Department Chair’s Self Review

Department Chair: Andrew Vorder Bruegge Date: 25 June 2006

Rating scale: Please write the appropriate number in the space next to each category based on the following scale:

4 - Performance exceeds expectations, as I understand them
3 - Performance meets expectations, as I understand them
2 - Performance marginally meets expectations, as I understand them
1 - Fails to meet expectations, as I understand them
0 - Don't know or not applicable as I understand them

Note: The major characteristics you are asked to assess below are described by several different descriptors, which provide broad guidelines for each major area. Please provide additional comments as appropriate in each area.

3 1. Leadership
   · Inspires/motivates faculty/staff to work toward the goals of the department.
   · Uses an effective administrative style.

COMMENTS:
I feel confident in saying that I illustrate colleagues to row together. I believe that they recognize that I’m pretty much on their side, and that dissipates most of the debilitating fear. In my mind, “motivation” in academia can very easily take the form of coercion. If anything, my administrative style abjures coercion. For this department in its current state, I think that non-coercive leadership is just what is needed. When I talk to colleagues about problems in the department, they generally agree with my assessment of the situation and are willing to try whatever solution I’ve been contemplating.

4 2. Organization
   · Effectively uses personnel, time, money, materials, equipment, and space.
   · Plans and develops appropriate policies.
   · Evaluates financial needs and makes appropriate recommendations for financing.
   · Delegates authority, provides support or supervision of subordinates as needed and displays reasonable creativity in the use of resources.

COMMENTS:
This is probably my greatest strength as an administrator.

4 3. Quality of Work
   · Exhibits an understanding of the duties of the position and the knowledge necessary to do the job as expected.
   · Is persistent and dependable, generally managing to get things done.
   · Recruits and assigns the best available personnel in terms of competencies.

COMMENTS
There’s no doubt in my mind that I’m persistent, dependable and get things done—without bulldozing. I believe that I will only get better in this area—at least that is a goal I have set for myself. After a year on the job, I think I will have a good enough “understanding of the duties of the position and knowledge necessary to do the job as expected” next year to excel in this aspect of my job. I will make fewer mistakes with process. Already this summer I have used my time to prepare in advance many programs, projects, schedules, etc. for this coming
4 **Personal Integrity**

- Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.

**COMMENTS:**

Based on what I have been able to learn about the culture in the department prior to my arrival, the bar was pretty low for standards of ethics, honesty and integrity. When I started in the position, my superiors indicated to me how important it would be to set a more positive tone. I have tried to do this, and I believe I have acted with integrity in all aspects of my role as chair. Consequently, I believe I have earned students’ and colleagues’ trust, for they have been willing to discuss candidly with me their aspirations, their fears and their concerns. When my career ends, I hope to look back and judge my entire career as an education professional by this standard alone, and it is the standard that I hope others will use to judge me.

3 **Professionalism**

- Remains professionally current by reading, attending conferences, conducting research and publishing, or maintaining involvement in other professional activities.

**COMMENTS:**

I hope to be able to dedicate more energy to professional activities in the next few years, after I can bring some stability to the department’s operations. During 2006-07 I plan to attend several state and regional professional conferences, primarily to network with colleagues that might lead to leadership opportunities for me. Specifically, I have applied to participate in training a site visitor for NAST and NASD. In any event, I think everyone would prefer a department chair who considers minding the store the most important work she/he does. I know that’s the way I feel about it. If that is the wrong attitude, I would appreciate admonishment and articulation of some clear expectations/guidance.

3 **Judgment**

- Generally makes sound judgments and involves others in decisions which affect them, basing those judgments on evidence rather than prejudice or personal convenience.

**COMMENTS:**

I can assert confidently that I involve others in decisions that affect them, and my unvarying approach is to invite them to construct their ideal decision. Once I know what outcome they would like to see, then I have a concrete objective to achieve. I believe that I base judgments on evidence, when I have it. More importantly, I am constantly calling on my colleagues to use sound judgment. Over the past year I have frequently posed questions like, “Why are we doing this?” “Why aren’t we doing this?” or “Is there a better way to get this done?” and then listening to explanations, evidence and opinions. These questions yield good conversations and changes (or affirmations to stay the course).

