

FIU School of Music Faculty Workload Policy

Revised March 8, 2021

INTRODUCTION

In accordance with provisions of the Collective Bargaining Agreement, state and federal laws, and the Florida Administrative Code, this document sets forth policies regarding the type and scope of activities that constitute faculty workload assignments within the FIU School of Music.

Part One provides academic ranks and tenure and promotion guidelines, establishes standards for teaching assignments, endeavoring to ensure that an equitable distribution of teaching effort prevails over the variety of instructional activities — classroom lectures, private studios, ensembles, and thesis advising — on offer. Part Two establishes teaching loads in the School of Music and suggests circumstances under which a faculty member may reasonably expect to negotiate course release because of service activities that transcend normal expectations of faculty holding the same rank, and similarly Part Three is service guidelines and Part Four suggests differentiated load due to high research/creative activity and Part Five outlines' procedures for distributing faculty assignments. Part Six provides weights for various faculty activities in tabular form and procedures for Merit Raise and Merit Bonus Evaluation.

This document, necessarily, can only gesture towards a differentiated policy. Detailing precisely what “normal” or “undifferentiated” expectations might be surpasses its scope. University, College, and Department Tenure and Promotion Guidelines offer some insight, but we all know that research expectations, in particular, form a famously moving target. The best sources of information are probably the research and creative profiles of a faculty member's opposite number at peer institutions. In order to determine whether a faculty member's creativity warrants a differentiated load, FIU recommends consulting unbiased sources such as the *Survey of Earned Doctorates* put out by the National Research Council. Quantifying creative work poses special challenges of its own. The main point, however, is that ultimately faculty members need to build individual cases for obtaining a differentiated load.

There may be times when, for programmatic reasons, it will be impossible to grant a reduction in teaching load during the semester in which such a reduction was earned, however, this should be the exception as faculty requests for teaching load reductions are usually precipitated by creative or research activity events involving current opportunities or impending deadlines. Regardless of the type of course reduction involved (lecture classes, ensemble, applied lessons, etc.), it is the department's obligation to procure an acceptable short-term replacement for the faculty member. In cases where this obligation cannot be met, records should be kept and the reduction awarded as soon as it becomes feasible to do so.

PART ONE: TENURE & PROMOTION GUIDELINES

*Please note the section below was taken from
the most updated and approved
Faculty Senate Tenure & Promotion Handbook approved 11-17-2020)*

ACADEMIC RANKS

A. FACULTY

1. Expectations

The following position descriptions define the expectations at each rank. Appointment to a rank requires sufficient evidence, as required by the college's/unit's guidelines to sustain an expectation that the candidate will successfully meet the requirements of a holder of that rank.

The criteria for promotion shall include substantially exceeding expectations at the rank currently held, showing an increased skill in teaching, increased evidence of community-engaged scholarship, knowledge in the field of specialty, recognition of creative work, recognition as an authority in the field and, potential for professional growth as required by the departmental/unit's guidelines. Service to the university and the profession is an expectation of faculty throughout their careers, but in a normal professional trajectory untenured, tenure-track faculty will be more focused on teaching and research. It is the responsibility of the tenured faculty to assume a greater share of the service obligations in the university on behalf of their untenured colleagues.

The evaluation for tenure/promotion involves three main components as listed and defined below. It is noted that the overall achievements and standards for each component increases with each rank; such expectations are noted under each rank below. Additional information on documenting performance for each category is noted under the section titled "The File" in the FIU Faculty Handbook for Tenure & Promotion.

Research and/or creative works: Research and/or creative works take many forms, including independently conducted research/creative works, and collaboratively generated contributions to the field of study, community, and arts. These productions of work vary across the disciplines ranging from research (basic or applied), the humanities, or to the creation of artistic products/productions. The respective work should add value to the respective field and work to increase FIU's commitment as a research university and our Carnegie Classification. Research and/or creative activities aim to advance the generation of new knowledge or production of new creative works and technologies through various forms including social and other media outlets, inventions, innovations, patents and patent licensing, commercialization, entrepreneurship, and start-up companies. The candidate may exhibit their accomplishments through the production of books (chapters), published articles, grants, fellowships, criticism and reviews of creative works, reviews of grant applications, patent submissions/issuances, evidence of impact on policy/practice. This may also include works of art, designs, exhibitions, performances, presentations, compositions, productions, and other creative works. The quality and significance of journals, series, and presses by which the candidate's work has been published is also considered. Where appropriate, consideration will be given to external peer recognition as demonstrated by a record of funded research, and to the demonstrable impact of research through inventions and innovations, development and/or commercialization of intellectual property and the transfer of technology such as through patent disclosures, applications, and provisional patent awards, including disclosure of innovation, entrepreneurship, sustainable human development, and related activities. A start-up company that enhances student success, and/or the broader scholarly and public service missions of FIU will also be taken into consideration. It is noted that some works may only appear after lengthy or extensive effort and may appear in a wider range of venues, both locally, nationally, and/or

internationally. Recommendations for tenure/promotion should take these and other factors into account and present a clear and compelling case towards the merit of the work.

Teaching: Teaching is an important factor in the tenure/promotion decision as FIU is committed to teaching excellence and student learning. The evaluation of teaching effectiveness or comparable activity appropriate per the unit standards is understood to be fundamentally grounded in demonstrable learning outcomes, appropriate to the discipline and level, and is learning-centered, evidence-based, and inclusive, according to specific criteria/guidelines developed by the faculty in each department/unit. A candidate must furnish evidence of excellence in teaching and field-appropriate learning outcomes. •

Service: Service includes service to the department/unit, college/unit, the university, the professional field or discipline, and the community. Service outside the university may include work for professional organizations, local, state, federal, or international entities that relate to the University mission and capitalize on the faculty's expertise. Due to the diverse units within FIU, it is recognized that such standards will vary across the units. Evaluation of service will include an examination of the nature and degree of engagement within the University and in the local, regional, national, and global communities. Faculty who engage in administrative duties and/or increased service should be fully credited for such activities, and not be penalized for reduced activities in other areas of faculty activity (teaching and research).

Position Descriptions

The following are descriptions for the most common faculty positions in the FIU School of Music.

a) Instructor/Lecturer - Regular, non-tenure-earning

- i. Required Degree: the master's degree is normally required in a field directly relevant to the corresponding program. Exceptions must be approved by the Provost upon recommendation from the dean.
- ii. Teaching: gains experience by teaching a variety of courses, particularly undergraduate, based on the above criteria. Demonstrates a commitment to and growth towards excellence in teaching.
- iii. Other Activities: while typically a full teaching load, differential assignments may include research, and/or community-engaged scholarship, and/or other creative work and service, which are primarily related to maintaining and developing teaching competency.
- iv. Service: to the department/unit, college/unit or university, including participation in collegial governance.

b) Senior Instructor/Lecturer - Regular, non-tenure-earning

- i. Required Degree: the master's degree is normally required in a field directly related to the corresponding program. Exceptions must be approved by the Provost upon recommendation from the dean.
- ii. Teaching: builds on experience by teaching a variety of courses, particularly undergraduate, based on the above criteria. Demonstrated record of a commitment to and growth towards excellence in teaching as characterized by learning-centered, evidence-based, inclusive practices. Indicators of a commitment to excellence in teaching include the successful use of appropriate pedagogies and modes of teaching and learning, and guiding and advising students.
- iii. Other Activities: while typically a full teaching load, differential assignments may include research, and/or community-engaged scholarship and/or other creative work and service, which are primarily related to maintaining and developing teaching competencies.

- iv. Service: to the department/unit, college/unit or university, including participation in collegial governance, and community and/or professional service.

c) University Instructor/Lecturer - Regular, non-tenure-earning

- i. Required Degree: the master's degree is normally required in a field directly relevant to the corresponding program. Exceptions must be approved by the Provost upon recommendation by the Dean. ii. Teaching: a demonstrated record of successfully teaching a variety of courses. Also, demonstrates leadership in and advocacy for excellence in teaching at the department/unit or institutional levels. Shows continued commitment to student learning that is grounded in teaching that is characterized by learning-centered, evidence-based, inclusive practices. Some indicators of a commitment to excellence in teaching include the successful use of appropriate pedagogies and modes of teaching and learning, and guiding and advising students.
- ii. Other Activities: while typically a full teaching load, differential assignments may include conduct research, and/or community-engaged scholarship, and/or other creative work and service, which are primarily related to maintaining and developing teaching competency.
- iii. Service: to the department/unit, college/unit or university, including participation in collegial governance, and community and/or professional service.

d) Assistant Teaching Professor - Regular, non-tenure-earning

- i. Required Degree: the doctorate (or other terminal degree preferred or sufficient experience where appropriate) is normally required in a field directly related to the corresponding program.
- ii. Teaching: gains experience by teaching a variety of courses, particularly undergraduate, based on the above criteria. Demonstrates a commitment to growth towards excellence in teaching as characterized by learning-centered, evidenced-based, inclusive practices. Some indicators of a commitment to excellence in teaching include the successful use of appropriate pedagogies and modes of teaching and learning and guiding and advising students.
- iii. Other Activities: while typically a full teaching load, annual assignments may include research, community-engaged scholarship, and/or other creative works.
- iv. Service: to the department/unit, college/unit or university, including participation in collegial governance, and community and/or professional service.

e) Associate Teaching Professor - Regular, non-tenure-earning

Promotion to Associate Teaching Professor signifies significant accomplishment in the area of teaching, the scholarship of teaching and learning (when appropriate) and service worthy of status as a member of the senior faculty. Candidates should also demonstrate a commitment to FIU's mission and goals, and be willing to contribute to the excellence of its reputation.

- i. Required Degree: the doctorate (or other terminal degree preferred or sufficient experience where appropriate) is normally required in a field directly related to the corresponding program.
- ii. Teaching: builds on experience by teaching a variety of courses, including graduate courses where appropriate based on the above criteria. Demonstrated record of a commitment to and growth toward excellence in teaching as characterized by learning-centered, evidenced-based, inclusive practices. Some indicators of a commitment to teaching include the successful use of

appropriate pedagogies and modes of teaching and learning, and guiding and advising students.

