession. The college recommends appointment, tenure and promotion for persons judged by their peers to be professionally competent and highly qualified in their area. Qualitative criteria will be considered more important than quantitative criteria in all personnel matters.

3.18 Statement of Confidentiality

In order to insure the integrity of the personnel process, school and college personnel bodies will maintain the confidentiality of all proceedings. All persons participating in personnel procedures must be assured of the confidentiality of their deliberations and recommendations. Similarly, all members of the faculty must be assured full confidentiality concerning all personnel decisions affecting them. Recommendations pertaining to the college will be reported as group decisions with the exception of recommendations made by directors and/or the dean.

3.2 Criteria for Promotion

The college requires adherence to the following general criteria for appointment to each rank. It expects, however, that each school will establish more specific criteria for each rank, pertinent to its discipline.

3.21 Assistant Professor

The rank of assistant professor is appropriate for those who have completed the formal education normally expected in their areas of specialization. Normally this is the appropriate terminal degree (i.e., the doctorate in the areas of history, pedagogy, theory, literature and criticism; the M.F.A. in the visual arts and theatre arts; and the M.M. in music performance), or clear evidence of appropriate study and/or professional experience equivalent to the required credential. Those appointed to positions at this rank must show evidence of potential for effectiveness in teaching, promise of leadership in their scholarly or creative field, and a predisposition to professionally-oriented public service, including working cooperatively with colleagues to support and improve the programs of the school, college, and university. Once a faculty member has been appointed to this (or any other rank), the matter of equivalency will no longer enter into any subsequent promotion or tenure decisions.

3.22 Associate Professor

Faculty in this rank must have demonstrated excellence in teaching and have given evidence of being in the process of achieving professional recognition among leaders in their discipline (including external peer evaluation of their achievements) in addition to satisfying the basic qualifications for the rank of assistant professor. Professional public service may be judged as contributing to professional recognition, but it does not substitute for evidence of scholarly achievement in research or artistry.

3.23 Professor

Faculty in this rank must have demonstrated continued excellence in teaching, and must have achieved significant professional recognition among other leaders in their discipline

(including external peer evaluation of their achievements) beyond that expected of the rank of associate professor. Professional public service may be judged as contributing to professional recognition, but it does not substitute for evidence of scholarly achievement in research or artistry.

3.24 Early Promotion

To be eligible for early promotion, a faculty member must demonstrate extraordinary achievement in teaching, research and or/artistry, and professional recognition (including external peer review of his or her achievements), which must exceed significantly the basic requirements for promotion at the sixth year level. To be considered extraordinary and eligible for early promotion, faculty members must have achieved an average merit rating that is in the top 10%* of their School's merit rating range in the areas of Teaching and Scholarship for all years in rank at NIU. The School must supply the necessary documentation to support the designation of "extraordinary" achievement, contrasting extraordinary to ordinary achievement or circumstances. * Top 10% of the portion of the total range used.

According to university bylaw 5.216 (C5), in matters of normal promotion and/or tenure Service is less highly valued than Teaching and Scholarship; the university bylaws are silent on the specifics of awarding early promotion and/or tenure. Since the significance of Service and how it is valued may vary across the three Schools, it is up to each individual School to define in its bylaws what level of Service constitutes support for early promotion within that School.

- 3.25 Extraordinary circumstance may also be recognized. Extraordinary circumstance will be considered to exist when a faculty member is proposed for early promotion who significantly affects the overall academic growth and mission of the school, and/or college, and/or university. Early promotion to full professor must also include outside peer review.

3.3 Criteria for Tenure

- 3.31 Tenure is normally recommended only after the successful completion of the probationary period as established by the Board of Trustees. Decisions concerning tenure are determined by the quality of teaching, scholarship and/or artistic activity, and professionally-oriented public service. In addition, a faculty member's contribution to the school, college and university as reflected in, but not limited to, student advisement, program development, general planning, committee work, and other professional service is reviewed and evaluated. Accordingly, a recommendation for a tenure appointment is justified only when a faculty member has demonstrated to the satisfaction of appropriate faculty bodies and administrative officers that, as a candidate for a continuous appointment, he or she is fully qualified to discharge responsibilities in advancing the mission of the schools, college and university on a long-term basis as an educator, scholar/artist and colleague.
- 3.32 Each school will define criteria appropriate to its discipline for the evaluation of successful performance, and its personnel committee will apply those criteria to eligible faculty members. Generally, tenure should be accompanied by a recommendation for promotion to associate professor. On rare occasions, tenure may be granted to assistant professors in the college who have demonstrated extraordinary achievement in teaching, and who expect

to continue in a specific undergraduate teaching role.

- 3.33 Each school will establish guidelines and procedures for the annual evaluation of the progress toward tenure of all probationary faculty members as specified in the university bylaws, Article 5.4.

3.34 Early Tenure

To be eligible for early tenure, a faculty member must demonstrate extraordinary achievement in teaching, research and or/artistry, and professional recognition (including external peer review of his or her achievements), which must exceed significantly the basic requirements for promotion at the sixth year level. To be considered extraordinary and eligible for early tenure, faculty members must have achieved an average merit rating that is in the top 10%* of their School's merit rating range in the areas of Teaching and Scholarship for all years in rank at NIU. The School must supply the necessary documentation to support the designation of "extraordinary" achievement, contrasting extraordinary to ordinary achievement or circumstances. * Top 10% of the portion of the total range used.

