

Conference Committee Report Version

12/13/07

Faculty Performance Evaluation Document FPED

4-10-07

I. PREAMBLE

Principles

Florida Gulf Coast University (FGCU) is a prototype institution of higher education for the new millennium. As such, the university provides an environment of dynamic growth and innovative change, which is reflected in teaching and scholarship, curricula, community service, faculty, administration, staff, and facilities and is based on the *Philosophy for the Selection of Faculty* document adopted by the Faculty Senate in September 1999. **FGCU affirms that student learning is its primary mission; delivery of the highest quality educational services is central to all its endeavors.** The university is committed to the development of an academic environment that fosters the following principles:

- **Collaboration.** The university practices collaboration in governance, operations, and planning to ensure broad commitment to its mission.
- **Civil environment.** The university is committed to maintaining a professional environment based on mutual respect and academic integrity.
- **Academic freedom.** The faculty and administration acknowledge that academic freedom is the foundation for the creation, transmission, and advancement of knowledge. It is understood that the university vigorously protects freedom of inquiry and expression and fosters a climate of openness in which students, faculty, and staff engage in diversity of perspectives, ideologies, and approaches with tolerance and fairness.
- **Diversity.** The university recognizes that diversity throughout all of its constituencies is a source of renewal and vitality.
- **Faculty productivity.** The university endorses the concept that the work of faculty needs to be defined in ways that realistically reflect the full range of academic, professional, and civic responsibilities. FGCU recognizes the importance of effective teaching in a learning-centered university and affirms the value of faculty applying their expertise in service to the community. The university also affirms that scholarly activity needs to be broadly defined to include areas previously undervalued; nonetheless, all forms of scholarly activity require appropriate validation to assure quality.
- **Equity.** As FGCU embraces non-tenure and tenure-track appointments, the evaluation process for all faculty shall not be prejudicial to any individual.
- **Professional development.** Providing a sense of stability and cohesiveness in the diverse atmosphere of multi-year contracts and tenure requires an institution's commitment to the welfare and development of its employees. The administration and individual faculty members share the responsibility for professional growth. The administration provides faculty members with the opportunity and resources to continue their professional development. Individual faculty members, in turn, take the initiative in promoting their own growth as teachers, scholars, and, where appropriate, as practitioners. They seek the advice and support of colleagues and mentors

Assessment

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Conference Committee Report Version 12/13/07

Formatted: Centered

FGCU affirms with one voice that assessment of all functions is necessary for improvement and continual renewal. Through comprehensive and systematic assessment, the university ensures that it provides the highest quality education, scholarly activity, and service to the community. Assessment is the cornerstone of accountability and is the highest priority for accrediting agencies, including the Southern Association of Colleges and Schools (SACS). Consequently, FGCU has developed an Institutional Effectiveness Plan, with full participation of all university constituencies that provides an overall framework and direction for evaluation. Included within this framework are the evaluation of students, the administration, and faculty. The mechanism for faculty evaluation is the Faculty Performance Evaluation Document (FPED).

Context and Purpose

The Interim Faculty Affairs Committee (1996-1997) developed this Faculty Performance Evaluation Document within the context of the precepts, values, and principles described above. The Faculty Affairs Team (1997-1998) revised the document after one year of implementation using input from all constituencies. This FPED is a revision of the April 18, 2003 FPED. The purpose and terms of the Document are consistent with and expound upon the terms of the current 2004-2007 Collective Bargaining Agreement as amended (hereinafter CBA) between the FGCU Board of Trustees (BOT), and the **Florida Gulf Coast University Chapter of United Faculty of Florida (UFF)**. The FPED affirms Article 1.2 A of the CBA, which reads: "No existing, new or amended University rule, policy, or Board resolution shall apply to employees in the bargaining unit if it is inconsistent with or conflicts with an express term or provision of the Agreement." The FPED specifies basic policies, procedures, and criteria for the various types of faculty evaluation at FGCU:

- Annual evaluations
- Preliminary peer review and promotion
- Successive fixed Multi year Appointment (MYA)
- Sustained performance review (tenured faculty)
- Performance recognition programs such as the former Teaching Incentive Program (TIP), Professorial Excellence Program (PEP), and merit pay

Florida Gulf Coast University perceives scholarly activity as a broad range of intellectual activities in the areas of teaching, scholarship, and service. It is the responsibility of the individual units to define the scope and range of scholarly activity in their Criteria.

It is expected that all members involved in the evaluation process will act ethically; if, under unusual circumstances, a conflict of interest occurs, faculty members should remove themselves from the proceedings or any participant may refer the situation to the University Faculty Affairs Team.

II. WHO IS COVERED BY THESE POLICIES

The policies in this document apply to all faculty bargaining unit positions that are covered by the CBA. Therefore, all in-unit faculty who hold tenure or tenure earning positions, or who have multi-year appointments, both fixed and continuing, or modified appointments (e.g., visiting, provisional, affiliate, etc.) are included. Consistent with the CBA between the BOT and UFF, Florida Gulf Coast University chairs and other out-of-unit faculty are excluded from the bargaining unit and thus not covered by this document. FGCU may use working titles such as "team leader" or "program leaders." If the responsibilities of these positions are such that the employee is performing as an administrator, then the positions should be so classified

III. THE PROFESSIONAL DEVELOPMENT PLAN (PDP)

Foundation of the Professional Development Plan

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version 12/13/07

Formatted: Centered

Evaluation processes and career success are the shared responsibility of all participants--individual faculty members, administrators, Peer Review Committees (PRCs), and the Faculty Affairs Team. FGCU recognizes and appreciates the diversity of faculty roles and responsibilities within the University. Likewise, the administration and the faculty are committed to a faculty development program that provides opportunities and resources for professional growth and advancement within academe.

Each faculty member at FGCU, must, in collaboration with his or her supervisor, prepare a PDP, which is a public document. The PDP reflects the need for a flexible faculty evaluation system that:

- Accommodates the various types and lengths of faculty appointments at FGCU.
- Places student learning at the forefront of all educational activities.
- Fosters quality, integrity, and the search for knowledge.
- Allows for a broad definition of scholarly activity to include creative works and achievements appropriate to the mission of an institution of higher education.
- Encourages innovative and collegial relationships with regional community organizations, businesses, and professionals in education, health care, social services, etc.
- Encourages collaboration across disciplines, colleges, and units.
- Recognizes each faculty member as a unique individual with interests, talents, and strengths whose professional aspirations and goals are influenced by personal needs, career life stages, and expectations of the profession.
- Mutually respects the professional goals of each faculty member and the missions of the unit, department, college, and/or university in faculty assessment and performance evaluation.
- Provides recognition, incentives, and rewards that take into account the multi-dimensional aspects of the professorate.
- Provides a just and effective evaluation process whereby the knowledge gained is used to enhance faculty achievement and student performance.
- Nurtures collaboration within the university community.