- iii. Other Activities: while typically a full teaching load, annual assignments may include research, community-engaged scholarship, and/or other creative works.
- iv. Service: to the department/unit, college/unit, or university, including participation in collegial governance, and community and/or professional service.

f) Teaching Professor - Regular, non-tenure earning

Candidates should present a record that unambiguously demonstrates and documents the highest quality and productivity in teaching, engaged scholarship and/or creative work (as applicable), and university citizenship, during the period following the candidate's last promotion.

- i. Required Degree: the doctorate (or other terminal degree preferred or sufficient experience where appropriate) is required in a field directly related to the corresponding program.
- ii. Teaching: a demonstrated record of successfully teaching a variety of courses. Also, demonstrates leadership in and advocacy for excellence in teaching at the department/unit or institutional levels. Shows continued commitment to student learning through teaching that is grounded in learning-centered, evidence-based and inclusive practices. Some Indicators of a commitment to excellence in teaching include the successful use of appropriate pedagogies and modes of teaching and learning, and guiding and advising students.
- iii. Other Activities: while typically a full teaching load, annual assignments may include research, community-engaged scholarship, and/or other creative works.
- iv. Service: to the department/unit, college/unit, or university, including participation in collegial governance, and community and/or professional service.

g) Assistant Professor - Regular, tenure-earning

- i. Required Degree: the doctorate (or other terminal degree where appropriate) is required in the corresponding field. Where the doctorate is not the terminal degree, the college/unit should specify what constitutes the terminal degree, with the concurrence of the Provost or designee.
- ii. Teaching: gains experience by teaching a variety of courses, particularly undergraduate. Demonstrates commitment to and growth towards excellence in teaching as characterized by learning-centered, evidence-based, inclusive practices. Some indicators of a commitment to excellence in teaching include the successful use of appropriate pedagogies and modes of teaching and learning, guiding and advising students, and providing opportunities for involvement in research projects. In departments/unit with graduate programs, teaching also includes mentoring of master's students and on-going work with doctoral and postdoctoral students.
- iii. Research and creative work: a satisfactory level of research performance, and/or community-engaged scholarship, and/or other creative work, which are aimed at expanding, sharing and disseminating knowledge. These activities should receive regional and national professional recognition; e.g., through publication in peer reviewed venues, professional society presentations and leadership, and appointment to national panels. Social innovation, sustainable human development, entrepreneurship, and/or creating a start-up company that enhances the broader scholarly, public service or health care mission of FIU is also valued.
- iv. Service: should include professional service at a satisfactory level of performance and service to the department/unit and college/unit, including participation in collegial governance. Professional service should receive regional and national recognition.

h) Associate Professor - Regular, tenure-earning

Promotion to Associate Professor signifies significant accomplishment in scholarship, teaching, and service worthy of status as a member of the senior faculty. Candidates should also demonstrate a commitment to FIU's mission and goals, and be willing to contribute to the excellence of its reputation.

- i. Required Degree: the doctorate (or other terminal degree where appropriate) is required in the corresponding field. Where the doctorate is not the terminal degree, the college/unit should specify what constitutes the terminal degree, with the concurrence of the Provost or designee.
- ii. Teaching: builds on experience by teaching a variety of courses, including graduate courses where appropriate based on the above criteria. Demonstrated record of commitment to and growth towards excellence in teaching, as characterized by learning-centered, evidence-based, and inclusive practices. Indicators of a commitment to excellence in teaching include the successful use of appropriate pedagogies and modes of teaching and learning, guiding and advising students, and providing opportunities for involvement in research projects. In departments/units with graduate programs, teaching also includes mentoring of master's students and doctoral and postdoctoral students.
- iii. Research and creative work: demonstrated quality, consistency, and productivity, achieving national/international recognition through well-respected, peerreviewed journals and/or other venues that are consistent with national professional recognition. Consistent with disciplinary and unit norms, applicants should demonstrate success at funded research. Collaborative or team-based scholarship including community-engaged scholarship with community partners is also valued. Consistent with disciplinary and unit norms, applicants' files should reflect, at minimum, a course of professional development that establishes their independent scholarly standing or increasing leadership roles in collaborative/team-based scholarship. Social innovation, sustainable human development, entrepreneurship, and/or creating a start-up company that enhances the broader scholarly, public service or health care missions of FIU is also valued.
- iv. Service: a record of substantial professional service including, for example, leadership in regional, national or international professional societies, organizing conferences, serving on editorial boards; service to schools, agencies, companies and community organizations; and evidence of service to the department/unit, college/unit, or university, including participation in collegial governance.

i) Professor - Regular, tenure-earning

Candidates should present a record that unambiguously demonstrates and documents the highest quality and productivity in research, and/or community engaged scholarship, and/or creative work, teaching, professional service, and university citizenship and/or leadership, during the period following the candidate's last promotion. Reference should also be made to the record in the aggregate.

- i. Required Degree: the doctorate (or other terminal degree where appropriate) is required in the corresponding field. Where the doctorate is not the terminal degree, the college/unit should specify what constitutes the terminal degree, with the concurrence of the Provost or designee.
- ii. Teaching: a demonstrated record of successfully teaching a variety of courses, including advanced undergraduate and graduate courses where appropriate., Also, demonstrates leadership in and advocacy for excellence in teaching at the department/unit or institutional levels. Shows continued commitment to student learning through teaching that is grounded in learning-centered, evidence-based and inclusive practices. Some indicators of a commitment to excellence in teaching include the successful incorporation of appropriate pedagogies and modes of teaching and learning, guiding and advising

- students, and providing opportunities for involvement in research projects. In departments/units with graduate programs, teaching also includes mentoring of master's students and doctoral and postdoctoral students.
- iii. Research and creative work: a record demonstrating sustained research, and/or community-engaged scholarship, and/or creative work that has received national/international status through highly recognized, peer-reviewed venues. Consistent with disciplinary and professional norms, the record should clearly demonstrate independent scholarly standing, or leading roles in nationally or internationally recognized collaborative/team-based scholarship. Applicants should have a record of funded research in accordance with articulated unit norms. Collaborative or team-based scholarship including community engaged scholarship with community partners is valued. Social innovation, sustainable human development, entrepreneurship, and/or creating a start-up company that enhances the broader scholarly, public service or health care missions of FIU is also valued.
 - iv. Service: a substantial record of sustained, professional service as evidenced, for example, through leadership in national or international societies, organizing conferences, or serving on editorial boards; service to schools, agencies, companies and community organizations; and evidence of service to the department/unit, college/unit, or university, including participation in collegial governance.

TENURE & PROMOTION (TENURE EARNING FACULTY)

A. TENURE EVALUATION

1. Tenure is awarded upon demonstration of highly competent performance during the entire term of tenure earning service at the university. Tenure criteria shall address the areas of teaching; research, creative work, community-engaged scholarship and other scholarly activities; and service to the public, the discipline, and the university including those professional responsibilities consistent with faculty status. Where applicable, these areas may include teaching scholarship, innovation, sustainable human development, and entrepreneurship.
2. Performance for each year shall be evaluated with respect to the rank held.
3. In quality, quantity and consistency, such performance must provide grounds for assurance that future performance will constitute a significant professional contribution.
4. All tenure-earning faculty will be reviewed in their third year of employment. For faculty hired with two or more years of tenure credit, this review should take place in the second year of employment.

B. ELIGIBILITY

1. Normally, only employees with the rank of associate professor and professor shall be eligible for tenure.
2. Except for employees who, by virtue of prior service credited at time of appointment, are eligible for consideration earlier, an employee must be considered for tenure during the sixth year of continuous service in a tenure-earning position. Any deviations from this schedule must be approved by the Provost. Part-time service of an employee shall be accumulated. For example, two semesters of half-time service shall be considered one-half year of service for purposes of tenure eligibility. An employee shall normally be considered for tenure only once.
3. Anyone appointed with tenure must be subject to a thorough review and evaluation process as described in Part I, H.2. . The Provost recommends to the President and the President's

recommendation must be approved by the BOT. 4. See Part I, H.2. for eligibility of tenured FIU employees who transfer within FIU. For tenure earning faculty, the amount of prior FIU credit toward tenure within FIU may, by mutual agreement, be all or part of such credit .

C. CREDIT TOWARD ELIGIBILITY

1. At the time of employment, the Provost may credit an employee with tenure-earning service from another institution of higher education; however, such credit is typically limited to not more than three years of tenure-earning service.
2. Where employees are credited with tenure-earning service at the time of initial appointment, all or a portion of such credit may be withdrawn once by the employee prior to formal application for tenure.

D. TENURE REVIEW: THE SIXTH YEAR

1. By May 15 of the sixth year of service at the University, an employee eligible for tenure shall either be recommended for tenure by the President or given notice that the next academic year will be the employee's last year of employment with FIU. The President's recommendation for tenure will be submitted for ratification by the Board at its next scheduled meeting, but not later than July 15. If the Board does not award tenure to the employee, the employee shall be given notice that the next academic year will be the employee's last year of employment with FIU. The employee shall be notified in writing by the President or designee within five (5) calendar days of the Board's rejection of the President's recommendation. Denial of tenure by either the President or the Board shall include a statement that the employee has seven (7) calendar days to request a statement of the reasons. Upon written request by an employee within seven (7) calendar days of the employee's receipt of notice that further employment will not be offered, the President or Board, as appropriate, shall provide the employee with a written statement of reasons why tenure was not granted. Should an employee elect not to request such a written statement of reasons, the date of the act or omission giving rise to any grievance concerning denial of tenure shall be deemed to be seven (7) calendar days from the date of the employee's receipt of notice that tenure was not granted. Should an employee request such a written statement of reasons, the date of the act or omission giving rise to any grievance concerning denial of tenure shall be deemed the date of the employee's receipt of a written statement of reasons why tenure was not granted.

2. Faculty members in their sixth year who are not on a terminal contract normally must apply for tenure. Failure to apply for tenure in the sixth year must result in a letter of non-renewal, unless the faculty member has obtained an extension of the tenure clock.

E. EARLY TENURE REVIEW

An employee shall normally be considered for tenure during the sixth year of continuous service in a tenure-earning position including any prior credit granted at the time of initial employment. An employee shall normally be considered for tenure only once. An employee's written request for early tenure consideration must be submitted to their dean and is subject to the Provost's written agreement.