3 **Communication**

- Maintains an open line of communication for ideas and viewpoints.
- Is discreet and considerate in speaking to colleagues.
- Communicates in clear, concise, and correct language whether written or spoken.

**COMMENTS:**

It’s my impression that the culture of this department has not encouraged the kind of transparency that I have long been accustomed to seeing in other institutions. I observe a
history of top-down proclamation and dictation. I believe that you can never communicate too much, particularly in academia and particularly in theatre/dance departments. So, I always feel that there’s plenty of room for improvement, especially in the realm of eliciting bottom-up communication. Next year I will be asking the faculty to meet after every main stage production to discuss our effectiveness in terms of collaboration, efficiency, artistic accomplishment, etc. I intend to continue to use departmental meetings, the chair’s advisory council, individual conferences, assessment tools, and mentoring work that I will do with new faculty to hear what students and faculty in the department have to say—to generate as much bottom-up communication as possible.

4 8. Faculty/Staff Interactions
   · Provides for appropriate faculty/staff participation in decision-making and governance.
   · Approaches and makes decisions regarding faculty/staff in an open and unbiased manner.
   · Accepts diversity of faculty/staff.
   · Has good rapport with faculty/staff.
   · Supports faculty/staff activities in initiatives.
COMMENTS:
   In my mind, this area of evaluation overlaps substantially with areas 1, 4 and 7. Again, prior to my arrival in this department I don’t think the bar was very high. Acting on the advice of my superiors, I have worked very hard in this area to bring about a change in the culture. Indeed, I think my colleagues sometimes grow weary of my efforts to empower them in the decision-making process. I have been particularly attentive to activities/initiatives in the dance program, working with the dance faculty to implement change in curriculum, assessment and production processes.

4 9. Student Interactions
   · Decisions reflect genuine concern for students.
   · Has good rapport with students.
COMMENTS:
   I always get nervous when academics wrap themselves in the “I’m only concerned for the students” cloak. It can easily become a disingenuous tool for justifying virtually any kind of behavior, attitude or decision. I see a great deal of evidence that assures me that I have earned students’ respect. They know they can come to me and get action on a problem. They speak candidly to me about their concerns, so I can’t ask for any better rapport than that. Generally, students at Winthrop seem to be very gracious, patient and reasonable, and that makes solving problems proceed with minimal friction.

3 10. Liaison with the college and university administration, other units of the university, and outside agencies
   · Communicates information between the department and the administration of the college and the university.
   · Represents the department appropriately with outside agencies.
   · Effectively represents the department, the college, and the university to the community in a sound and efficient manner.
   · Works effectively with peers within the institution.
COMMENTS:
   I am building far more bridges than I am burning.
11. Overall Effectiveness

Based on all of the above, how do you rate your overall performance?

Considering the state of affairs in the department in August 2005, I have performed as well as anyone could expect. I have brought a great deal of stability to the department, and I have lowered the level of fear. We will begin the 2006-07 academic year without the disorder and crises that existed a year ago, and we will be moving forward more cohesively.

Indicate your greatest strengths and areas that need development among the areas listed above.

A. Strengths

Organization. Transparent Administrative Style. Integrity.

B. Areas for development

Management/monitoring of financial data: The above survey did not directly address this issue, and I believe it is my most salient weakness. I feel very frustrated about this aspect of my position. I don’t even know what questions to ask, much less whom to ask. I expect I will get better at it, but trial and error is a slow, inefficient way to operate. I embrace this challenge, however, because anyone in academic administration who hopes to be effective must have facility with managing, interpreting and analyzing the numbers. I believe it would be helpful if our department’s administrative specialist and I could spend time with our counterparts in the other departments in CVPA to see what systems they use to manage their budgets.

Technology: I need more training in web design. I am managing the department’s web site. I like doing it, but I need to know how to integrate more sophisticated functions into it. I want to become more skilled, and I need to become more skilled. I need a highly skilled mentor who can work with me on a regular basis, showing me more bells and whistles.

Schmoozing. I need more interaction with community organizations, potential donors, alumni leaders, and arts patrons in the region. As a newcomer to the university, I don’t have any connections to these people. I need help from the well-connected people on campus to help me build relationships.

Please return this form to the dean.