Description of the Professional Development Plan

The PDP is the cornerstone of all faculty evaluation processes at FGCU. By September 30, each faculty member must, in collaboration with his or her supervisor, finalize a PDP. While teaching is central to the University's mission, individual faculty members may engage in the activities of teaching, scholarship, and service in different degrees and intensities. The responsibilities and objectives in the PDP will reflect the faculty member's professional goals and objectives as well as the needs of the college, unit, and/or University. **Goals represent long-term aspirations of the individual across the duration of the contract; objectives are specific targeted achievements for the period under annual review.** Each unit is encouraged to have a mechanism for sharing of the PDPs.

The PRC (see Section VII) may provide guidance and assistance to faculty members in developing the goals and objectives identified in the PDP and in preparing documentation for performance reviews, if requested. The Faculty Affairs Team strongly recommends that faculty members select a mentor to provide assistance with the development of the PDP and to offer guidance throughout the evaluation process.

Key Components of the Professional Development Plan

The PDP will have a multi-year perspective and serve as the cornerstone for all faculty evaluations at FGCU. The content of the PDP, which includes faculty goals and objectives, will be developed through collaboration between the individual faculty member and the faculty member's supervisor and may include peer input with written consent of the faculty member. Rank, experience, labor and time-intensive activities shall be given appropriate consideration when negotiating goals and objectives. The PDP is intended to be flexible and can be amended as needed; these amendments must be signed by the supervisor and the faculty member and included in the faculty member's personnel file. Faculty members

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, [Changes proposed by conference committee 12-13-07](#)

Conference Committee Report Version 12/13/07

Formatted: Centered

will identify professional goals and objectives. **As with the PDP itself, goals will have a multi-year perspective while objectives will serve as intermediate aims that may be attained within a semester or academic year. Long-term goals will contribute to the faculty member's broader professional growth and, should a faculty member request reappointment (appropriate only for faculty on fixed multi- year appointments), tenure, and/or promotion, provide a foundation for evaluating performance across the length of service.**

- The PDP will contain a clear statement of the professional activities in which the faculty member will engage to achieve each of his or her professional goals and objectives. Successful completion of these objectives is the responsibility of the individual faculty member.
- The PDP will clearly identify the evidence for evaluating the faculty member's achievement of the agreed-upon professional objectives and progress towards accomplishing goals. (Evaluation criteria will be developed in each academic unit; see Section IV of this Document.)
- The PDP will contain a statement of commitment concerning the allocation of time and other resources necessary for the faculty member to successfully achieve the agreed-upon goals and objectives. It is the administration's responsibility to see that the agreed-upon resources are available.
- The state-mandated Faculty Activity Report (FAR) provides an accounting summary of the faculty member's activities for a semester. The PDP sets forth and defines the faculty member's specific goals, objectives, and planned activities in each category on the FAR.

- If the faculty member received an unsatisfactory annual evaluation the previous year in any of the three areas of Teaching, Scholarship, or Service (or the applicable unit-level categories), the PDP will also contain a list of constructive activities to be undertaken during the next successive academic year developed jointly by the faculty member and his or her supervisor. The list will include specific performance targets that will be achieved in order to remedy the current year's unsatisfactory evaluation, as well as any resources or assistance needed to facilitate improvement. If a faculty member requests its participation, the unit's PRC ~~will may~~ assist the faculty member ~~and his or her supervisor in developing the list,~~

Formatted: Space After: 12 pt

Formatted: Bullets and Numbering

Formatted: No underline, Font color: Auto

Formatted: Indent: Left: 0.25", Space After: 12 pt, No bullets or numbering

- The PDP will include a statement identifying listed objectives intended to serve as performance targets whose achievement will signal an overall assessment of "meets objectives".
- Should the faculty member anticipate applying for promotion within the next two years, his or her PDP will include a statement to this effect so as to inform the supervisor's preliminary review of the faculty member's proposed objectives for the coming year.
- Unanticipated changes in assignments and responsibilities ~~will be should be~~ documented as amendments to the PDP and considered when evaluating the individual's performance. These amendments, along with a statement of the way in which the objectives of the PDP have been met, will be included in the Annual Professional Development Report (APDR) submitted to the supervisor for the evaluation process ~~(CBA Article 9).~~
- According to Article 9 of the CBA, "Scheduled hours for all employees shall not normally exceed forty (40) hours per week. Time shall be allowed within the normal working day for research, teaching, or other activities required of the employee, when a part of the assigned duties." The objectives listed on the PDP should be achievable in a normal forty-hour workweek.

Formatted: Space After: 12 pt

Conference Committee Report Version

12/13/07

- “Each employee shall be given assignments, which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, continuing multi-year extension, successive fixed multi-year appointments, and merit salary increases” (Article 9.2.D)

Formatted: Centered

Conference Committee Report Version 12/13/07

Formatted: Centered

• IV. EVALUATION CRITERIA

FGCU is a public university that embraces the tripartite responsibility of teaching, scholarship, and service. While teaching is central to the University's mission, individual faculty members may engage in the activities of teaching, scholarship, and service in different degrees and intensities. The expectations in each of these areas will be documented in the PDP in accordance with the unit's evaluation criteria, and the faculty member will be evaluated in accordance with how well he or she has fulfilled the objectives agreed upon in the PDP.

Faculty performance will be evaluated according to the following three-point scale:

- Exceeds Stated Objectives
- Meets Stated Objectives
- Does Not Meet Stated Objectives

In order to assess faculty performance objectively and equitably, criteria for evaluation will be developed in each academic unit in congruence with University Guidelines ([see Appendix A \(see Appendix D of this document\)](#)). The faculty, in collaboration with the dean/director will identify and define specific performance expectations or desired outcomes in the areas of teaching, scholarship, and service. As described in the CBA (Article 10), the criteria will establish a standard for faculty effectiveness in teaching, scholarship, and service. This standard will describe the extent to which a faculty member meets the stated objectives. If all objectives are met in a satisfactory manner, the faculty member should receive a "rating consistent with that described in the PDP."