PROMOTION (NON-TENURE EARNING)

A. PROMOTION EVALUATION

1. Promotion is awarded upon demonstration of highly competent performance during the entire term towards earning promotion at the university. Promotion criteria shall address the areas of teaching and teaching scholarship; research (when appropriate), creative work (when appropriate) and service

to the public and university including those professional responsibilities consistent with faculty status.

2. Performance for each year shall be evaluated with respect to the rank held.

B. ELIGIBILITY

1. It is not expected that faculty will receive an initial appointment as Associate Teaching Professor. This is a position typically obtained through promotion from Assistant Teaching Professor. Such promotion will not be considered prior to the start of the sixth year of continuous service as an Assistant Teaching Professor. Candidates who have held the position of Visiting Assistant Teaching Professor and for whom there has been no break between the visiting and regular appointment may aggregate their full-time teaching service to reach the required total of five completed years.

2. In May each year, the Provost will submit a list of those eligible to apply to Non-Tenure Track Promotion consideration during the next academic year.

C. PROMOTION GUIDELINES

Non-Tenure-Track faculty serve as librarians, lecturers, instructors, clinical professors, research professors and professional practice professors. Appointment and promotion guidelines for librarians are established in the library and guidelines for clinical, research and professional practice professors are established in the schools and colleges. All appointment and promotion guidelines must be approved by the Provost. The remainder of this document addresses the appointment and promotion guidelines for instructors and lecturers.

Assistant Teaching Professor/Instructor/Lecturer

Instructors/lecturers are generally expected to hold the terminal degree in their field. Promotion is based on the contribution to the academic mission of FIU. Instructors/lecturers typically teach undergraduate courses and may, with appropriate qualifications, teach graduate courses.

Associate Teaching Professor/Senior Instructor/Lecturer

It is not expected that faculty will receive an initial appointment as Senior Instructor/Lecturer. This is a position typically obtained through promotion from Instructor/Lecturer. Such promotion will not be considered prior to the start of the sixth year of continuous service as an Instructor/Lecturer. Candidates who have held the position of Visiting Instructor/Lecturer and for whom there has been no break between the visiting and regular appointment may aggregate their full-time teaching service to reach the required total of five completed years.

In May each year, the Provost will submit a list of those eligible to apply for Non-Tenure Track Promotion consideration during the next academic year.

Promotion to Associate Teaching Professor/Senior Instructor/Lecturer

Promotion to Associate Teaching Professor /Senior Instructor/Lecturer requires a consistent record of outstanding teaching. The promotion dossier should also include student evaluations, peer evaluations, indications of any teaching awards received, and annual assignments and annual evaluations. Departments are strongly encouraged to implement a formal classroom evaluation of Instructor/Lecturer teaching. Documentation of this should be included in the file. Any pedagogical publications, discipline publications, classroom and laboratory innovations, contributions to student advising, and university service should be included in the promotion application along with evidence that the Instructor/Lecturer has used the assessment of student learning outcomes to influence in a positive manner his or her teaching. Instructors are not required to apply for

promotion at any time, and an Instructor/Lecturer applying and failing may continue as an Instructor/Lecturer.

Promotion applications will be considered by a committee composed of two Associate Teaching Professors/Senior Instructors/Lecturers (or Instructors/Lecturers, if no Senior Instructors/Instructors are in the department) and three tenured faculty members, chaired by one of the tenured faculty members. The committee makes a recommendation to the department faculty who vote by secret ballot on the application. The Chair makes a recommendation to the Dean who makes a recommendation to the Provost. The promotion is effective in the semester subsequent to the approval by the Provost.

Assistant Teaching Professor/Instructors/Lecturers promoted to Associate Teaching Professors/Senior Instructors/Lecturers receive a promotion increment as established in the BOT-UFF Collective Bargaining Agreement.

Teaching Professor/University Instructor/Lecturer

It is not expected that faculty will receive an initial appointment as University Instructor/Lecturer. This is a position typically obtained through promotion from Senior Instructor/Lecturer. Those currently holding the title of Instructor/Lecturer should apply to the rank of Senior Instructor/Lecturer; those currently holding the title of Senior Instructor/Lecturer should apply to the rank of University Instructor/Lecturer. Such promotion will not be considered prior to the start of the sixth year of continuous service as a Senior Instructor/Lecturer.

Promotion to Teaching Professor/ University Instructor/Lecturer

Promotion to University Instructor/Lecturer uses the same criteria as those for promotion to Senior Instructor/Lecturer. The consistency of teaching success, evidence of teaching quality enhancement, contribution to pedagogy, innovation, and service are important considerations for promotion to University Instructor/Lecturer. Senior Instructors/Lecturers are not required to apply for promotion at any time, and a Senior Instructor/Lecturer applying and failing may continue as a Senior Instructor/Lecturer.

Promotion applications will be considered by a committee composed of two University Instructors/Lecturers (or Senior Instructors/Lecturers or Instructors/Lecturers, if no University Instructors/Lecturers are in the department) and three tenured faculty members, chaired by one of the tenured faculty members. The committee makes a recommendation to the department faculty who vote by secret ballot on the application. The Chair makes a recommendation to the Dean who makes a recommendation to the Provost. The promotion is effective in the semester subsequent to the approval by the Provost.

Associate Teaching Professors/Senior Instructors/Lecturers promoted to Teaching Professors/University Instructors/Lecturers receive a promotion increment as established in the BOT-UFF Collective Bargaining Agreement.

PART TWO: TEACHING LOADS

I. Standard Assignment at FIU

In keeping with Florida statutes, full teaching load at FIU is twelve hours per semester. Here, *hour* stands for a credit hour (e.g., a fifty-minute increment in a standard 3-cr. lecture course) that draws an average of 25 students. This document will refer to the standard full load as a “4/4 load.” This load, conveniently enough, corresponds to the upper limit suggested by our accrediting body, the National

Association of Schools of Music (hereafter, NASM).

In addition, all faculty members are assigned an annual service load representing 10% of their total effort. The remaining 90% consists of eight 3 cr. courses, each representing 11.25% effort, or the equivalent.

Because FIU is a research university, it has the latitude to offer "research-enhanced" assignments that modify the 4/4 load according to faculty rank and productivity. Additionally, circumstances may require a faculty member to take on particularly time-consuming additional departmental, collegial, or professional service duties that require course relief. The School of Music adheres to FIU guidelines, with exceptions to be noted below.

II. Instructors and other Teaching-Only Faculty

For instructors, a full nine-month load shall be considered equivalent to teaching eight 3 cr. lecture courses (90% of the assignment) plus the standard 10% service assignment.

III. Tenure-earning Faculty (Year 1-3)

For faculty in this category, effort should be apportioned as follows: 45% teaching, 45% research/creative work, and 10% service, conforming to a standard 2/2 load.¹ Under no circumstances are tenure-earning faculty to be expected to take on additional teaching or service obligations during their first three years.

IV. Tenure-earning Faculty (Year 4-6) and Tenured Faculty

Research-active faculty: In the School of Music, 56.25% teaching is the norm (normally a 3/2 load), with the remaining effort to be apportioned between

¹ This policy conforms to FIU and to College of Architecture and the Arts (CARTA) policy. Cf., the CARTA Differential Workload and Assignment Classification Policy: "During the first three-years of the tenure track period, tenure track faculty members are expected to be offered the equivalent of 3 three-credit course reductions. The teaching reduction typically translates into a 2/2 load during each of the first three academic years. Starting in the fourth year, tenure-track faculty members typically move to a Standardized Teaching + Research classification."

research (33.75%) and service (10%). The minimal teaching load is 45% (2/2) for exceptionally active research faculty.

Research-inactive faculty: 67.5%–78.75% teaching (unless compensated for by an enhanced service assignment), i.e., a 3/3 or 4/3 teaching load. Tenured faculty with no published research in the past five years or a commensurate *public* record of creative activity will automatically be assigned at least six courses for the year.

V. General Obligations Associated with Teaching

Any teaching assignment, whether for traditional lecture classes, ensembles, or studio lessons, entails a minimal number of obligations. Instructors must provide a syllabus, preferably at the first meeting; the syllabus should conform to the standards set by Academic Affairs. Classes and ensembles should meet regularly at the time and place announced in the syllabus, though some ensembles that collaborate on programs with other ensembles may be compelled to schedule ad hoc rehearsal times. The same circumstance may also pertain when two or more ensembles must compete for the same rehearsal space. FIU policy dictates that ensemble directors are prohibited from scheduling ad hoc rehearsals or concerts that conflict with any other academic class or ensemble. Should an extra concert or rehearsal become necessary, it is the ensemble director's obligation to contact the instructor of the affected class or ensemble to work out a mutually beneficial arrangement. Instructors must make themselves available for office hours, and these, too, should be specified in the syllabus.

Courses for which hours are arranged—notably lessons, chamber music, and small ensembles—entail special obligations. Students registered for lessons and chamber music are entitled to fourteen sessions, normally taking place once a week beginning with the second week of classes. Given the focus on student service and the improvement of graduation rates that the university is emphasizing, all faculty teaching applied lessons should: (1) make sure that all students receive a syllabus at the onset of the semester that conforms to the requirements set forth by academic affairs, including set office hours and a policy for make-up lessons; (2) outline in the syllabus when they will be unavailable for class, including a plan for making these lessons up if this will result in less than 14 one-hour meetings; (3) enunciate in the syllabus that a mutually agreed upon set date and time for each student's lesson be determined during the first week of the semester, which will be the time for lessons throughout the semester, and that these not take place on weekends or holidays or at unreasonable hours extremely late or early in the day. Lessons must take place at the university.

While it is very important that our applied faculty have the flexibility to travel and perform each semester while fulfilling the students' needs for private lessons, there is no reason faculty members should not know their schedules for the 4 months of each semester by the first week of class and make the appropriate plans for makeup lessons if necessary at that time. (It is understood that the first week is

often devoted to assigning and scheduling lessons and coachings.) Faculty are expected to be on campus and available to students every week with rare exceptions. Makeup lessons are not to be scheduled in marathon back-to-back sessions; proven educationally ineffective, this practice sends the message that the faculty member's convenience is more important than the student's welfare.