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- 3.35 Extraordinary circumstance may also be recognized. Extraordinary circumstance will be considered to exist when a faculty member is proposed for early tenure who significantly affects the overall academic growth and mission of the school, and/or college, and/or university. Early tenure recommendations must also include outside peer review.

3.4 General Procedures for Promotion and/or Tenure

3.41 External Letters of Recommendation

Recommendations for promotion and/or tenure that include external letters are stronger by comparison with those that do not, all other factors being equal. External letters are therefore required as a part of all recommendations for promotion and/or tenure. The director of the school must obtain these letters in accordance with UCPC working rules, and will use a form letter provided by the dean of the College of Visual and Performing Arts when requesting materials from external evaluators. It is recommended that a minimum of five letters be solicited from evaluators suggested by the applicant and director in consultation with the school personnel committee. At least two of the five letters must be solicited from persons who have a clear distance and detachment from the candidate, and who currently hold at least the same academic rank for which the candidate is applying. Copies of all letters received must be included with the recommendation for promotion and/or tenure, along with a brief biographical sketch of each external evaluator.

- 3.411 Collaboration is an essential function in all the Visual and Performing Arts and is often the source of professional recognition and peer review.

In the spirit of 7.12 of the UCPC working rules, the College Council may allow external letters from individuals with whom candidates have collaborated professionally if those individuals have clearly achieved national or international stature in their area of expertise. Moreover, because achievement of students is one of the standard measurements of excellence in teaching, letters from former students may be accepted as long as the respondent has been gone from NIU for at least five years and has attained national or international stature in his or her area of expertise.

3.42 Format

Recommendations for promotion or for promotion and tenure should contain only material relevant to time spent at the current rank at Northern Illinois University. Applications for tenure only may contain material covering a greater time span. In all cases, material must be presented in reverse chronological order, i.e., starting with the present, and the prescribed university format should be adhered to. In each category, peer-reviewed material should be identified by an asterisk.

3.43 Timetable

In order to accommodate 3.41 (above), the college will adhere to the following timetable:

- 3.431 By March 1 of the spring semester prior to the fall semester in which application will be made, the director and the applicant will meet to begin development of the recommendation for promotion and/or tenure. In the case of promotion from assistant professor to associate professor and tenure, or a short tenure track, it is the director's responsibility to notify the faculty member to begin preparation of the recommendation for promotion and/or tenure based on the tenure decision date contained in the faculty member's offering letter. In all other cases, it is the responsibility of faculty members to notify the director of their intention to apply for promotion and/or tenure.
- 3.432 By May 1 of the spring semester prior to the fall semester in which application will be made, the applicant will submit the completed recommendation for promotion and/or tenure to the Director.
- 3.433 **No action will be taken on recommendations for tenure and/or promotion received after May 1.**
- 3.434 Completed recommendations for promotion and/or tenure will be reviewed editorially by school personnel committees and school directors before external letters of support are solicited by the director.
- 3.435 During the summer prior to the fall semester in which application will be made, the director will solicit external letters and will provide the applicant's recommendation for promotion and/or tenure materials to external evaluators.
- 3.436 External letters may be added to the applicant's recommendation for promotion and/or tenure at any time before the schools begin their formal content review and

approval process. Information about professional activities undertaken by the applicant after the May 1 deadline may be

added at any time before the schools September 15 editorial review deadline.

- 3.437 By September 15 of the fall semester of application, the school personnel committees will meet to conduct an editorial review of all applications prior to the beginning of the formal content review and approval process.
- 3.438 School personnel committees will take action according to the personnel calendar established by the dean.
- 3.439 The college council will take action according to the personnel calendar established by the dean.
- 3.440 The dean of the college shall notify individual faculty of council recommendations affecting their promotion and/or tenure.

3.5 Ranking of Competitive Faculty Applications

- 3.51 Applications submitted to the college by the schools in rank order (sabbatical leave, summer research and artistry, other) will be ranked by the college in a manner that preserves the rank order submitted by an individual school, i.e., no application submitted as number 1 within a school shall be ranked lower than 1 within a school as part of overall college rankings.
- 3.52 All regular faculty who have completed three or more years of service and who are making application for any internal (NIU) grant opportunity, are required to show a record of having applied for external (non-NIU) grants within three years of the semester in which the internal application is being submitted. This requirement is for application only, not funding. Please note: With respect to applications for NIU Summer Research and Artistry Awards, the Graduate School requires that tenured faculty applying for a second such award are required to have applied for external funding within the past 12 months.

3.6 Sabbatical Leave

- 3.61 Article 8 of the university bylaws ("Sabbatical Leave Policy") states that sabbatical leaves "are for the purpose of supporting and encouraging scholarship (research or artistry) . . . in order to strengthen the academic programs of the university." Since sabbatical leave proposals and accomplishments are formally evaluated and routinely communicated through various institutional channels to the university community at large, the college reserves the right to uphold the highest standards of evaluation and required documentation.
- 3.62 In order to accommodate school personnel calendars, those faculty who have been on sabbatical leave or paid leave of absence will, within 30 days after return to regular duties, present to the school director, school personnel committee and the office of the executive vice president and provost, a report of professional activities during the leave. The report will describe the activities undertaken during the leave and the scholarly or creative results of those activities.