Activities that are frequently labor and time intensive need to be given full recognition in assessing and rewarding faculty performance. In developing evaluation criteria, the units will consider faculty efforts with respect to team teaching, interdisciplinary and collaborative curricula development, internships, practice, supervised teaching, field experiences incorporated in courses, and structured mentorship activities.

Appendix [AD](#) provides lists of activities and documents associated respectively with teaching, scholarship, and service. The items on these lists are illustrative of the range of faculty responsibilities and will assist the units in establishing evaluation criteria (CBA, Article 10).

One of the linchpins of Florida Gulf Coast University's appointment system is the annual evaluation of all faculty's performance as either "overall satisfactory" or "overall unsatisfactory." Each unit must have criteria and standards capable of being applied fairly, equitably, and consistently, recognizing the critical role these play in enhancing the unit's pursuit of its mission, its recruitment and retention of high-quality employees, and its faculty members' quest for continuous improvement.

Unit criteria and standards for faculty should reflect the following concerns:

Each unit's annual evaluation criteria and standards mustshould balance the need for clarity and concreteness, on the one hand, and the equally compelling need for generality and adaptability, on the other hand. Addressing the former is a prerequisite for ensuring consistency and equity; addressing the latter is a prerequisite for dealing fairly but flexibly with the diversity of cases likely to confront a unit's faculty members and supervisors. Creativity and intellectual exploration are crucial ingredients in all successful universities. Because of this, units are encouraged to adopt evaluation criteria and standards that provide incentives for experimentation and innovation, encouraging faculty members to consider projects whose likelihood of long-term success may be initially uncertain. The difficult cases are likely to be those in which a faculty member's annual performance has met or exceeded expectations in one or more assessment categories while falling short of expectations in others, as well as those in which assessment is rendered ambiguous by the extended period needed for a faculty member's long-term projects to advance toward completion. Each unit's criteria and standards mustshould provide guidance to the faculty members and supervisors confronted by such cases.

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Formatted: No underline, Font color: Auto

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, [Changes proposed by conference committee 12-13-07](#)

Conference Committee Report Version

12/13/07

~~•A judgment of "overall unsatisfactory," along with the probation and performance improvement plan necessarily linked to this, should be reserved for cases in which a faculty member's underperformance in two or more assessment categories, and/or a faculty member's sustained underperformance in one or more assessment categories over a multi-year period, is materially significant in light of the unit's performance standards. Supervisors must not use this judgment as a punitive mechanism for addressing relatively minor and/or transient incidents of underperformance in a single assessment category.~~

~~•Creativity and intellectual exploration are crucial ingredients in all successful universities. Because of this, units must take care to adopt evaluation criteria and standards that provide incentives for experimentation and innovation, encouraging faculty members to consider projects whose likelihood of long-term success may be initially uncertain.~~

Approval of each unit's annual evaluation criteria and standards requires confirmation by a majority vote of its in-unit faculty members ~~{(CBA Article 10.3(a)-(2))}~~, before advancing to the Provost's office for final approval. Owing to this requirement, developing these criteria and standards should be a collaborative undertaking, with final recommendation to the Provost for approval adoption occurring only after careful deliberation by each unit's faculty.

V. PERFORMANCE REVIEWS

The Review Process

Performance reviews are conducted for the following categories:

- Annual
- Fixed Multi-year Successive Contract
- Continuing Multi-year Appointments Probationary Review
- Promotion
- Tenure
- Sustained Performance (Post-Tenure)

The review process for each of these categories is described in the following pages. The descriptions include information regarding to whom the review applies, when the review will take place, the period covered by the review, participants, required documentation, ~~and~~ outcome, ~~and~~ and appeal process discussion and/or consultation process with supervisors when there is disagreement. All components of and activities related to the performance review process at FGCU ~~should~~must be conducted in full compliance with the CBA and faculty ~~should~~must be copied on all performance recommendations.

If a faculty member believes that there has been a violation of the CBA, there are a number of formal and informal avenues a faculty member may select. Informally, the faculty member should first seek resolution with the supervisor, and concurrently seek advice from the UFF grievance officer regarding informal resolution and/or grievance processes. in addition, the faculty member may request assistance from the peer review committee. Formally, faculty may avail themselves of the grievance process in accordance with Article 20 in the CBA within 30 calendar days, or file legal action outside the university and bargaining structures.

The review process provides for continuous review and feedback to faculty to ensure professional growth and attainment of faculty and institutional objectives and goals.

Supervisors

The following sections consistently refer to the role of the supervisor in the evaluation process; because the various units in FGCU have adopted different administrative structures, the supervisor for each unit

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: Bullets and Numbering

Formatted: No underline, Font color: Auto

Formatted: Indent: Left: 0"

Formatted: No underline

Formatted: No underline

Conference Committee Report Version
12/13/07

must be clearly defined in the unit criteria document which may reference consultation during the evaluation process with the appropriate chief academic administrator in the unit.

Formatted: Centered

Conference Committee Report Version

12/13/07

Participation of Colleague

At the time of portfolio submission, a faculty member may request in writing that a colleague participate in the review process. This colleague may include his/her mentor or other FGCU colleague ~~(or member of the PRC for annual reviews)~~. The colleague with the faculty member's written consent may examine all submitted material and may observe the supervisor's discussion with the faculty member. In the case of probation, preliminary promotion review, reappointment, promotion, tenure, or post tenure reviews, the colleague does not participate in the peer review committee's final decision making.

VI. THE PERFORMANCE IMPROVEMENT PLAN (PIP)

Foundation of the Performance Improvement Plan

FGCU seeks through the Continuing Multi-year Appointment system to utilize annual evaluations of faculty in a consistent and constructive fashion to foster continuous improvement and accountability. In the event a Continuing Multi-year Appointment faculty member receives an overall unsatisfactory annual evaluation, he or she will be placed on one-year probation, with no contract extension for the duration of the probation period. The faculty member will be afforded a reasonable opportunity for remediation through development of a PIP.

Description of the Performance Improvement Plan

A one-year PIP will be required of any Continuing Multi-year Appointment or Fixed Multi-Year Appointment faculty member receiving an overall unsatisfactory annual evaluation (CBA Article 15.4). The PIP is designed to help remedy the deficiencies responsible for the overall unsatisfactory annual evaluation and to identify specific performance targets for the following academic year. The PIP must be finalized by September 30.