VI. What Constitutes a Course in the School of Music?

Some courses in the School of Music are traditional 3 cr. lecture classes with an average enrollment of 25 students. Such courses are calculated as 11.25% of total effort. As in most departments of music in the United States, however, FIU's School of Music offers courses for which a number of factors *unrelated to contact hours and student numbers* determine the number of credit hours earned and the percentage of faculty effort assigned. The following explains the most common types of irregular courses.

Individual Applied and Composition Lessons

Applied and composition lessons are 2 and 3 cr. courses involving 1 hour per week of one-on-one instruction. If normal student credit hour guidelines governed applied lessons, an applied teacher would have to teach some seventy-five hours a week! The School of Music interprets NASM's lesson-to-class ratio as constituting five private one-hour lessons to be the equivalent of a 3 cr. lecture course. Therefore, teaching one private student counts as 2.25% effort.

Chamber Music and Small Ensembles

These are 1-credit classes in which the instructor coaches a small group of two or more students (e.g., a piano trio, or a string quartet) for approximately one hour a week. These are essentially group lessons, and they are equivalent to applied lessons for the purposes of calculating teaching loads (2.25%). Thus, coaching five chamber or small ensembles is the equivalent of teaching five private lessons or of teaching one 3 cr. lecture course.

EXAMPLE: A 3/2 load for an applied faculty member might entail ten private one-hour lessons a week in both fall and spring semester, plus 2 chamber ensembles in fall and 3 chamber ensembles in spring, the 5 chamber ensembles the equivalent of one 3 cr. lecture course or five private lessons.

Large Ensembles

Most ensembles earn 1 cr., yet they can average 200 or more contact minutes per week, not counting extra dress rehearsals and evening and weekend performances.

A 1 cr. ensemble can require as much preparation as a 3 cr. lecture class. Therefore each ensemble counts as the equivalent of one course (11.25%).

Miscellaneous other Ensembles

Some ensembles require more preparation and contact hours than would normally be expected for a 1 cr. class but nonetheless do not require the same expenditure of effort as a large ensemble. It is difficult to assign an effort weight for such ensembles *a priori*. As a rule of thumb, we make such ensembles count for roughly 70% of a regular course, or 8% total effort.² This weight can be adjusted up or down on a case-by-case basis by the Director, in consultation with the faculty member, depending on the scope of the ensemble, the range of its activities including maintenance and distribution of instruments, the programmatic needs of the department, and the availability of GAs to assist the ensemble director. Such ensembles include jazz combos, Collegium Musicum, New Music Ensemble, and the Laptop Ensemble. The load value for the Accompanying class is determined by enrollment as follows: 6-9 students (8%), 10 or more (11.25%).

Sight-Singing, Conducting, Class Piano, and Music Education Techniques Classes

These are 1 cr. courses involving 2–3 hours of classroom instruction. They also involve a good deal of one-on-one-time for the purposes of assessment (e.g., administering individual sight-singing tests). That these courses involve comparatively little grading compensates only in part for the extra contact time. Therefore, they count for 8% total effort.

Two-Credit Classes

The School of Music has a number of 2 cr. classes. These generally require the same preparation and contact hours as a 3 cr. class (11.25%).

Master's Theses

Serving as a second or third member of a thesis committee, here and at most institutions, is part of routine departmental service and is not considered in calculating teaching loads. The following applies to the role of *major professor* (i.e., first reader or advisor) on a thesis committee.

² This is analogous to how both CARTA and the College of Arts and Sciences weigh a 1-credit lab course.

Master's Recital and Composition Thesis sequences: During the first 3 semesters, preparation for the Master's Recital or the composition Thesis mostly takes place during individual lessons at 3 credits per semester for a total of 9 credits. In addition, the student registers for 6 Thesis or Master's Recital credits, which cover private lessons during the 4th semester as well as any time the advisor is expected to spend guiding the student through the process of writing the thesis paper or extended program notes. The *cumulative* effort for directing an individual student in the Master's Recital Sequence is 11.25%— the same as teaching a three-credit lecture class. This 11.25% effort shall be distributed as follows: 2.25% for each of the first three semesters (during which the student registers for lessons), and 4.5% during the fourth semester. The extra 2.25% in the fourth semester compensates for the extra obligations that the major professor incurs, such as advising the student on extended program notes and chairing the recital committees.

Note that this policy imposes a limit of 11.25% effort for advising and giving private instruction to such students over the course of their graduate career at FIU. If a student should graduate late, after having expended these credits, and needs to continue to register in order to satisfy the UGS Continuous Registration Requirement, such additional credits shall not be counted as part of an advisor's assigned effort. Any additional applied instruction or advisement that the advisor *chooses* to provide beyond the fourth semester shall count as part of the total 11.25% effort for graduating a master's student, unless the student resumes registering for applied lessons.³

Thesis in Music and Thesis in Music Education: These types of theses do not require one-on-one applied instruction over the course of the student's graduate career, but they do require that the major professor guide novices through the process of researching and writing a major piece of scholarship over the course of at least 2 semesters. Graduating a Master's student who has opted for Thesis or Thesis in Music Education will be considered the equivalent of a three-credit course, for a cumulative 11.25% effort. Like the Master's Recital, this effort should be divided among four semesters as follows: 2.25/2.25/2.25/4.5. Presumably, the most time-consuming portion of the advising will come in the final semester. Part-time and other students may take longer than 4 semesters to graduate, but the cumulative effort awarded to a thesis advisor will not exceed 11.25%.

Summer Thesis Registration: Such registration in order to satisfy the UGS's Continuous Thesis Registration requirement does not involve any significant faculty commitment and therefore does not count towards a

³ Under no circumstances will FIU subsidize private lessons for Master's students beyond the 4th semester in exchange for the required credit of Continuous Registration.

faculty member's teaching load. The School of Music does not permit formal thesis defenses and recitals during Summer Term and therefore does not compensate for them; a faculty member who nonetheless allows a student to defend during the summer is doing the student a personal favor.

Undergraduate Senior Research, Junior Recitals, Senior Recital

No separate faculty course credit is given for chairing a junior or senior recital committee, because the bulk of the preparation for that recital is taken care of in the private lessons, for which the faculty member already receives course credit. To be sure, a small amount of additional effort is required for the recitals themselves (e.g., checking over the student's program notes, attending the preliminary recital, attending the recital itself). This is part of a faculty member's routine 10% departmental service.

Certain areas, such as Music Technology, Composition, or the BA degree, require a more extensive written senior project. Directing the three-credit MUS 4910 project (Senior Research) or the equivalent will count the same as a private lesson: 2.25%.

Masters Capstone Project in Master of Science in Music Education

Like theses, Capstone Projects require faculty to guide students through a culminating project at the end of their master's degree. Capstone projects are 3 cr. courses involving weekly one-on-one instruction with graduate faculty. For workload consideration, Capstone Projects are to be considered similarly to private lessons, where five private one-hour lessons to be the equivalent of a 3cr. lecture course.

Student Teaching Internships

As a requirement for state certification, students completing the Bachelor of Music in Music Education must complete student internships as part of the degree program. This 9 credit class requires that students spend at least forty hours a week at a partner school with a master teacher; each student will be placed at two teaching sites (one elementary and one secondary) for approximately eight weeks each. Music faculty must observe at least three times at each teaching site (a minimum of 6 observations) and submit written documentation concerning the progress of students. In addition to observations, faculty members must also provide an orientation session for students and partner master teachers as well as convene several seminars for student interns throughout each semester. For the purposes of faculty workload, student teacher supervision should be considered similar to private lessons, where 5 students equal a 3-credit class or 2.25% per student.

Directed Studies

These activities are considered part of a faculty member's 10% routine service and as a result do not count towards the total load. They should be taught only under exceptional circumstances, if a faculty member and a student have a mutual creative or scholarly interest that is not addressed by the current curriculum.

Membership on a Thesis, Recital, or Senior Project Committee Other than as Major Professor

Part of routine 10% service.

Instructional Effort

Faculty may need to develop new courses or significantly revise existing ones, for example in order to accommodate new technologies or new pedagogical methods. Up to 4% additional effort per course may be assigned to instructional effort. In this category, we also include professional development activities aimed at promoting curricular or pedagogical innovation (for example, the NEH Teaching Seminars). Faculty should propose an instructional effort plan ahead of time. Faculty who are compensated for course development with financial incentives, such as those occasionally offered by the university to encourage the conversion of land classes to hybrid or on-line classes, do not qualify for additional effort reassignments.

PART THREE: SERVICE**I. School of Music Service**

All full-time faculty are expected to provide 10% service, and service is normally limited to 10%. Most faculty members are expected to concentrate on teaching and research. Because the percentage of effort that can be devoted to service is restricted, School of Music faculty should count performances and lectures given at FIU or on behalf of FIU as part of their Research and Creative Activities.

Certain service positions (Director, Associate Director, Graduate Program Director, etc.) are appointed by the Director or Dean. Teaching assignments for such positions are subject to College and University policies beyond this document's purview.

From time to time, the School of Music Director might create a special service assignment that exceeds the 10% service norm. Examples of such assignments include, but are not limited to, the following:

- Administering a concert series or community program
- Writing a Departmental Self Study (e.g., for Academic Affairs or NASM)
- Creating or proposing a new program

Such special assignments will normally carry course relief or extra state compensation. They are to be negotiated between the Director and the Individual faculty member, subject to review and approval by the College and Academic Affairs. As such, they are beyond the scope of this document.

II. College and University Service

Tenure-earning faculty members, especially senior faculty, routinely serve on college-wide and university-wide committees. A faculty member who is elected to a particularly time-consuming FIU assignment outside the School of Music (e.g., chairing the Senate or one of its major standing committees, such as the UCC) is normally given credit for one or more courses during or following the academic year in which the assignment was fulfilled. Again, although negotiations for such arrangements may begin within the School, they involve policy decisions at upper administrative levels.

III. Service to the Profession

Tenure-earning faculty members are expected to play a role in the governance of their profession. Usually, it is not only a service assignment but also an honor to be asked to chair a session at a national conference, or to edit a peer-reviewed journal, or to judge a national or international competition. Therefore professional service may be counted as evidence of having "arrived" as a scholar, performer, or creative artist, analogous to receiving an award or a grant. Given the 10% limit on service, School of Music faculty members are advised to place their professional service within the Research/Creative Activity category where possible.