3.7 Yearly Merit Evaluation of Faculty

- 3.71 The bylaws of each school will include a statement of criteria specific to its discipline for evaluating all members of the faculty in each of the following categories: tenured, probationary, temporary, full-time and part-time.
- 3.72 The criteria stipulated by each school will be based upon, but not necessarily limited to, those criteria specified in the university bylaws, Article 5.2.
- 3.73 A positive correlation must exist between a faculty member's annual merit ratings and a recommendation for tenure and/or promotion.
- 3.74 Yearly merit evaluations of full-time, regular faculty must reflect the entirety of each individual's performance in the areas of teaching, research/artistry, and service. Evaluations will be based on reviews of faculty service reports, which take into account an individual faculty member's assigned and projected activities for the evaluation period. New Faculty may submit scholarly and creative activities that occur after their acceptance of their current position at NIU as part of their first year Service Report.
- 3.75 Normal faculty workloads will be defined by school personnel documents, and must clearly specify assignments in all three evaluative areas, consistent with Article 5.21 of the university bylaws. Individual faculty assignments in fulfillment of that load should be the result of a collaborative process between each faculty member and the director or the director's designee, taking into consideration the needs of the school and the significance of individual faculty research and artistry activities.
- 3.76 Each school will determine through its bylaws, and/or its personnel committee working rules, the method by which it addresses Articles 3.74 and 3.75 (above) for the purpose of merit ratings. Copies of the relevant documents used to define the merit rating process will be sent to the college council each year no later than December 1, so that the council may fulfill its role in the university's dual track personnel process by approving these policies and procedures.

4. Appeal Procedures at the College Level

Consultation with the faculty personnel advisor, whose duties are specified in Article 9 of the university bylaws, and/or with the university Ombudsman, would be advisable for any faculty member who seeks informal reconsideration or reassessment of a personnel decision, and would be especially valuable for those who consider seeking a formal appeal at the college or university level.

- 4.1 Consistent with Article 7 of the university bylaws ("Appeal Procedures for Personnel Decisions"), two avenues are available through which disagreements over personnel recommendations may be resolved informally: *reconsideration* at the school level, and *reassessment* at both the school and college levels. These processes are intended to "provide a means whereby disagreements over personnel recommendations may be resolved, whenever possible, without resort to formal appeal procedures." Through these informal processes, "additional evidence may be adduced prior to a final department or college decision on an individual recommendation." Where disagreements are not resolved through these means, "any party involved may initiate a formal appeal."

- 4.2 Article 7.1 of the university bylaws specifically concerns appeals at the college level. Appeals of personnel decisions made by school personnel committees may be brought to the college council only after reconsideration and reassessment procedures have been exhausted at the school level.
- 4.3 Faculty members who claim to have been unfairly or inadequately evaluated at the school level must seek reconsideration or reassessment at that level no later than the deadline set by the school.
- 4.4 Faculty members who remain aggrieved after a reconsideration or reassessment at the school level may appeal to the college council. Appeals must be made in writing through the dean to the college council. The written request must cite grounds for the appeal from among those specified in Article 7.12 of the university bylaws: "that inappropriate procedures were followed by a department" (Article 7.121); "that insufficient or inappropriate criteria or evidence were used in arriving at a departmental recommendation" (Article 7.122); that other circumstances exist which the college considers a legitimate basis for an appeal" (Article 7.123).
- 4.5 Requests for an appeal to the college council must be made within ten working days after receiving notification of the results of the reconsideration or reassessment at the school level.
- 4.6 As stipulated in Article 7.14 of the university bylaws, "where a decision involves the professional competence or achievements of an individual faculty member," the school's judgment "will be overridden only on the basis of substantial evidence that inadequate or inappropriate professional standards or evidence were used" by the school.
- 4.7 Where an appellant alleges that personnel decisions were made "on the basis of sex, race, national origin, marital status, age, color, political views or affiliations, religious views or affiliations, sexual orientation, handicapped status, or other such factor unrelated to professional performance," the appeal must be addressed directly to the University Council Personnel Committee, as specified in Article 7.213 of the university bylaws.

5. Evaluations of School Directors and College Administrators

5.1 School Directors and Assistant Directors

The dean will conduct an annual evaluation of each school director involving the respective personnel committees of each school. The evaluation will be based upon the statement of "Responsibilities of Chair (or Director) of Department (or School)" in the *Academic Policies and Procedures Manual*. (A copy of that statement is included as Addendum II.) Such evaluation is for the purpose of annual assessment by the dean and is not a review related to the director's term of appointment.

The following should be considered as part of the procedures for the annual review:

- 5.11 As early as possible in the spring semester, the school personnel committee will assess the school director's performance for the recently completed calendar year.