Key Components of the Performance Improvement Plan

Based on deficiencies identified in the annual evaluation, the faculty member will draft the PIP. The content of the PIP will be developed through collaboration between the individual faculty member and the faculty member's supervisor. The faculty member has the option of consulting with the unit's PRC in developing the PIP.

- As is the case for development of a PDP, ~~rank, experience, and labor and time-intensive activities the faculty member's teaching preferences, plans for scholarship and service, and other performance related activities should~~shall/shoud be given appropriate consideration as outlined in Article 9.3 when negotiating activities and objectives.
- The PIP will contain a clear statement of the professional activities in which the faculty member will engage to successfully meet agreed-upon performance targets and professional objectives. Successful completion of these activities and meeting the performance targets is the responsibility of the individual faculty member.
- The PIP will clearly identify the evidence for evaluating the faculty member's achievement of the agreed-upon performance targets and professional objectives.
- The PIP will contain a statement of commitment concerning the allocation of time and other resources necessary for the faculty member to successfully achieve the agreed-upon performance targets and professional objectives. It is the supervisor's responsibility to see that the agreed-upon resources are available.
- The activities and objectives listed on the PIP should be achievable in a normal forty-hour workweek.

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: Space After: 12 pt

Conference Committee Report Version
12/13/07

- The PIP will identify intermediary dates for review and possible modification of the Plan.
- Both the faculty member and the supervisor will sign the PIP.
- The PIP may be adjusted as agreed upon and signed by both parties to indicate completed portions, changes in available resources, etc.
- ~~If a faculty member in the department/college/unit receives a performance rating of "Overall Unsatisfactory", the PRC will review the PIP at the faculty member's request~~
- At the time of PIP submission, a faculty member may request in writing that a colleague participate in the PIP development. This colleague may include his/her mentor or other FGCU colleague.

Formatted: Centered

Formatted: Bullets and Numbering

Conference Committee Report Version 12/13/07

Formatted: Centered

Annual Review

- Applies to: Fixed multi-year, continuing contract, tenure-line, and tenured faculty.
- Period under review: Previous academic or contract year (typically summer, fall, and spring semesters) including those covered by an academic or professional leave e.g. sabbatical or professional development.
- Timeline:
- Performed annually.
 - Nine Month Faculty
 - March 31: Documentation submitted to the supervisor. Faculty may add documents related to spring performance not available until after the due date.
 - April 30: Evaluation completed.
 - May 6: Draft PDP for next academic year.
 - September 30: Final PDP completed and signed
 - Twelve Month Faculty
 - No later than May 31: Documentation submitted to the supervisor. Faculty may add documents related to spring performance not available until after the due date.
 - June 30: Evaluation completed
 - July 6: Draft PDP for next academic year.
 - September 30: Final PDP completed and signed.
- Participants:
- Faculty member and supervisor. Input from faculty peers may be sought by supervisor and must be in writing, consistent with provisions of CBA (Art 10.2A).
 - The faculty member may request in writing that a colleague observe the review process. This colleague must be identified to the supervisor in writing as having permission to review all evaluative material. This colleague may be his/her mentor, other FGCU faculty colleague, or member of the PRC. The colleague may examine all submitted material and may observe the supervisor's discussion with the faculty member. The colleague serves only as an advisor to the faculty member.
- Documentation: Provided by faculty member:
- Updated curriculum vitae.
 - PDP which includes faculty goals and objectives.
 - Annual Professional Development Report (APDR), which includes amendments to the PDP and statements of how the goals and objectives of the PDP have been met.
 - Supporting materials should address the goals and objectives identified in the PDP and may include: for teaching: syllabi, student evaluations, self-assessment; for scholarship: scholarly documents; for service: list of University and community activities with chairs or contact people.
 - Recommended supporting materials for teaching should include any peer assessment conducted during the period under review.
 - Prior Performance Review Reports with recommendations for improvements (if any) and supporting documentation.
 - Other relevant information such as signed letters from students, colleagues, faculty from other institutions, editors, community members, and practitioners in the field.

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version 12/13/07

- No new materials will be added after the review process begins except for acceptance letters of scholarship.

Provided by supervisor:

- All relevant materials shall be given to the faculty member upon receipt and shall be consistent with CBA Article 11 which excludes anonymous materials except for student evaluation.

Process:

- The evaluation process will include two independent assessments: a self-assessment and the supervisor's assessment.
- All documentation should be submitted to the supervisor (see timeline for specified dates).
- The faculty member should set up an appointment with the supervisor to discuss the evaluation by the specified time (see timeline for specified dates).

Reports:

- Upon completion of the evaluation, the supervisor prepares a draft Performance Review Report, i.e., a written summary regarding performance. This evaluation must include a statement regarding progress toward reappointment (if applicable), tenure (if applicable), and/or promotion. The summary is shared with the faculty member, who may elect to meet with the supervisor and discuss the specific findings evaluation ratings and recommendations. Subsequently, a final Performance Review Report is prepared, which the faculty member will sign as an indication that he/she has had the opportunity to read the report. Such a signature connotes neither agreement nor disagreement with the report. The faculty member may append a written statement to the report. The report and appended statement, if any, are included in the faculty member's personnel file.

- If a CMYA faculty member receives an overall satisfactory annual evaluation as defined by the unit, he or she will receive a one-year contract extension, thereby maintaining a full three-year appointment cycle (CBA Article 15.1(B).)
- Should a CMYA or FMYA faculty member receive an "overall unsatisfactory" annual evaluation as defined under Section IV Evaluation Criteria, he or she will be placed on one-year probation and a PIP listing constructive improvements to be undertaken by the faculty member is developed jointly by the faculty member and the supervisor. The plan will include specific performance targets, any necessary resources or assistance to facilitate improvement, and a timetable for development and periodic supervisory follow-ups. The PIP and any subsequent information, which shows attainment of goals and objectives identified in the plan, will be included with the Performance Review Report in the faculty member's personnel file.

Outcome:

An evaluation of the faculty member that states whether he/she "Exceeds," "Meets," "Does Not Meet" objectives as outlined in the PDP and in conjunction with the relevant unit criteria document.