It is customary for research universities to grant course release (usually one course per year) while a faculty member serves a term as officer in a national society (e.g., President of AMS, Secretary of NATS) or as editor of a peer-reviewed journal or book series. Similar course release is normally granted for faculty hosting national conferences or organizing the music for a major university-wide special project.

PART FOUR: DIFFERENTIATED LOAD BECAUSE OF HIGH RESEARCH/CREATIVITY

In the case of research, any teaching assignment below the 3/2 norm must be for the purpose of producing a tangible and specific work product that cannot be otherwise accomplished. Course release is not given for activities performed in the normal course of the profession, such as practicing, rehearsing, reading, attending conferences (as a non-participant), or otherwise keeping up with one's field. Nor do most research products (a journal article, a concert, a conference paper) merit course release in and of themselves. Research-related course release might be granted for situations such as the following:

—Above average productivity in research and/or creative activities as determined by the Director of the School of Music

—A faculty member is under contract for a scholarly monograph, recording, national or international composition commission that is well underway. She needs to finish it before she is eligible for a sabbatical. The School of Music awards a one-time course release during the final drive toward publication.

—A faculty member has the opportunity to undertake a concert tour at high-profile venues or to give a prestigious, endowed lecture series. These are not “one-off” events but several events in close proximity that will place the faculty member, School of Music, and FIU in the spotlight while demanding a significant commitment on the faculty member's part. The School of Music awards a one-time course release to make this time commitment possible. Similar considerations might be given to a series of peer-reviewed articles published in exceptionally rapid succession.

—A faculty member wins a competitive grant. In the arts and humanities, many grants are enormously prestigious because they are rare, but they do not necessarily generate the external funding for FIU that would allow the faculty member to “buy out” his teaching. The rule of thumb at FIU is that the faculty member may reduce his teaching by one 3 cr. course for such major grants; course release beyond that would have to be supported directly by the grant budget. Examples of major grants include certain NEH and NEA awards. Faculty winning major annual awards such as a Fulbright Scholar or American Academy in Rome must be given course release so that they can accept these awards that bring prestige to our faculty and the School of Music.

PART FIVE: PROCEDURES

Faculty members must submit their Annual Activities Report to the School of Music Director by May 1. The Activities Report summarizes the faculty member's accomplishments in teaching, service, and research/creative activities over the previous year. It is the faculty member's obligation to articulate and if applicable, document the significance of the activities reported. The Annual Report also includes a self-assessment. Toward that end, faculty members must fill out and submit evaluation rubrics for these three categories. Rubric scores are divisible by the number of categories for which the faculty member qualifies. For instance, the total rubric score for a faculty member with no research assignment is an average of the teaching and service scores: the sum of both rubrics is divided by two to determine the annual report rubric score. For a faculty member whose assignment includes research, teaching, and service, the sum of all three rubrics is divided by three to determine the annual report rubric score. The Director may accept or modify the faculty member's score recommendations.

In addition to submitting their Annual Activities Report, faculty members must also submit a Proposal for Annual Assignment that includes teaching and service preferences for the upcoming year, as well as research/creative plans. The proposal should include supportive documentation for any adjustment in teaching load that may be warranted. By 45 days after the last day of class in the spring semester, the Director composes, signs, and distributes a Faculty Evaluation. The faculty member signs the evaluation to acknowledge having read it. This signature does not indicate that the faculty member agrees or disagrees with the evaluation. Faculty members have the right to point out errors of fact contained in the evaluation and require that the evaluation be rewritten correctly. Should there be a difference of opinion between the faculty member and the Director regarding the evaluation, ideally, the two parties should meet in person to arrive at an understanding regarding a revision of the evaluation should the Director agree that such is appropriate. If not, the faculty member has the right to compose a rebuttal to the evaluation that is to be attached to the evaluation and kept in the faculty member's personnel file.

By 45 days before the first day of class in fall semester, the Director composes, signs, and distributes an Assignment Sheet for each faculty member. The faculty member signs both documents, keeps copies, and returns the originals to the Director by August 1. If further negotiation between the faculty member and the Director is needed, this should also be completed by August 1.

APPENDIX: TABLES OF ACTIVITY WEIGHTS

TEACHING

The teaching category is straightforward, because percentages have been calculated by CARTA. The following reproduces the College-wide table:

Appendix A: Course Equivalency Matrix

Course Type Description	Assignment Coefficient (equivalency to a standard 3cr course)	Course Credit Hours description	Course Contact Time (Contact Minutes / week)	Course Contact Time Conversion (to 3cr. equivalent)	Enrollment Conversion Factor (for large course enrollments)
2 – 3 Credit Seminar Course	0.1125 of effort	2 Cr – 3 Cr	Minimum 150 contact minutes per week	na	>25 (x 1.17)
2 – 3 Credit Lecture Course	0.1125 of effort	2 Cr – 3 Cr	Minimum 150 contact minutes per week	na	151-250 (x 1.17) 251 -350 (x 1.34) >350 (x 1.50)
4 Credit Lecture/Seminar	0.15 of effort	4 Cr	Minimum 150 contact minutes per week – varies	varies	151-250 (x 1.17) 251 -350 (x 1.34) >350 (x 1.50)
1 Credit Lecture/Seminar	0.04 of effort	1 Cr	Minimum 50 contact minutes per week	varies	na
Design Studio	0.22 of effort	4 Cr – 6 Cr Pre-graduate and Graduate design Studios	Minimum 510 contact minutes per week	255 contact minutes/week	>19 (1.34)
2 – 3 Credit Individual, Applied and Composition Lessons	0.0225 of effort	2 Cr – 3 Cr Typically constituted as weekly 50 min private lessons	Minimum 50 contact minutes per week	250 contact minutes (five lessons equal one 3 cr course)	na
1 Credit Individual, Applied and Composition Lessons	0.0113 of effort	1 Cr Typically constituted as weekly 25 min private lessons	Minimum 25 contact minutes per week	250 contact minutes (ten lessons equal one 3 cr course)	na
Large Ensemble Coaching	0.1125 of effort	Varies	Minimum 200 contact minutes/week	na	>30 (1.17) >50 (1.34) >70 (1.50)
1 Credit Chamber Ensemble	0.022 of effort	1 Cr Typically constituted as weekly Ensemble lessons (per student group)	Minimum 50 contact minutes per week	250 contact minutes (five lessons equal one 3 cr course)	na
Sight Singing, Music Ed, Technique, Other Ensembles & Lab-type classes	0.08 of effort	Varies		na	na
Thesis / Master Project, Recital Sequence	0.1125 of effort	9 credits of lessons & 6 credits of thesis	Minimum 150 contact minutes per week	na	na
Theatre Lab (Variable Credits)	0.04 of effort	1 Cr – 2 Cr A single course's content is typically shared amongst 2-4 faculty. Each faculty receives .04 credit	Minimum 360 contact minutes per week (shared amongst 2-4 faculty)	na	na
Theatre Thesis / Senior Project	0.08 of effort		Minimum 100 contact minutes per week	150 contact minutes	na
New Course Development or Major Curriculum Development	0.04 of effort	Specific duties and expected deliverables are to be outlined in memo from Chair and attached to Annual Assignment	Minimum 50 minutes per week	150 contact minutes	na

SERVICE

Many School of Music faculty members serve as an Area Coordinator (AC). This can be a time-consuming assignment. Faculty members serving as ACs of an applied area (or music education, which involves many visits to area public schools to supervise student teaching) should serve on just one committee (preferably not as the chair) and avoid college and university-wide service for the duration of their AC appointment. They should accept service to their profession only if it can enhance their Research and Creative Activities.

Remaining faculty members will therefore take the lead in chairing SOM committees, serving on College and University-wide committees, and taking on special assignments (e.g., coordinating the course schedule or the SOM's commencement performances). It is beyond the scope of this document to anticipate every possible special assignment and calculate its weight, but common sense can easily suggest appropriate solutions on a case-by-case basis. For example, coordinating the class schedule is surely less work than serving as the AC of an applied area, but it is more work than serving on a committee, or even chairing one. So approximately 4% (like being the AC of theory or history) would be an appropriate percentage.

Administrative/Advising	Assignment Effort
Area Coordinator	4-7%
Routine School of Music Service (attending monthly faculty meetings, Departmental Recitals, Commencement, performances in one's area, serving on thesis/recital committees as second or third member, occasional <i>voluntary</i> directed study)	1%

Professional Governance	Officer	Committee Member	Committee Chair	Assignment Effort
Regional, Discipline-Related	N	Y	N	2.0%
Regional, Discipline-Related	N	Y	Y	4.0%
Regional, Discipline-Related	Y			Special case to be negotiated
(Inter)National, Discipline-Related		Y	N	3.0%
(Inter)National, Discipline-Related		Y	Y	5.0%
(Inter)National, Discipline-Related	Y			Special case to be negotiated

FIU Governance				
School		Y	N	2.0%
School		Y	Y	3.0%
College		Y	N	2.0%
College		Y	Y	3.0%
University		Y	N	2.0%
University		Y	Y	3.0%
Faculty Senate Committee		Y	N	2.5%

Faculty Senate Committee		Y	Y	5.0%
Faculty Senator		Y	Y	2.0%
UFF Senate Committee		Y	N	2.5%
UFF Senate Committee				5.0%
UFF Senator				2.0%

Research/Creative Activities

This following table is intended only as a rough guide for determining how some of the many such activities in which School of Music faculty engage might be weighted in arriving at an annual assignment. As an example of the difficulties involved, consider a professional paper or a performance. In principle, a juried or otherwise limited intervention should count more than an invited one. An invitation to deliver a plenary paper at an international conference or to teach a master class at a prestigious conservatory, however, is often the mark that one has arrived in a given field. The table below does adjust the weight of invited papers slightly downwards, but the distinction associated with any scholarly or creative event is ultimately something to be demonstrated on a case-by-case basis. These are the sorts of considerations that tenure and promotion evaluators routinely struggle with. It is beyond the scope of this document to determine a weight for every conceivable situation. All this document can do is to suggest a percentage of effort for research and creative activities, with the caveat that the actual effort may be adjusted depending on any number of considerations.