- 5.12 The school personnel committee will distribute questionnaires designed to elicit input from all students, faculty, staff, and the assistant director. (Copies of these questionnaires are included as Addendum III, Parts 1-3.)
- 5.13 To assist in the annual performance review, the school director will submit to the personnel committee each year by the first day of classes of the spring semester a Director Service Report documenting research & artistry, teaching, and professional service activities (other than duties as director), as well as administrative duties as school director. The teaching portion of the report should use the same qualitative criteria addressed by school faculty in the Faculty Service Report (e.g., instructional design, instructional delivery, command of subject matter, record keeping and course management, other teaching activities). The administrative portion of the report should address the same criteria addressed in the faculty, staff, and assistant director questionnaires. (A description of the Director Service Report is included as Addendum III, Part 4.)
- 5.14 The personnel committee will provide to the dean by May 16 an annual evaluation of the director that will include quantitative and qualitative input received from faculty, students, and staff and assistant directors. The quantitative component of this report will indicate the number of responses received from each of these constituencies, and include the average ratings for each item as well as a composite rating. The evaluation will also include a narrative summary indicating perceived strengths and weaknesses in the director's performance during the recently completed calendar year, as well as constructive suggestions as appropriate. (A copy of the personnel committee report form is included as Addendum III, Part 5.)
- 5.15 The school director should receive his or her evaluation from the personnel committee, and have an opportunity commensurate with that accorded to faculty to discuss the evaluation with the committee, before it is forwarded to the dean.
- 5.16 Upon receipt of the evaluation of a school director from a personnel committee, either the dean or the committee may request a meeting to discuss the evaluation. The dean will make an annual assessment of each school director, taking into consideration evaluations provided by the school personnel committees, and may make an assignment of a merit salary increase should salary funds be available.

When completed, the results will be reported to the director both in writing and verbally. The results of annual evaluations of school directors will be reported as an information item to the college council and the school personnel committees at the beginning of the following fall semester. That report will serve to certify that director evaluations were completed and will include information on any percentage merit salary increment.

The following should be considered as part of the procedures for periodic review of the director's term of appointment:

- 5.17 In the spring term preceding the final year of the school director's term of appointment, the dean will confer with the director to determine the feasibility of another term. If another term is feasible, the dean will meet with the appropriate school personnel committee early in the spring term of the penultimate year to agree upon procedures for an evaluation that will assure maximum involvement of the faculty of the school. If the evaluation is positive, the dean in consultation with the director and the provost will recommend an additional term of appointment of a length agreeable to all parties.
- 5.18 Assistant directors will be evaluated annually by the respective school personnel committees and by the director. The evaluation will take into account the job description established for the position. Such job descriptions will be on file in the college office and the office of the appropriate school.

The Dean's Annual review

- 5.21 The college council will annually review the dean, using input from the faculty and the college senate. The council will make every effort to assure maximum involvement of the faculty of the college in this process. A copy of the council's review will be submitted to the provost for informational purposes.
- 5.22 To assist the college council in its annual review, the dean will provide a report each year by the first day of classes of the spring semester in the format of Addendum IV describing activities for the previous calendar year. This report will be distributed to all college faculty (including school directors, the director of External Programs and the director of the Art Museum) who will have one month from the date it is distributed to submit signed or unsigned responses to their respective senior college council representatives or to the Associate Dean.

Disbursement of the CVPA Dean's Annual Report

1. The Associate Dean will distribute the report to school directors, the director of External Programs, and the director of the Art Museum.
2. The senior College Council member from each of the three schools will distribute the report to all tenured and tenure-track faculty members in their respective schools.

Following the deadline, College Council will meet without the dean present to discuss drafting an initial summary evaluation of responses to the annual report. This summary evaluation will be provided to the dean verbally and in hard copy at the next possible college council meeting. After the dean has had an opportunity to discuss the summary evaluation with the college council, the dean will have two weeks in which to write an optional response. A final summary, including a response the dean may wish to add, will be forwarded by the Associate Dean to the Provost.

Periodic review of the dean's term of appointment

- 5.23 Given that the annual review of the Dean is "informational only" in its use by the

Provost, the College Council will not review the Dean in those years during which the Dean is under formal review for renewal of term.

- 5.24 In the spring semester preceding the final year of the dean's term of appointment, the provost will confer with the dean to determine the feasibility of another term. If another term is feasible, the provost will meet with the college senate and council early in the spring semester of the penultimate year to agree upon procedures for an evaluation that will assure maximum involvement of the faculty of the college. If the evaluation is positive, the provost, in consultation with the dean, will recommend an additional term of appointment of length agreeable to all parties.

5.3 The Associate Dean

The dean evaluates the performance of the associate dean annually, in consultation with the college senate and council, for the purpose of merit, and with the college council for purpose of salary increment. The term of appointment of the associate dean normally coincides with that of the dean. However, the dean will confer with the associate dean annually to determine the feasibility of continued appointment, seeking the advice of the college senate and council, as he or she deems appropriate.

5.4 Other Administrative Assignments

When a faculty member undertakes an administrative assignment (either full-time or part-time) in a school or the college office, (e.g., coordinator of graduate studies, coordinator of student teaching, area coordinator, grants coordinator, etc.), the director or the dean, as appropriate, will advise the school's personnel committee regarding the faculty member's performance in this role. It is expected that the faculty member will also include a self-assessment in his or her Faculty Service Report.