Appeal/Response:

In the event a fixed multi-year, continuing contract, tenure-line or tenured faculty member is assessed "overall unsatisfactory" in his or her annual evaluation and disagrees with the evaluation, he or she may submit a written response to the supervisor which will be attached to the annual review with a

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: Bullets and Numbering

Conference Committee Report Version

12/13/07

copy to the Dean ([Article 10](#)).

-

If there is no resolution [of concerns](#) with the supervisor, the faculty member may seek resolution with the dean/director. If the supervisor is the dean/director, resolution should be sought at the next higher administrative level

If the faculty member believes that there has been a violation of the CBA, the faculty member may file a Grievance under Article 20 of the CBA, which must be done within 30 days of the violation. Alternatively, the faculty member may resort to legal action outside the university and CBA.

References: CBA Articles 10 and 20, Administrative Codes, Florida Statutes

Formatted: Centered

Conference Committee Report Version 12/13/07

Formatted: Centered

Fixed Multi-Year Successive Contract Review

- Applies to: Faculty on fixed multi-year contracts.
- Period under review:
- For the first reappointment review, the period from the beginning of the contract to the time of the multi-year reappointment review; for subsequent reappointment reviews, the period from the previous reappointment review.
- Timeline:
- Conducted during the penultimate year of the contract.
 - By December 1 of the fall of the penultimate year, the university notifies the faculty member in writing that if he/she is to be considered for a successive fixed multi-year appointment, the faculty member must submit a written request and documentation pursuant to procedures in Article 15.2 of the CBA.
 - January 6: Faculty notifies supervisor of intent to apply for ~~subsequent~~ successive multi-year ~~contract~~ appointment.
 - January 30: Faculty submits documentation to the supervisor.
 - March 30: PRC submits recommendation to the supervisor.
 - April 7: Supervisor makes recommendation to dean/director.
 - April 15: Dean/director makes recommendation to VPAA.
 - April 30: VPAA notifies faculty member of ~~renewal or non-renewal~~ decision to offer a successive appointment or not.
- Please note that this timeline differs from the timelines for tenure and promotion evaluations because reappointment decisions do not go beyond the institutional level.
- Participants:
- Faculty member, supervisor, PRC, dean/director, VPAA. Input from faculty peers may be sought and must be in writing.
 - The faculty member may request in writing that a colleague observe the review process. This colleague must be identified to the supervisor in writing as having permission to review all evaluative material. This colleague may be his/her mentor, or other FGCU faculty colleague. ~~or member of the PRC.~~ The colleague may examine all submitted material and may observe the supervisor's discussion with the faculty member. The colleague serves only as an advisor to the faculty member.
- Documentation:
- Updated curriculum vitae.
 - Cumulative information from previous annual reviews.
 - Current year information equivalent to that provided for annual reviews.

Provided by faculty member:

- Updated curriculum vitae.
- PDP which includes faculty goals and objectives.
- Annual Professional Development Report (APDR), which includes amendments to the PDP and statements of how the objectives of the PDP have been met.
- Supporting materials should address the goals and objectives identified in the PDP and may include: for teaching: syllabi, student evaluations, self-assessment; for scholarship: scholarly documents; for service: list of university and community activities with chairs or contact people.
- Recommended supporting materials for teaching should include any peer assessment conducted during the period under review.
- Prior Performance Review Reports with recommendations for improvements (if any) and supporting documentation.

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version 12/13/07

Formatted: Centered

- Other relevant information such as signed letters from students, colleagues, faculty from other institutions, editors, community members, and practitioners in the field.
- No new materials will be added after the review process begins except for acceptance letters of scholarship.

Provided by supervisor:

- All relevant materials shall be given to the faculty member upon receipt and shall be consistent with CBA Article 11 which excludes anonymous materials except for student evaluations.

Process:

- The evaluation process will include at least three independent assessments: a self-assessment; the PRC's assessment; and the supervisor's assessment (including the Dean's assessment).
- All documentation should be submitted to the supervisor by Jan. 30.
- The supervisor will notify the PRC when the materials are in place for review.
- Either the PRC or the faculty member may request an initial meeting to review the documentation. This meeting will include the faculty member's colleague if one has been formally identified.
- The PRC conducts a review and passes its signed evaluation on to the immediate supervisor (chair or dean/director) by March 30 with a copy to the faculty member.
- ~~The supervisor makes recommendation to Dean, with copy to the faculty member. The faculty member shall have the opportunity to attach a written response to the recommendation (Article 15). The supervisor then meets with the faculty member to discuss the draft recommendation to the dean/director.~~
- The supervisor (if other than the Dean) forwards all the ~~three~~ independent assessments and his/her recommendation to the dean/director who is responsible for making the final recommendation to the VPAA by April 15.
- The VPAA makes a decision and notifies faculty member of ~~renewal or non-renewal offer of successive contract or not decision~~ by April 30.
- At each step, the faculty member has the opportunity to respond to the recommendation in writing with a copy ~~provided to the supervisor, dean/director, and PRC of the response added to the portfolio.~~

Reports:

- Upon completion of the review, the supervisor prepares a draft recommendation, i.e., a written summary regarding performance that includes the faculty member's self-assessment, the PRC's assessment, and the supervisor's assessment. The report will include a statement of support or non-support for ~~reappointment a successive appointment~~ and a written rationale for the recommendation. The summary is shared with the faculty member, who may ~~elect to meet with the supervisor and discuss the specific findings and recommendations. Subsequently, a final recommendation is prepared, which the faculty member will sign as an indication that he/she has had the opportunity to read the report. Such a signature connotes neither agreement nor disagreement with the report.~~ The faculty member may append a written statement to the report. The report and appended statement, if any, are included in the faculty member's personnel file renewal portfolio.

Formatted: Font color: Auto

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version

12/13/07

Outcome: Recommendation for or against a subsequent multi-year successive fixed multi-year contract.

Appeal/Response: If the faculty member believes that there has been a violation of the CBA, the faculty member may file a Grievance under Article 20 of the CBA, which must be done within 30 days of the violation. Alternatively, the faculty member may resort to legal action outside the university and CBA.

References: CBA Articles 10 and 20, Administrative Codes, Florida Statutes

Formatted: Centered

Conference Committee Report Version 12/13/07

Formatted: Centered

Continuing Multi-year Appointment Probation Review

Applies to: Faculty on Continuing Multi-year Appointments.
Performed in place of the normal Annual Review process for faculty members placed on probation following the previous year's Annual Review.

Period under review: Previous academic or contract year (typically summer, fall, and spring semesters).