Professional Performances (e.g., as performer or composer), and Other Professional Appearances (e.g., clinics, master classes)	Maximum Assignment Effort (15–20 performances and professional appearances in a mix of venues is the norm)
University	0.5%
Regional, National, International	0.5–2.5% per event depending on venue

Publications, Compositions, and Recordings	Discipline Peer Reviewed	Maximum Assignment Effort
Journal Article	Y	27.5%
Journal Article	N	15%
Chapter in Book (other than textbook)	Y	27.5%
Editor of Book (with contribution of introduction and one chapter)	Y	27.5%
Single-Authored Monograph	Y	27.5%
Recording as Producer & Performer, Write Liner Notes, Major Label		27.5%
Recording as Performer, Major Label		6.25%–50% depending on role (orchestra member? soloist? one selection? entire recording?)
Critical Edition (with notes, editor-authored essays)	Y	27.5%
Textbook (Hardcopy)	Y	27.5%
Review-Article in peer-reviewed Journal	Y	17.5%
Review		10%
Non-FIU Program Notes per Concert, Major Orchestra, Opera Company, Concert Series, or Festival, miscellaneous brief publications		2–7.5% depending on length, prestige of venue
National or International Conference Paper (peer reviewed)	Y	10%
Regional Conference Paper (peer-reviewed)	Y	5%
Invited talks and conducting engagements		2–7.5% depending on prestige of venue

Competitive Grants/Awards		Maximum Assignment Effort
Major Competition		50%
Major year-long grant(e.g., NEH, NEA)		50%
Honorific Service to the Profession		
Member, Editorial Board	5%	
Scholarly Journal or Series Editor	12.5%	
Adjudication of Performance or Composition Competitions (depends on visibility, prestige)	1-3%	
Peer Reviewer of Book Manuscript	3%	
Peer Reviewer of Article, CD, or Tenure-and-Promotion file and Writer of Liner Notes for CD	1%	

PART SIX: Merit Raise and Merit Bonus Evaluation

Introduction and Definitions

For the sake of clarity and to adhere to university policy, in this document, the word “bonus” indicates a one-time cash reward whereas the term “raise” refers to an increase in base pay.⁴

Toward that end:

- ï The SOM Merit Policy supplements, but does not supersede, the criteria articulated in the CBA and the most current CARTA and FIU documents concerning salaries and employee performance evaluation;
- ï Underlying this process is the assumption that each faculty member is meeting established contractual expectations; merit bonuses and raises reward exceptional activity above and beyond those expectations.

Procedures.

Annual assignments and evaluations are used to determine merit bonuses/raises, which recognize faculty activities that exceed the annual assignment or expectations. Activities that are already compensated for by salary or course relief are ineligible for merit consideration unless they are beyond contractual obligations.

The period of time to be considered for merit recognition is determined by whether the award is a one-time bonus or a merit raise. A one-time bonus is awarded based on activities since the last annual evaluation that was considered for the purposes of a merit bonus. A merit raise is based on the faculty member’s evaluations since the last merit raise. Activities are assessed cumulatively rather than semester-by-semester.

The procedure is as follows:

1. One-time bonuses and merit bonus raises are awarded to eligible faculty members who have applied for the award, up to the maximum percentage of the faculty allowed by the Florida State Legislature. The merit bonus pool is divided into three tiers, and the amount granted to those in each tier depends upon the amount in the bonus pool and the number of faculty members in each tier. There is no requirement that each tier contains the same number of faculty members. The merit raise pool is divided so that the members of each tier receive the same amount.

⁴ A “merit raise” is understood to be the equivalent of a “merit bonus raise.”

2. One application serves for all merit bonuses or raises to be awarded in any given academic year.
3. Faculty members who receive a cumulative annual report score greater than 2.0 are eligible to apply for a merit bonus/raise.
4. If the merit bonus/raise period covers more than one annual report, the cumulative score for the purpose of determining merit bonus/raise eligibility is the average of all the annual report scores for that period.
5. To be considered for a merit bonus/raise, faculty members must submit a dossier that includes a one-page application and optional documentation to support the application. The one-page application, addressed to the Director of the School of Music, describes how the exceptional quality of the faculty member's work merits reward. Documentation may include concert programs, the title page of an article or book, a CD cover, etc. Each applicant's dossier is to be made available to the entire faculty.⁵
6. Merit bonuses/raises will be determined by a combination of the annual report score and the submitted dossier.
7. 30 days prior to the application due date, the Director will communicate to the faculty the period of time for which the bonus is to be considered, when the bonus/raise application is due, and the mechanism and format (hard copy or electronic) for submission of the dossiers. Within 30 days of the application, the Director will announce to the SOM faculty the names of the merit bonus/raise recipients. The announcement will include the winners' annual report scores and a brief rationale explaining the reason the faculty member was awarded merit.

⁵ The dossiers are to be either uploaded to the Faculty SharePoint site or assembled into a 3-ring binder to be kept in the Music Office and made available to the music faculty.

FORMS

The next several pages provide the following forms to be used in the faculty assignment and evaluation process in a format that can be easily extracted for copying or printing:

Annual Report Template

Long-term Project Addendum

Faculty Teaching Evaluation Rubric

Faculty Research and Creative Activities Evaluation Rubric

Faculty Service Evaluation Rubric

Faculty Service to the Profession Evaluation Rubric

Faculty Assignment Template

These forms are also available separately on the Faculty Resources Web Site.

FIU School of Music Annual Report Outline (see workload policy as a guide)

Name: _____ **Date:** _____

I. TEACHING (list classes, number of students, and other pertinent info)

Fall Semester

Spring Semester

II. SERVICE

University Service

School of Music Service (attendance at faculty, committee, and other meetings, etc.)

Community Service

National/International Service

III. RESEARCH/CREATIVE ACTIVITIES

Performances (Place, Date, Composition Titles)

Publications (Title, Publisher, Date)

Recordings and Scores (Track Title, CD Title, Publisher, Date)

Papers and Presentations (Conference, Place, Date)

Other Scholarly and Creative Activities

IV. SUMMARY

In this section, please assess your accomplishments over the past academic year in terms of the goals set forth in the annual assignment. Where did you exceed your expectations, and where did you fall short? What obstacles prevent you from accomplishing your goals, and how can you facilitate their successful accomplishment next year?

V. PROPOSED ANNUAL ASSIGNMENT

Suggest your annual assignment in terms of teaching, service, and creative activity (please see our faculty workload policy if you have questions).

Faculty Teaching Evaluation Rubric

TEACHING	Exceeds Expectations 3	Meets Assignment/ Expectations	Does not Meet Assignment/ Expectations	N/A	Score
Grade and Book Submission, Office Hours	N/A	Submits grades and book orders on time, office hours are posted on door.	Does not submit own grades or book orders on time or at all, office hours not posted and does not meet		
Teaching - Class, lessons and rehearsals	N/A	Teaches all scheduled classes/ lessons/ rehearsals, or reschedules mutually	Does not teach all scheduled classes/ lessons/ rehearsals.		
Syllabus - FIU Requirements	N/A	Follows requirements.	Does not follow requirements.		
Student Evaluations (All f/t classroom and applied faculty/teachers)	Student evaluation ratings are consistently 85% or higher.	Student evaluation ratings are consistently 75%	Student evaluation ratings are consistently below 75%		
				TOTAL:	

Miscellaneous and Notes:

Faculty Research and Creative Activities Evaluation Rubric

RESEARCH & CREATIVE WORK	Exceeds Assignment/ Expectations 3	Meets Assignment/ Expectations 2	Does not Meet Assignment/ Expectations 1	N/A	Score
Performances in which faculty participates in person	Number and scope of performances exceed assignment	Number and scope of performances match assignment	Number and scope of performances do not meet assignment		
Recordings in which faculty actively participates in person	Progress exceeds assignment or recording is released	Progress matches assignment	Progress does not meet assignment		
Publications (articles, books or monographs, critical editions, books as editor, book chapters, program notes, CD liner notes, book or recording reviews)	Progress exceeds assignment or article is published	Progress matches assignment	Progress does not meet assignment		
Compositions	Progress exceeds assignment or composition is published	Progress matches assignment	Progress does not meet assignment		
Awards	National or international awards	Local or regional Awards	N/A		
Positive Reviews Received	In national or international publications	In local or regional publications	N/A		
Invited Talks, Masterclasses, or Conducting Engagements	For national or international institutions	For local or regional institutions	N/A		
Conference Presentations	For national or international conferences	For local or regional conferences	N/A		
Grants	National or international grants	Local or regional grants	N/A		
Serving as invited panelist, judge, editor, outside reviewer	National or international venues (e.g., competitions, juries, journals,	Local venues or less highly regarded journals or presses	N/A	TOTAL:	

	books)				
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Miscellaneous and Notes:

Faculty Service Evaluation Rubric

SERVICE TO SOM, COLLEGE AND UNIVERSITY	Meets Assignment/ Expectations 2	Does not Meet Assignment/ Expectations 1	N/A	Score
Committees: SOM, CARTA, University, Miscellaneous (All f/t faculty)	Actively participates on assigned committees.	Does not actively participates assigned committees.		
Recruitment (All applied f/t faculty and ensemble directors)	Provides evidence of active recruiting	Does not provide evidence of active recruiting.		
Juries (All f/t applied faculty and ensemble directors)	Attends all scheduled juries	Does not attend all scheduled juries		
Departmental Recitals (All faculty)	Attends most department recitals	Misses most departmental recitals.		
Individual Student Recitals - Junior, Senior and Graduate (All f/t applied faculty and ensemble directors)	Attends minimum of 50% of recitals by students in discipline	Attends less than 50% of recitals by students in discipline		
Special Assignments per work load (could include Area Coordinator, Assistant or Associate	Meets	Does not Meet	N/A	

SERVICE TO PROFESSION (See also Research/Creative Activities)	Yes 2	No 1		N/A	Score
Member of Committee, Professional Society	2	1	N/A		
Chair of Committee, Professional Society	2	1	N/A		
Office, Professional	2	1	N/A		

Society					
				TOTAL:	

Miscellaneous and Notes:

**Florida International University
College of Architecture + The Arts**

**School of Music
Annual Assignment Form**

Name: **Covering the period from August/2012 to May/2013**

I. TEACHING %

In the Fall term, you are assigned to teach the following courses:

In the Spring term, you are assigned to teach the following courses:

1. Class 1
2. Class 2
3. Class 3

1. Class 1
2. Class 2

II-A. RESEARCH %

Your annual research assignment consists of the following:

Performances, recordings, and master classes to be completed in accord with the SOM faculty load document.