6. Amendment Procedures

6.1 Amendment of these bylaws may be accomplished in the following manner:

- 6.11 A proposed amendment may be submitted in writing to the college council anytime by full-time, regular faculty members of the college;
- 6.12 Approval of the proposed amendment by a three-fourths majority vote of all full-time, regular faculty members;
- 6.13 Substantive changes will go into effect January 1 of the year following their approval, pending approval of the UCPC.
- 6.14 Minor procedural or editorial changes that do not affect the substance of a bylaw may be made with the approval of the college council, and will become effective for the current calendar year.
- 6.15 All amendments must be in accordance with the regulations of the college, the

university, and its governing board.

7. College of Visual and Performing Arts (CVPA) Faculty Workload Policy

The workload policy guidelines below shall apply to full-time, tenured and tenure-track academic faculty. The CVPA Workload Policy defers to the guidelines published in the University Faculty Workload Policy except where articulated below.

- 7.1 School faculty shall have input into the CVPA Workload Policy.
- 7.2 The CVPA Workload Policies must be approved by the Faculty Senate Personnel Committee and the Executive Vice President and Provost.
- 7.3 In the absence of a School Workload Policy, the College and/or University Workload Policies shall be used as a guide in making workload assignments (see also [Policy on Managing Policies](#) a. II).
- 7.4 The CVPA Workload Policies shall conform to the general principles in the University Workload Policy, while allowing for criteria and standards relevant to each School's overall mission.
- 7.5 The standard CVPA teaching workload for all full-time, tenured/tenure-track faculty is equivalent to 3 courses totaling 9 Credit Hour Equivalents (CHEs) per semester and no more than 18 CHEs per year; see the CVPA Statement on Credit Hour Equivalents in Appendix A. This workload expectation assumes that faculty members also: engage in sufficient scholarship or artistry to be considered to be satisfactory under the merit evaluation criteria of their department/school and to remain current in their disciplines; they participate in advising/mentoring of students; and that they engage in service to the department, college or university. The reallocation of CHEs from the standard teaching load described in UWP Section III are for activities and achievements that are above and beyond these expectations for satisfactory performance.
 - 7.5.1 The CVPA standard nine CHEs per semester teaching workload may be reallocated to allow faculty members to pursue other activities that support the University mission and the goals and needs of the department or equivalent unit (see UWP Section III). Teaching workload assignments shall be defined in terms of CHEs. The specific formula for determining appropriate CHEs will be based on the number of hours on task; see the CVPA Statement on Credit Hour Equivalents in Appendix A.
 - 7.5.2 School Directors shall meet annually with faculty individually to develop workload plans. It is the sole responsibility of the School Director under the supervision of the dean to make workload assignments.
 - 7.5.3 Overload teaching assignments must be approved in writing by the School Director and the Dean before the first day the activity is undertaken. Additional compensation will not be awarded for unapproved overload teaching assignments.
 - 7.5.4 (UWP II.8) If a faculty member's course fails to meet minimum enrollment standards set forth by the university, the faculty member may be assigned to teach another course by the Director, or the course may be cancelled. Other types of assignments must be approved by the faculty member's Director and dean.

If the Director, in consultation with the Dean, determines that an under-enrolled course should be offered, the Director may adjust the CHE assignment in accordance with the UWP “Summary of Workload Credit Equivalencies: “Small Section guidelines.”

Small section (enrollment below minimum levels set forth in APPM, Section I.8)	0.75 CHE and 1.0 CHE per course credit hour, e.g., a 3 credit course has a workload CHE no smaller than 2.25 and no greater than 3.0
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- 7.6 Individual workload assignments and distribution of responsibilities will be determined for faculty members in accordance with the mission and priorities of the University, and the goals of that faculty members governing units. All faculty who are governed by the University Workload Policy and Guidelines must follow the practices and procedures for implementation and record keeping in accordance with the general guidelines of this Policy. Teaching assignments and/or adjustments may be requested and/or assigned and must be documented and approved in writing as detailed in the respective governing Unit’s Workload Policy(ies) and Bylaws.
- 7.7 Faculty members holding administrative appointments involving reallocated CHE assignment shall meet with the Director before the end of the Spring semester to report their administrative activities. Failure to document these activities may result in the denial of future administrative appointments and/or the cancellation of reallocated CHEs that may have been pre-approved. Reappointment to administrative positions will be made at the discretion of the Director, in consultation with the Dean. Reappointments are not guaranteed.
- 7.8 *Adjustments.* The university's missions in research and artistry and public and professional service are upheld through the activities of its faculty. In order to fulfill these responsibilities, the teaching workloads of individual tenured and tenure-track faculty may be adjusted by their Units on an annual basis. When establishing CHE reallocations, the college and schools may consider the following activities: Department Chair, School Director, Program Director, Center/Institute Director, or other administrative assignment.
- 7.9 Faculty members serving in these administrative appointments shall be assigned CHEs in accordance with the CVPA Statement on Credit Hour Equivalents (Appendix A). Reallocations may vary depending on the number of hours on task the appointment entails, size/complexity of the School, Program, Institute, or Unit; the number and level of degree programs offered; and/or whether the faculty member has the major responsibility for the administration and supervision of a Facility or Unit. Faculty will negotiate this adjustment with their Director.
- 7.10 Any administrative appointment for which CHE reallocations are granted may not be counted separately in the annual Faculty Service Report (FSR).