PRC involvement in the timeline below occurs only if it has been requested by the faculty member.

Timeline: Nine Month Faculty

- September 30 of current academic year: PIP finalized.
- March 15: Documentation submitted to the supervisor.
- March 31: Supervisor report submitted to Dean.
- April 15: PRC evaluation submitted to unit's dean/director.
- April 30: Notification to faculty member of appointment extension or non-extension, as appropriate.
- May 6: Draft PDP for the current academic year.
- May 10: Supervisor provides letter of assignment if no PDP received.
- September 30 of following academic year: Final PDP completed and signed.

Formatted: Font color: Auto

Formatted: Bullets and Numbering

Formatted: Font color: Auto

Twelve Month Faculty

- September 30 of current academic year: PIP finalized.
- March 15: Documentation submitted to the supervisor.
- March 31: Supervisor report submitted to Dean.
- April 30: PRC evaluation submitted to unit's dean/director.
- May 6: Notification to faculty member of appointment extension or non-extension, as appropriate.
- June 15: Draft PDP for the current academic year.
- June 20: Supervisor provides letter of assignment if no PDP received.
- September 30 of following academic year: Final PDP completed.

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Participants:

- Faculty member, supervisor, unit PRC (if requested by the faculty member) and unit's dean/director.
- The faculty member may request in writing that a colleague observe the portion of the review process involving the supervisor. This colleague must be identified to the supervisor in writing as having permission to review all evaluative material. This colleague may be his/her mentor, other FGCU faculty colleague recommended to be of equal or higher rank, or member of the PRC. The colleague may examine all material submitted to the supervisor and may observe the supervisor's discussion with the faculty member. The mentor serves only as an advisor to the faculty member.

Documentation: Provided by faculty member (as appropriate):

- Updated curriculum vitae.

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version

12/13/07

- PIP in lieu of a PDP.
- Self-evaluation and relevant supporting documentation to demonstrate fulfillment of the PIP.

- Prior Performance Review Reports and supporting documentation.
- Summary document in response to evaluation of PIP performance targets.

Provided by PRC (if faculty member has requested PRC participation):

- ~~Final recommendation on probation resolution and contract extension should be forwarded to unit's dean/director and a copy sent to the faculty member and faculty member's supervisor.~~
- ~~All relevant documentation will be returned to the units' dean/director.~~
- ~~_____~~

Process:

Subject to initiation of a PIP:

- The faculty member's supervisor will periodically review with the faculty member his or her progress in meeting the performance targets agreed upon in the PIP.
- All materials for final probation review must be submitted to the supervisor no later than the due date.
- The faculty member ~~will/may~~ set up an appointment with the supervisor to discuss the evaluation and have the opportunity to provide a written response to be included with documentation forwarded ~~by the supervisor.~~
- ~~If PRC participation has been requested by the faculty member, the PRC will then review the supervisor's recommendation and accompanying documentation. The PRC will provide a written recommendation to the unit's dean/director for final determination.~~
- ~~The faculty member shall have the opportunity to review the PRC's recommendation and provide a written response to be included with documentation forwarded.~~
- ~~The unit's dean/director will make the final decision with respect to the faculty member's evaluation and contract extension based on the recommendations and documentation provided.~~
- ~~In the event the unit's dean/director believes the supervisor's and/or PRC's findings are inconsistent with the unit's evaluation procedures and criteria, that individual may contest the supervisor's and/or PRC's findings by providing his or her findings and accompanying documents to the VPAA.~~
- ~~The faculty member shall have the opportunity to review the final recommendation of his or her unit's dean/director and, if dissatisfied with the final recommendation, may provide a written response. and appeal to the URC and/or the VPAA for review of the evaluation.~~

Reports:

- The faculty member shall have the right to provide written responses at any level of the review process, to be included in the documentation forwarded.
- ~~Copies of all forwarded documentation recommendations shall be provided to the faculty member, and supervisor, and PRC.~~
- ~~The unit's Dean/Director must submit a written report to the VPAA. The supervisor must submit a summary document to the unit's PRC that~~

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Formatted: Font color: Auto

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Conference Committee Report Version

12/13/07

~~indicates whether or not, in the supervisor's judgment, the faculty member has achieved performance targets in remedying performance deficiencies, that identifies any performance targets that have not been met, and that recommends whether or not the faculty member's probation should be lifted and a contract extension granted. The faculty member will sign this report as an indication that he/she has had the opportunity to read the report. Such a signature connotes neither agreement nor disagreement with the report.~~

- ~~• The PRC must submit a final recommendation on probation and contract extension to the unit's dean/director based on review of the supervisor's recommendation, any accompanying faculty written response, and on its own review of the faculty member's performance.~~
- ~~• The unit's dean/director must submit a written report to the VPAA.~~

Outcome:

- If the faculty member receives a satisfactory evaluation and recommendation for contract extension, he or she shall be taken off probation and granted a two-year contract extension, thereby restoring the faculty member to a full three-year CMYA.
- In the event that the recommendation is against contract extension, no contract extension shall be issued and the faculty member shall have one year remaining in his or her appointment, without further opportunity for contract continuance.

Appeal/Response: In the event a continuing multi-year appointment faculty member wishes to ~~appeal or otherwise~~ respond to the results of a probation review, he or she has the right to provide written responses at any level of the review process, to be included in the documentation forwarded to the next level of review.

~~In the event the unit's dean/director believes the PRC's findings in a probation review are inconsistent with the unit's evaluation procedures and criteria, he or she may contest the PRC's findings by providing his or her findings to the VPAA with whom the final decision on evaluation and contract extension rests. Copies of the unit's dean/director's findings shall be forwarded to the faculty member and faculty member's supervisor.~~

If a faculty member believes that there has been a violation of the CBA, there are a number of formal and informal avenues a faculty member may select. Informally, the faculty member should first seek resolution with the supervisor. ~~and concurrently seek advice from the UFF grievance officer regarding informal resolution and/or grievance processes. In addition, the faculty member may request assistance from the PRC, and/or a rationale from the University.~~ If there is no resolution with the supervisor, the faculty member may seek resolution with the dean/director.

Formal: Faculty members may avail themselves of Article 20 in the CBA within 30 days of the notification on non-renewal. Alternatively, the faculty member may resort to legal action outside the university and CBA.

University: Upon denial of a contract extension at the college/unit level or the university level, the faculty member may file an appeal through the URC.