III. SERVICE %

Your committee service for the year is 2 committees TBA

Performances as needed for fundraising and other related activities TBA

Normal service entails attending faculty meetings, department recitals, and commencements; serving on recital committees and juries; assisting with auditions, placement tests; serving as a 2nd or 3rd member of a thesis committee; helping to recruit students, serving on departmental committees; performing necessary accreditation tasks, and submitting required information and documentation as requested by the administration in a timely fashion.

IV. OTHER

Area Coordinator for?

Applied faculty:

Given the focus on student service and the improvement of graduation rates that the university is emphasizing I am requesting that in the future all faculty teaching applied lessons: (1) make sure that all students receive a syllabus at the onset of the semester which conforms to the requirements set forth by academic affairs including set office hours and a policy for make up lessons, (2) that faculty outline in the syllabus when they will be unavailable for class - and include a plan for making these lessons up if this will result in less than 14 meetings, (3) that a mutually agreed upon set date and time for each student's lesson be determined during the first week of the semester which will be the time for lessons throughout the semester - and that these not take place on weekends or holidays or at unreasonable hours extremely late or early in the day. While it is very important that our applied faculty have the flexibility to travel and perform each semester while fulfilling the students' needs for private lessons, there is no reason why

faculty members should not know their schedules for the 4 months of each semester by the first week of class and make the appropriate plans for makeup lessons if necessary at that time. I will be working with the applied faculty to make sure that the above is realized insuring the quality of teaching our students have come to expect at FIU.

Area coordinators:

As an area director you are receiving credit for coordinating your area. This coordination includes but is not limited to the recruitment of students taking into consideration targeted numbers, working on increasing the visibility and activities in your area, advising students, and if applicable coordinating adjunct or other faculty in your area. Please make sure to set a time before the beginning of the semester when we can meet to discuss your plans for your area in the above categories.

Faculty involved in presenting events:

Given the need for increasing the visibility of our events at FIU I am requesting as part of their duties that all faculty involved in the presentation/coordination of concerts and/or similar events, provide all program information to the CARTA marketing staff a minimum of 6 weeks before the event. This information includes the repertoire being presented (names of works and composers), the names of the performers, as well as a paragraph outlining the event that will inform the audience as to what the event is about. Program notes and/or bios are optional and may be created as an insert without submission to CARTA.

Faculty involved in these activities must make sure to take care when compiling program information that there are no typos, grammatical mistakes, and that the materials are not plagiarized. In addition, I will be working with the same faculty this fall to begin planning our Fall 2011 and Spring 2012 concert calendar so that we can continue to improve the organization and marketing of our events. I will be working with the faculty involved in presenting events to make sure that all of the above is realized within the time frames mentioned insuring the best possible marketing and visibility for the School of Music.

SOM Faculty Member

(date)

Karen Fuller, Director

(date)

The ***Collective Bargaining Agreement*** stipulates in Art. 9.2: “Employees shall be appraised in writing, at the beginning of their employment and at the beginning of each year of employment thereafter, of the duties and responsibilities in teaching, research and other creative activities, service, and of any other specific duties and responsibilities assigned for that year.”

APPENDICES

College of Communication, Architecture + The Arts Merit Criteria

On November 19, 2008, CARTA's Faculty Council approved that departments that lack specific merit raise criteria may defer to Articles II, III, and IV in the College of Architecture + The Arts Policies and Procedures For Faculty Appointment, Tenure, and Promotion, adopted February, 2007.

Article II. College Criteria for the Evaluation of Performance in Teaching

Section 1. The faculty member must demonstrate highly competent performance in the scholarship of teaching. As appropriate to each program, evaluations and recommendations must consider the merit of the instruction, including extent and significance of course content, curricular enhancement, aesthetic and intellectual currency, instructional innovation and collaboration, and support and mentorship of students.

Section 2. Consideration must also be given to recognition of teaching, such as publications on pedagogy, invitations to review student work, publication or exhibition of student work, performance or production of student work, faculty awards for teaching, awards and prizes for student work, peer reviews of instruction, student evaluations of faculty, and, where customary, contracts and grants funded to develop and conduct instruction.

Article III. College Criteria for the Evaluation of Performance in Research and Creative Work

Section 1. The faculty member must demonstrate highly competent performance in the scholarship of research or creative work, or of both research and creative work, as applicable to her or his academic and professional development.

Section 2. As appropriate to the standards of the faculty member's discipline or profession, evaluations and recommendations must consider the merit of the research, including extent and significance of the inquiry, analysis, and synthesis. Consideration must also be given to recognition of the research, such as publications and presentations, citations and quotations, and, where customary, contracts and grants funded to conduct research.

Section 3. As appropriate to the standards of the faculty member's discipline or profession, evaluations and recommendations must consider the merit of the creative work, including extent and significance of artifacts, compositions, designs, installations, performances, presentations, and productions. Consideration must also be given to recognition of the creative work, such as citations, critical reviews, competition prizes, design awards, exhibitions or publications of the creative work by others, performance or production of the creative work by others, invitations to create or design, invitations to perform or produce, and, where customary, contracts and grants funded to conduct creative work.

Article IV. College Criteria for the Evaluation of Performance in Service

Section 1. The faculty member must demonstrate highly competent performance in the scholarship of service. As appropriate to the standards of the faculty member's field discipline or profession, evaluations and recommendations must consider the merit of the service, including extent and significance of the professional service to the community and to the discipline or profession, and institutional service to the Department, School, College, and University, inclusive of collegial governance.

Section 2. Evaluations and recommendations must consider the merit of service, including extent and significance of participation in award and competition juries, editorial boards, publication and presentation review panels, grant review panels, accreditation boards and teams, academic and professional associations, professional registration boards, work *pro bono publico* in discipline or profession, and presentations and publications for the general public on discipline or profession.

Section 3. Consideration must also be given to recognition, such as awards, honors, certificates for university, professional, and community service, and, where customary, to contracts and grants funded to conduct the service.

CBA Statements on Evaluation and Merit

For specific details of scheduled merit bonuses for 2011–14, see pp. 25–27 of the 2011–2014 Collective Bargaining Agreement.

BOT-UFF POLICY EMPLOYEE PERFORMANCE EVALUATION

Purpose:

To provide the policy and procedures for assessing employee performance and communicating the results of assessment to the employee and to others using assessment information in personnel decisions, and further to express the mutual commitment of the parties to the University's values.

Policy:

(A) Annual Evaluations. The purpose of the annual evaluation is to assess and communicate the nature and extent of an employee's performance of assigned duties consistent with the criteria specified below in this Policy. Except for those employees who have received notice of non-reappointment pursuant to the BOT-UFF Policy on Non-reappointment, every employee shall be evaluated at least once annually. Personnel decisions shall take such annual evaluations into account, provided that such decisions need not be based solely on written faculty performance evaluations.

(B) Sustained Performance Evaluations. Tenured faculty members shall receive a sustained performance evaluation once every seven (7) years following the award of tenure or their most recent promotion. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties and to evaluate continued professional growth and development.

(C) Third-Year Review. Faculty on tenure-earning status shall be reviewed by their peers during their third year of employment, in accordance with review procedures developed by each college and approved by the Provost.

Procedures:

(A) General.

(1) Sources and Methods of Evaluation. In preparing the annual evaluation, the person(s) responsible for evaluating the employee may consider, where appropriate, information from the following sources: immediate supervisor, peers, students, employee/self, other University officials who have responsibility for

supervision of the employee, and individuals to whom the employee may be responsible in the course of a service assignment.

(2) Observation/Visitation. The employee, if assigned teaching duties, shall be notified at least two (2) weeks in advance of the date, time, and place of any direct classroom observation or visitation made in connection with the employee's annual evaluation. If the employee determines that this date is not appropriate because of the scheduled class activities, the employee may suggest a more appropriate date. Classroom visitation without prior notice, for non-evaluative purposes, may be made with permission of the employee.

(3) Employee Assistance Programs. Neither the fact of an employee's participation in an employee assistance program nor information generated by participation in the program, shall be used as evidence of a performance deficiency within the evaluation process described in this Policy, except for information relating to the employee's failure to participate in an employee assistance program consistent with the terms to which the employee and the University have agreed.

(4) Proficiency in Spoken English. Where applicable, employees must, to be involved in classroom instruction, be proficient in the oral use of English. No employee shall be evaluated as deficient in oral English language skills unless proved deficient in accordance with the appropriate procedures and examinations established by Section 1012.93, Florida Statutes, for testing such deficiency.

(a) No reference to an alleged deficiency shall appear in the annual evaluation or in the personnel file of a faculty member who achieves a satisfactory examination score determining proficiency in oral English ("50" or above on the Test of Spoken English).

(b) Faculty who score at a specified level on an examination established by law for testing oral English language skills ("45" on the Test of Spoken English), may continue to be involved in classroom instruction up to one (1) semester while enrolled in appropriate English language instruction, as described in paragraph (d) below, provided the appropriate administrator determines that the quality of instruction will not suffer. Only such faculty members who demonstrate, on the basis of examinations established by law that they are no longer deficient in oral English language skills may be involved in classroom instruction beyond one (1) semester.

(c) Faculty who score below a minimum score on an examination established by law for determining proficiency in oral English ("45" on the Test of Spoken English) shall be assigned appropriate non-classroom duties for the period of oral English language instruction provided by the University under paragraph (d) below, unless during the period of instruction the

faculty member is found, on the basis of an examination specified above, to be no longer deficient in oral English language skills. In that instance, the faculty member will again be eligible for assignment to classroom instructional duties and shall not be disadvantaged by the fact of having been determined to be deficient in oral English language skills.

(d) It is the responsibility of each faculty member who is found, as part of the annual evaluation, to be deficient in oral English language skills by virtue of scoring below the satisfactory score on an examination established by law for determining such proficiency to take appropriate actions to correct these deficiencies. To assist the faculty member in this endeavor, the University shall provide appropriate oral English language instruction without cost to such faculty members for a period consistent with their length of appointment and not to exceed two (2) consecutive semesters.