Appendix A. Credit Hour Equivalents

CVPA Statement on Credit Hour Equivalents

This statement defines a Credit Hour Equivalent (CHE) in terms of time on task and provides a rationale for why a CHE needs to be defined.

Definition: 1 CHE entails 3 hours of instruction-related work per week. A standard semester is defined as a 15-week term. Thus, 1 CHE entails 45 hours of work per semester.

Rationale:

NIU currently has no published definition of a Credit Hour Equivalent, yet the CHE is the central basis for assigning faculty instructional workloads. A definition of a CHE that can be applied consistently across CVPA disciplines and instructional activities is essential to achieving fair and equitable workload assignments for all faculty.

NIU's definition of a standard university teaching workload follows the American Association of University Professors' (AAUP) 1969 recommendation for a "Preferred Teaching Load."

The AAUPs Statement on Faculty Workload defines the maximum teaching loads for effective instruction at the undergraduate level as a teaching load of twelve hours per week, and for instruction partly or entirely at the graduate level, a teaching load of nine hours per week based on an academic year of not more than 30 weeks of classes. In recognition of the diverse teaching responsibilities of tenured and tenure-track faculty, NIU has adopted, within the General Policy Statement, the standard University teaching workload for all full-time, tenured/tenure-track faculty is equivalent to three (3) courses per semester (one course equals three credits).

(<https://www.niu.edu/policies/policy-documents/univ-faculty-workload-policy-guidelines.shtml>)

The AAUP rightly acknowledges that university instruction entails much more time than just the number of hours spent in the classroom.

In the American system of higher education, faculty "workloads" are usually described in hours per week of formal class meetings. As a measurement, this leaves much to be desired. It fails to consider other time-consuming institutional duties of the faculty member, and, even in terms of teaching, it misrepresents the true situation. The teacher normally spends far less time in the classroom than in preparation, conferences, grading of papers and examinations, and supervision of remedial or advanced student work.

(<https://www-jstor-org.auth.lib.niu.edu/stable/40252371?seq=2>)

ADDENDUM I

National Council of the Arts in Education: Statement on Appointment, Tenure, and Promotion of Artist-Teachers

Appointment, promotion, and tenure should be awarded to an artist-teacher in recognition of achievement as a practitioner of the arts. Specific degrees are not appropriate requisites for teaching the arts in institutions of higher education or for advancement in them. Nor should research and critical publication, however desirable, be a measure of an artist's accomplishment in his profession. One criterion for such advancement, rather, should be the quality and extent of public performance, exhibitions, artistic publication, community-related arts activities, and significant experimentation that may not immediately result in products suitable for public viewing or hearing.

A complementary criterion should be the quality of an artist's teaching. Besides training students in their craft, the successful teacher transmits a sense of aesthetic values, stimulates acuteness of artistic judgment, and develops a consciousness of creative purpose.

No artist-teacher should be denied promotion to the highest rank or tenure for lack of a doctorate. Only in fields such as the history, theory, criticism, sociology, ethnology, or pedagogy of the arts, which are clearly branches of the humanities and social sciences, may degrees and/or publications be appropriately considered as primary evidences of achievement.

31 January 1972

American Dance Guild
American Musicological Society
American Society for Aesthetics
Association of Art Museum Directors
Association of Collegiate Schools of Architecture
College Art Association of America
College Music Society
Committee on Research in Dance
Dance Division of AAHPER
Music Educators National Conference
Music Teachers National Association

National Art Education Association
National Association of Schools of Art
National Association of Schools of Music
National Council on Education in the Ceramic Arts
National Theatre Conference
Society for Cinema Studies
Society for Ethnomusicology
United States Institute for Theatre Technology
University Film Association

ADDENDUM II

Responsibilities of Chair (or Director) of Department (or School)

July 17, 2002

A chair (or director) of a department (or school) is the chief academic and administrative officer for an academic department (or school) and is accountable directly to the dean of the college for all aspects of the operation and development of that department (or school). The chair is the spokesperson of the department in all official transactions with department members, as well as with other units of the university, and is responsible for the proper functioning of the department as an instructional, research/artistic, and public-service unit. The department chair is responsible, in consultation with appropriate departmental faculty committees, for developing and administering operating policies and practices for the department which are effective and consistent with college and university provisions; for making budget, curricular, and personnel recommendations (in accordance with applicable university bylaws), for managing all the resources assigned to the department; for defining the department's scope, mission, and objectives within institutional guidelines, and within the resources available; and for assuring and, whenever possible, improving the department's capacity to carry out its mission and accomplish its objectives with distinction. The quality of departmental leadership can be measured by such factors as:

1. the strength of the faculty attracted and retained;
2. the quality of the department's academic program;
3. the enthusiasm of faculty and students for the department's program;
4. the quality of representation concerning the mission and needs of the department which is provided to units and agencies outside of the department;
5. the level and degree of effective cooperation which is provided to units and agencies outside the department;
6. the handling of departmental affairs so as to maximize the time and effort faculty can devote to their professional activities--teaching, scholarship, academic counseling, and public service;
7. the maintenance of high professional and ethical standards on the part of the department in carrying out its responsibilities;
8. the ability to get the department to respond with dispatch in facilitating change when necessary, without violating the rights or ignoring the responsibilities of faculty or students.