References: CBA Articles 10 and 20, Administrative Codes, Florida Statutes

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Conference Committee Report Version
12/13/07

Formatted: Centered

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29- 20
03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference
committee 12-13-07

Conference Committee Report Version 12/13/07

Formatted: Centered

Promotion Review **Ranked Faculty**

Applies to: Faculty on fixed multi-year, continuing multi-year, and tenured, and multi-year faculty appointments who request promotion in rank (from assistant to associate professor or from associate to full professor) or level (Instructor/Academic Advisor level I to level II or from level II to level III). The guidelines below are intended to apply to all faculty seeking promotion. It is desirable that in-unit faculty have a voice in the promotion in academic rank of out-of-unit faculty. The guidelines below also apply to out-of unit faculty seeking promotion in rank.

Period under review: All previous years at FGCU at the current rank or level, including those covered by an academic or professional leave e.g. sabbatical, professional development leave, or Fulbright (excluding medical or family leave), and any years of rank or level credited at that level as stated in the appointment letter. Faculty will have at least four full years of full-time experience at the present rank, and at least one full year at FGCU, before applying for promotion.

Timeline: Faculty members are eligible to apply for promotion after completing four (4) full years in rank or level, and at least one full year at FGCU, before applying for promotion. (CBA Article 14.1) Promotion deliberations are normally conducted during the spring semester; and promotion decisions normally take effect at the start of the following fall semester.

- January 5-April 30: The promotion process begins with the election of the PRC and the URC membership during the spring semester that precedes the fall semester during which faculty signal their intent to be considered for promotion.
- February 1-April 30/April 1 – September 30: The newly elected PRC and URC both convene for the purpose of electing a chair who will direct the actions of the committee during the following fall and spring semesters. Peer Review Committees for each unit are elected for the academic year, and committee chairs are elected by the members of the committee.
- August 15-September 30/Through November 15: The PRC and the URC (if appropriate) will announce be available, upon written request, to all unit faculty for their desire to schedule advisory meetings consultation with faculty considering promotion., in accordance with CBA Article 14 (14.3(B))
- November 1-30: All faculty members, including out of unit faculty, desiring consideration for promotion will submit a letter of intent to the VPAA and copy the letter to their their supervisors, the appropriate deans/directors, and the chairs of the units' PRCs or to the URC in units that have chosen to use the URC as their PRC.
- January 15: The faculty candidate for promotion submits documentation in the form of a promotion portfolio to the supervisor. The format of the portfolio is prescribed by the CBA (Article 14.3.A) and by the unit's criteria and standards for promotion. This documentation is maintained in a secured location that is accessible to authorized reviewers, in the candidate's academic unit.
- January 25: Where applicable, the supervisor sends out promotion materials with pertinent criteria to the person or persons identified as "external reviewers" with instructions that reviews must be returned to the unit dean/supervisor no later than March 1, February 21. Copies of the external reviewers' evaluation(s) will be promptly furnished to the candidate, who shall have five days to attach a brief response, if desired. Both the evaluations and responses, if any, shall be added to the

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version

12/13/07

promotion portfolio for consideration by the PRC all candidates for promotion may seek an assessment from at least one external reviewer in accordance with college/unit policy.

- February 1-By March 57: The PRC or the URC independently reviews the candidate's application for promotion and makes a recommendation regarding promotion that goes to the unit dean/director. The PRC's review shall be taken independently of the supervisor's review. Copies of the PRC's recommendation will be promptly furnished to the candidate, who shall have five days to attach a brief response, if desired. Both the recommendation and response, if any, shall be added to the promotion portfolio for consideration by the unit dean/director.
- By March 7: The unit supervisor's reviews the candidate's application for promotion and makes a recommendation regarding promotion that goes to the unit dean/director, review and external review (s), as well as the portfolio are due to the unit dean/director by March 5. Copies of the supervisor's evaluation will be promptly furnished to the candidate, who shall have five days to attach a brief response, if desired. Both the evaluation and response, if any, shall be sent to the unit dean/director for inclusion in the portfolio at the dean's stage of review.
- These recommendations are also copied to the candidate and the candidate's supervisor.
- March 512-March 2022: The candidate's dean/director reviews the promotion portfolio and the materials forwarded from the supervisor, the PRC or URC (if appropriate), and external review (s) and makes a recommendation to the VPAA with a copy to the candidate who shall have five days to attach a brief response, if desired. Both the recommendation and response, if any, shall be sent to the ,the candidate's supervisor and the PRC or URC (if appropriate). Copies of all reports and recommendations should be forward to the VPAA by March 207.
- March 207-April 205: The VPAA evaluates the candidate's application for promotion and all accompanying reports and recommendations and makes a decision either recommendation to recommend promotion to the University Board of Trustees or to deny promotion for or against promotion. The VPAA communicates this decision to the candidate in writing, consistent with the provisions of the CBA (Art. 14). Thereafter, the VPAA forwards the decision to the University President and the BOT.
- August 15: If denied promotion and the candidate wishes to appeal, a letter of intent and all appeal documentation should be submitted to the URC. A letter of intent should include objective justification for the appeal.
- September 15: The URC delivers the recommendation to the VPAA.
- October 15: The VPAA makes a recommendation and advises the candidate of that decision.

Participants:

- Faculty member, supervisor, dean/director, PRC or URC (if appropriate), external reviewers if applicable, and the VPAA. The supervisor and the PRC may seek input from the faculty member's peers.
- The faculty member may request in writing that a colleague participate assist the faculty member in the review process. This colleague may be his/her mentor or other FGCU faculty colleague. The colleague may examine all submitted material and may make recommendations to the faculty member regarding their documentation and the review process. Neither the faculty member nor the colleague participates in the PRC's final decision making.
- A unit using external reviewers must indicate when they will be used, and

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: Bullets and Numbering

Conference Committee Report Version

12/13/07

include a process for nominating and selecting reviewers as part of its promotion criteria and standards. Each unit shall develop policies to ensure consistency and fairness with respect to the use of external reviewers for promotion reviews.