(e) If the University determines, as part of the annual evaluation, that one (1) or more administrations of a test to determine proficiency in oral English language skills is necessary, in accordance with the law and this section, the University shall pay the expenses for the first administration of the test. The faculty member shall pay for additional testing that may be necessary.

(B) Annual Evaluation Procedures.

(1) Annually, the department chair or supervisor will prepare a written evaluation of all employees.

(2) The proposed written annual evaluation, including the employee's annual assignment furnished pursuant to the BOT-UFF Policy on Assignment of Responsibilities, shall be provided to the nine-month employee within forty-five (45) days after the end of the academic year for which such evaluation will be made, or in the case of 12 month employees within 45 days of the end of the 12 month period for which the evaluation is made. The employee shall be offered the opportunity (during the thirty day (30) period following receipt of the proposed annual evaluation) to discuss the evaluation with the evaluator prior to its being finalized and placed in the employee's evaluation file. The evaluation shall be signed and dated by the person performing the evaluation, and by the person being evaluated, who may attach a concise comment to the evaluation. A copy of the evaluation shall be provided to the employee. The employee may request, in writing a meeting with the administrator at the next higher level to discuss concerns regarding the evaluation that were not resolved in previous discussions with the evaluator.

(3) Each University department/unit shall develop and maintain procedures by which to evaluate each employee according to criteria specified below in this Policy. These procedures shall include the method for distribution of any merit salary increase funds provided pursuant to the BOT-UFF Agreement. The employees of each department/unit who are eligible to vote in department/unit

governance shall participate in the development of these procedures and shall recommend implementation by vote of a majority of at least a quorum of those employees.

(a) The proposed procedures, or revisions thereof, shall be first reviewed at the College level by the Dean for consistency with College missions and goals and then reviewed by the Provost or designee to ensure that they are consistent with the mission and goals of the University and that they comply with the BOT-UFF Agreement and all relevant University policies.

(b) If the Provost or designee determines that the recommended procedures are not consistent with the missions and goals of the University, the BOT-UFF Agreement, or relevant University policies, the proposal shall be referred to the department/unit for revision with a written statement of reasons for non-approval. No merit salary increase funds shall be provided to a department/unit until its procedures have been approved by the Provost or designee.

(c) All approved procedures, and revisions thereof, shall be kept on file in the department/unit office and may be placed on the University website for access by employees and the UFF chapter. Upon request, employees in each department/unit shall be provided a copy of that department/unit's current procedures for annual evaluation and distribution of merit salary increase funds.

(4) Upon written request from the employee, the persons responsible for supervising and evaluating an employee shall endeavor to assist the employee in correcting any major performance deficiencies reflected in the employee's annual evaluation.

(C) Sustained Performance Evaluation Procedures.

(1) The Sustained Performance Evaluation (SPE) program shall provide that:

(a) Only elected faculty may participate in the development or amendment of applicable procedures. Such procedures shall ensure involvement of both peers and administrators at the department and higher levels in the evaluation and shall ensure that an employee may attach a concise response to the evaluation;

(b) The University shall provide for an appeals process to accommodate instances when the employee and the supervisor cannot agree upon the elements to be included in the performance improvement plan; and

(c) The proposed procedures for the sustained performance evaluation shall be available to faculty members and to the UFF Chapter for review prior to final approval.

(2) Employee annual evaluations, including the documents contained in the evaluation file, shall be the sole basis for the sustained performance evaluation. An employee who received satisfactory annual evaluations during the previous six (6) years shall not be rated below satisfactory in the sustained performance evaluation nor be subject to a Performance Improvement Plan.

(3) A Performance Improvement Plan shall be developed only for those employees whose performance is identified through the Sustained Performance Evaluation as being consistently below satisfactory in one or more areas of assigned duties. The Performance Improvement Plan shall be developed by the employee, in concert with his/her supervisor, and include specific measurable performance targets and a time period for achieving the targets. The Performance Improvement Plan shall be approved by the Dean/Director and the Provost or designee. Specific resources identified in an approved Performance Improvement Plan shall be provided by the University. The supervisor shall meet periodically with the employee to review progress toward meeting the performance targets. It is the responsibility of the employee to attain the performance targets specified in the Performance Improvement Plan.

(D) Third-Year Review Procedures.

(1) All tenure-earning faculty will be reviewed in their third year of employment. For faculty hired with two or more years of tenure credit, this review should take place in the second year of employment.

(2) Each unit/college procedure for third-year review must be approved by a vote of the majority of tenured and tenure-earning faculty in the department/unit and by the Provost or designee.

(3) The third-year review will take into consideration the faculty's assignment and annual evaluations, including student evaluations, and any other information that the department/unit faculty deem appropriate to be considered and have specified should be included in department/unit procedures.

(E) Criteria.

(1) Annual Evaluation Criteria. All performance evaluations shall be based upon assigned duties, and shall carefully consider the nature of the assignment in terms, where applicable, of:

(a) Teaching effectiveness, including effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion,

assignment and recitation, demonstration, laboratory exercise, practical experience, supervision of interns, theses, professional projects and/or dissertations, and direct consultation with students. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The evaluator may take into account class notes, syllabi, student exams and assignments, and any other materials relevant to the employee's teaching assignment. The teaching evaluation must take into account any relevant materials submitted by the employee, including the results of peer evaluations of teaching, and may not be based solely on student evaluations when this additional information has been made available to the evaluator.

(b) Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. Evidence of research and other creative activity shall include, but not be limited to, published books; articles and papers in professional journals; musical compositions, paintings, sculpture; works of performing art; papers presented at meetings of professional societies; funded grant activities; and research and creative accomplishments that have not yet resulted in publication, display, or performance. The evaluation shall include consideration of the employee's productivity, including the quality and quantity of the employee's research and other creative programs and contributions during the year, as well as recognition by the academic or professional community of what has been done.

(c) Public service that extends professional or discipline-related contributions to the community, the State, public schools, and/or the national and international community. This public service includes contributions to scholarly and professional organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals.

(d) Participation in the governance processes of the University through significant service on committees, councils, and senates, beyond that associated with the expected responsibility to participate in the governance of the University through participation in regular departmental or college meetings.

(e) Other assigned University duties, such as attending University events, advising, counseling, and academic administration, or as described in a Position Description, if any, of the position held by the employee. Other assigned duties may include entrepreneurial activities that contribute to the further development of the University with an end result of creating a new venture. Evidence of entrepreneurial contributions shall include, but not be limited to, creation of self supporting centers or institutes, development of multi-disciplinary research partnerships, and applications of research to implementations in society.

BOT-UFF POLICY EVALUATION FILE

Purpose:

To provide guidelines for the establishment, maintenance and use of employee evaluation files within the employee's respective academic unit.

Policy:

1. General statement. There shall be one (1) evaluation file containing a dated copy of all documents used in the evaluation process, other than evaluation for tenure, promotion, and successive fixed multi-year appointments. When evaluations and other personnel decisions are made, other than for tenure, promotion, and successive fixed multi-year appointments, the only documents which may be used are those contained in that file. Such documents shall be placed in the evaluation file within a reasonable time after receipt by the custodian of the file. The location of the evaluation file will be in the Dean/Director's office or in the Department Chairperson's office and employees shall be notified, upon written request, of the location. A copy of the annual evaluation will be maintained in the Division of Human Resources.

2. Access. An employee may examine the evaluation file, upon reasonable advance notice, during the regular business hours of the office in which the file is kept, normally within the same business day as the employee requests to see it, and under such conditions as are necessary to insure its integrity and safekeeping. Upon request, an employee may paginate with successive whole numbers the materials in the file, and may attach a concise statement in response to any item therein. Upon request, an employee is entitled to one (1) free copy of any material in the evaluation file. Additional copies may be obtained by the employee upon the payment of a reasonable fee for photocopying. A person designated by the employee may examine that employee's evaluation file with the written authorization of the employee concerned, and subject to the same limitations on access that are applicable to the employee.

3. Use of Evaluative Materials.

(a) In the event a complaint is filed, the University, Board, UFF complaint representatives (designated by the faculty member), the Panel designated to hear policy disputes under the BOT-UFF Policy on Neutral, Internal Resolution of Policy Disputes, and the employee bringing the complaint shall have the right to use copies of materials from the employee's evaluation file in the complaint process.

(b) In the event of a grievance arising from the Collective Bargaining

Agreement, the University, Board, UFF grievance representatives (designated by the faculty member), the arbitrator and the employee bringing the grievance shall have the right to use copies of materials from the employee's evaluation file in the grievance.

4. **Anonymous Material.** There shall be no anonymous material in the evaluation file except for numerical summaries of student evaluations that are part of a regular evaluation procedure of classroom instruction and/or written comments from students obtained as part of that regular evaluation procedure. If written comments from students in a course are included in the evaluation file, all of the comments obtained in the same course must be included.

5. **Peer Committee Evaluations.** Evaluative materials, or summaries thereof, prepared by peer committees as part of a regular evaluation system, may be placed in an evaluation file when signed by a representative of the committee.

6. **Removal of Contents.** Materials shown to be contrary to fact shall be removed from the file. This section shall not authorize the removal of materials from the evaluation file when there is a dispute concerning a matter of judgment or opinion rather than fact. Materials may also be removed pursuant to the resolution of a grievance arising from the Collective Bargaining Agreement or of a complaint arising from a BOT-UFF Policy.

7. **Limited Access Information.** Information reflecting evaluation of employee performance shall be available for inspection only by the employee, his or her representative (upon written authorization from the employee), University and Board officials who use the information in carrying out their responsibilities, peer committees responsible for evaluating employee performance, and others engaged by the parties to resolve disputes, or by others by court order. However, such limited access status shall not apply to summary data, by course, for the common "core" items contained in student course evaluations that have been selected as such by the Board or the University and made available by the University to the public on a regular basis.

8. **Privacy of Social Security Numbers.** Generally, University personnel records are public records and under the Sunshine Law are open for public inspection. However, employees' social security numbers are not public records. An individual's social security number must be removed from any record inspected or released in response to a public records request.