In addition, a department chair's responsibilities include, but are not limited to, the following activities.

Responsibilities of Chair (or Director) of Department (or School) (Cont.)

1. budgeting and fiscal management of department resources;
2. managing day-to-day administrative responsibilities;
3. scheduling and providing for student advisement;
4. supervising staff assigned to the department;
5. assigning faculty and staff work loads:
 - a. the chair has the final responsibility in assigning and scheduling work loads.
 - b. in assigning work loads, the chair will be guided by any written guidelines set by the department, college, and university.
 - c. each department shall have its own faculty-approved guidelines for the assignment of work loads, in their bylaws or other documents. These guidelines may provide for reconsideration of the assignment of work loads.

Approved by University Council, May 6, 1998
Modified editorially, July 17, 2002

ADDENDUM III (Part 1)

Faculty Questionnaire for Annual Merit Evaluation of the School Director

Article 5.1 of the CVPA bylaws states that the dean will conduct an annual evaluation of each school director and that this evaluation will be based on the statement of “Responsibilities of Chair (or Director) of Department (or School)” appearing in the *Academic Policies and Procedures Manual*. Article 5.11 states: “As early as possible in the spring semester, the school personnel committee will assess the school director’s performance for the recently completed academic year.” As part of this yearly merit evaluation, the personnel committee seeks input from all members of the faculty. Your participation in this process would be greatly appreciated.

Most of the evaluative criteria listed below come from the “Responsibilities of Chair (or Director) of Department (or School).” For each item listed below, choose a response that most closely reflects your assessment of the director during the calendar year (January – December) just completed.

AS Agree Strongly
A Agree
N Neither Agree nor Disagree
D Disagree
DS Disagree strongly
N/A Not Applicable (or no first-hand information)

1. The director attracts and retains strong faculty.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

2. The director contributes to the quality of the school’s academic program.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

3. The director effectively represents the mission and needs of the school to agencies outside the school.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

4. The director effectively cooperates with units and agencies outside the school.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

5. I am enthusiastic about the school’s academic program.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

6. The director has contributed to my enthusiasm for the school’s academic program.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

7. The director handles school affairs so as to maximize the time and effort faculty can devote to their professional activities—teaching, scholarship, academic counseling, and public service.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

8. The director promotes the maintenance of high professional and ethical standards on the part of the school in carrying out its responsibilities.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

9. The director has the ability to get the school to respond with dispatch in facilitating change when necessary, without violating the rights or ignoring the responsibilities of faculty or students.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

10. The director is effective in budgeting and fiscal management of department resources.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

11. The director effectively manages day-to-day administrative responsibilities.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

12. The director is effective in scheduling and providing for student advisement.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

13. The director effectively supervises staff assigned to the school.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

14. The director is effective in assigning faculty and staff workloads.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

The space below may be used to add any additional comments concerning the director during this period; (please feel free to continue on the back of this page).

ADDENDUM III (Part 2)

Staff and Assistant Director Questionnaire for Annual Evaluation of the School Director

Article 5.1 of the CVPA bylaws states that the dean will conduct an annual evaluation of each school director and that this evaluation will be based on the statement of “Responsibilities of Chair (or Director) of Department (or School)” appearing in the *Academic Policies and Procedures Manual*. As part of this yearly merit evaluation, the personnel committee seeks input from all (full- or part-time) administrative staff and the assistant director of the school. Your participation in this process would be greatly appreciated.

The evaluative criteria listed below come from the “Responsibilities of Chair (or Director) of Department (or school).” For each item listed below, please choose a response that most closely reflects your assessment of the director during the calendar year (January – December) just completed.

AS Agree Strongly
A Agree
N Neither Agree nor Disagree
D Disagree
DS Disagree strongly
N/A Not Applicable (or no first-hand information)

1. I am enthusiastic about my role in the school.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

2. The director promotes the maintenance of high professional and ethical standards on the part of the school in carrying out its responsibilities.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

3. The director effectively manages day-to-day administrative responsibilities.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

4. The director effectively supervises staff assigned to the school.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

5. The director is effective in assigning staff workloads.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

6. The director effectively represents the mission and needs of the school to agencies outside the school.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

7. The director effectively cooperates with units and agencies outside the school.

☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A

The space below may be used to comment on any aspect(s) of the director’s job performance during this period; (please feel free to continue on the back of this page).

ADDENDUM III (Part 3)

Student Questionnaire for Annual Evaluation of the School Director

The dean of the College of Visual and Performing Arts conducts an annual evaluation of the directors of the schools of Music, Art, and Theatre & Dance. Input from all full-time undergraduate and graduate students in the school is an important part of this process. Your participation would be greatly appreciated. For each item listed below, please choose a response that most closely reflects your assessment of the director during the calendar year (January – December) just completed.

AS Agree Strongly
A Agree
N Neither Agree nor Disagree
D Disagree
DS Disagree strongly
N/A Not Applicable (or no first-hand information)

1. In which degree program are you enrolled?

 ☐ Undergraduate ☐ Graduate
2. Have you been or are you currently a member of a recognized student organization in the school of Art, Music, or Theatre & Dance?

 ☐ Yes ☐ No
3. Have you had any personal interaction with the director during the calendar year just completed?

 ☐ Yes ☐ No
4. If you have had any interaction with the director during this period, has this been helpful in your education or professional life?

 ☐ AS ☐ A ☐ N ☐ D ☐ DS ☐ N/A
5. I am enthusiastic about the school's academic program.

 ☐ AS ☐ A ☐ N ☐ D ☐ DS
6. The school director has contributed to my level of enthusiasm.

 ☐ AS ☐ A ☐ N ☐ D ☐ DS
7. The school has an effective advising program.

 ☐ AS ☐ A ☐ N ☐ D ☐ DS

The space below may be used to add any additional comments concerning the director during this period; (please feel free to continue on the back of this page).

ADDENDUM III (Part 4)

Annual Merit Evaluation of the School Director: Director's Service Report (DSR)

Article 5.1 of the CVPA bylaws states that the dean will conduct an annual evaluation of each school director and that this evaluation will be based on the statement of "Responsibilities of Chair (or Director) of Department (or School)" appearing in the *Academic Policies and Procedures Manual*. In its evaluation process, the personnel committee will review the director's service report (DSR), as well as input from the faculty, staff and assistant director, and students of the school.

Article 5.13, reproduced below, describes the director's service report.

- 5.13 The school director will submit to the personnel committee an annual Director Service Report documenting research & artistry, teaching, and professional service activities (other than duties as director), as well as administrative duties as school director. The teaching portion of the report should use the same qualitative criteria addressed by school faculty in the Faculty Service Report (e.g., instructional design, instructional delivery, command of subject matter, record keeping and course management, other teaching activities). The administrative portion of the report should address the same criteria addressed in the faculty, staff, and assistant director questionnaires. (A description of the Director Service Report is included as Addendum III, Part 4.)

The criteria cited above in Article 5.13 are listed below:

- Strength of faculty attracted and retained
- Quality of the school's academic program
- Enthusiasm of faculty and students for the school's program
- Handling of school affairs so as to maximize the time and effort faculty can devote to their professional activities—teaching, scholarship, academic counseling, and public service
- Maintenance of high professional and ethical standards on the part of the school in carrying out its responsibilities
- Ability to get the school to respond with dispatch in facilitating change when necessary, without violating the rights or ignoring the responsibilities of faculty or students
- Budgeting and fiscal management of department resources
- Managing day-to-day administrative responsibilities
- Scheduling and providing for student advisement
- Supervising staff assigned to the school
- Assigning faculty and staff workloads
- Other

ADDENDUM III (Part 5)

College of Visual and Performing Arts

Evaluation of Director: _____

January 1 through December 31, _____

School of _____

Number of Undergraduate majors _____ Number of Graduate majors _____

To be completed by the school personnel committee as early as possible in the spring semester.

I. Input from Faculty

Number of responses: _____

Numerical average of responses for each item in the faculty questionnaire:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____

Composite average of all numerical responses: _____

II. Input from Staff and Assistant Director

Number of responses: _____

Numerical average of responses for each item in the staff and assistant director questionnaire:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Composite average of all numerical responses: _____

III. Input from Students

Number of responses from undergraduate students: _____; graduate students _____

Number of students who are members of school organizations _____

Number of students reporting personal interaction with the director _____

Numerical average of responses to question on advising _____

Numerical average of responses to question concerning effect of interaction with the director _____

Numerical average of responses to question on enthusiasm for program _____

Numerical average of responses to question on director's contribution to enthusiasm for program _____

IV. Narrative Summary provided by the personnel committee:

1. Perceived strengths in the director's performance during the recently completed calendar year;
2. Perceived weaknesses in the director's performance during the recently completed calendar year;
3. Constructive suggestions, as appropriate.

Note: all numerical averages are on a five point scale with five high and one low

ADDENDUM IV

College of Visual and Performing Arts

Annual Evaluation of Dean

(For the period January through December)

LEADERSHIP EFFECTIVENESS IN:

- I. Curricular and Programmatic Development (Examples of activities to be considered include program and curriculum initiation and development, initiation and development of creative and artistic activity, responsiveness to departmental recommendations in this regard, etc.)
- II. Faculty Recruitment and Development
- III. Budgetary Management (Examples of activities to be considered include dealing with budget, space, and equipment.)
- IV. Promotion of the College (Examples of activities to be considered include the promotion of the College reputation on and off campus, articulation of the College mission, representation of the College, etc.)
- V. Interaction with College Council, Senate and individual faculty members (Evaluation of the Dean's effectiveness in working with faculty members and representative committees in the college.)
- VI. Encouragement and support of faculty teaching, research and artistic activities
- VII. Development of external resources (Examples of activities to be considered include those dealing with obtaining funds or other resources from sources outside the university which support faculty activity, departmental curriculum or programs, students, etc.)
- VIII. Commitment to Affirmative Action Goals
- IX. Organization and Functioning of the Dean's Office
- X. Summary of the overall leadership performance of the Dean

Chair, personnel committee

Date