- Documentation:
- Executive Summary Evaluation relevant to promotion criteria in the college/unit, and teaching, scholarship, ~~and service~~, and other factors as applicable.
 - Updated curriculum vitae.
 - Cumulative information from previous annual reviews.
 - Current year information equivalent to that provided for annual reviews.
 - Peer assessment of teaching, as appropriate.
 - Review of service ~~(if service is a component of the PDPs);~~ this may include contacting the chairs or contact people listed on the APDR annual reports.
 - Documentation of previous years of service credited toward promotion by unit dean/director, if applicable.
 - External reviewer's report of scholarship, as appropriate. (if deemed necessary/required by the college/unit document).
- Process:
- The evaluation process will include four independent assessments: a self-assessment; the PRC's assessment ~~(including external reviews if applicable), (or URC assessment if appropriate);~~ the supervisor's assessment, and the dean/director's assessment ~~plus external review (s) as applicable.~~
 - ~~Faculty in each college/unit may decide that promotion applications for all out of unit faculty who are applying for promotion will be reviewed by the URC instead of the college/unit's PRC. If so, all out of unit faculty's documentation for promotion will be reviewed by the URC and the URC will serve as the PRC in these cases only.~~
 - Either the PRC ~~(or URC if appropriate)~~ or the faculty member may request an initial meeting to review the documentation. This meeting may include the faculty member's colleague if requested by the faculty member in writing.
 - The promotion process will follow the steps as stated in the timeline above.
 - ~~If a faculty member has a joint appointment, he/she shall apply for promotion in the designated college/unit where the majority of the assignment is held.~~
 - ~~If a faculty member has served in multiple colleges/units, he/she shall apply for promotion where the majority of the appointment is currently held. Performance in the previous college/unit will be reviewed under the extant criteria of that college/unit.~~

Formatted: Centered

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Conference Committee Report Version

12/13/07

Reports:

~~Upon completion of the review, the supervisor prepares a draft Performance Review Report based on college/unit promotion criteria and standards with a copy to the faculty member. The recommendation will include a statement of support or non-support for promotion and a written rationale for the recommendation. The written summary is shared with the faculty member, who may elect to meet with the supervisor and discuss the specific findings and recommendations. Subsequently, a final Performance Review Report is prepared, which the faculty member will sign as an indication that he/she has had the opportunity to read the report. Such a signature connotes neither agreement nor disagreement with the report. The faculty member may append a written statement to the report. The report and appended statement, if any, are included in the faculty member's personnel file/promotion dossier.~~

Outcome:

A favorable review by the VPAA, ratified by the President and UBOT, will result in promotion to the next academic rank or level, normally at the beginning of the next academic year (August).

Appeal/Response:

~~A faculty member, who has been denied promotion by the university, is encouraged to first seek resolution. The faculty member may request assistance from the PRC and/or a rationale from the University: "Upon written request by the faculty member within twenty (20) days of the employers' receipt of the (final) decision, the University shall provide the employee with a written statement of the reasons why the promotion was denied based upon the established promotion criteria." (CBA 2006-2007 Supplement, Art.14.5) University. Upon denial of promotion at the college/unit level or at the level of Academic Affairs, the faculty member may file an appeal through the URC.~~

~~**Formal**—A faculty member who has been denied promotion and believes there has been a violation of CBA or the promotion process may file a Grievance under Article 20 of the CBA, which must be done within 30 days of the notification of denial. Alternatively, the faculty member may resort to legal action outside the university and CBA.~~

References: CBA Articles 14 and 20, Administrative Codes, Florida Statutes

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: No underline, Font color: Auto

Conference Committee Report Version
12/13/07

Formatted: Centered

Sustained Performance Evaluations (Post-Tenure Review)

Applies to: Tenured faculty.

Period under review: Previous six years.

- Timeline:
- Conducted every seven years following receipt of tenure, or following most recent promotion after receipt of tenure.
 - By November 1: faculty member notified of sustained performance evaluation scheduled for the spring semester.
 - By December 1: faculty member submits sustained performance evaluation documents to supervisor.
 - By January 15: supervisor submits ~~draft~~ summary report to faculty member. The faculty member has five days to provide a written response, if desired.
 - By January 31: faculty member's sustained performance evaluation documents and supervisor's summary report, along with faculty member's response, if any, forwarded to the ~~college/unit's dean~~ PRC.
 - By February 28: PRC's report and supporting documents submitted to the dean with a copy to the faculty member. The faculty member has five days to provide a written response, if desired.
 - By March 15: Dean submits recommendation and supporting documents to the VPAA with a copy to the faculty member. The faculty member has five days to provide a written response, if desired.
 - By April 15: VPAA sends faculty member written notification of decision.
 - By May 6: ~~for a~~ faculty member receiving an "unsatisfactory" sustained performance evaluation, must begin development of a draft Performance Improvement Plan (PIP).
 - By September 30: for a faculty member receiving an "unsatisfactory" sustained performance evaluation, final PIP completed and signed

- Participants:
- Faculty member, supervisor, and PRC. (see Article 10.3.C.(1) and (2)). The supervisor and the PRC may seek input from the faculty member's peers.
 - The faculty member may request in writing that a colleague participate/assist the faculty member in the review process. The colleague may examine all submitted material and may make a recommendation to the faculty member. Neither the faculty member nor the colleague participates in the PRC's final decision making.

- Documentation:
- Executive Summary Evaluation-relevant to promotion criteria in the college/unit, and listing annual evaluation results in teaching, scholarship, and service for the previous six years.
 - Updated curriculum vitae.
 - Copies of annual evaluations for each of the previous 6 years
 - Copies of any performance improvement plans during the 6-year period.
 - Optional: a narrative self-assessment for the period under review.

- Process:
- The supervisor prepares a draft summary report containing the supervisor's/his/her recommendation, as well as the rationale for this recommendation. with a copy to the faculty. Copies of the supervisor's

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version

12/13/07

~~report will be promptly furnished to the candidate, who shall have five days to attach a brief response, if desired. This draft summary is shared with the faculty member, who may elect to meet with the supervisor and to discuss the specific findings and recommendations. Subsequently, a final summary report and recommendation is prepared, which the faculty member will sign as an indication that he/she has had the opportunity to read the report. Such a signature connotes neither agreement nor disagreement with the report and recommendation. The faculty member may append a written response to the report.~~

The supervisor's summary report and recommendation, along with the faculty member's sustained performance evaluation documents (including the faculty member's appended response to the supervisor's report), are then forwarded to the unit's PRC

- The PRC conducts the sustained performance evaluation and issues a ~~final~~ report containing the PRC's assessment and the basis for this assessment. The PRC submits the ~~final~~ report to the unit's dean at the same time providing a copy to the faculty member ~~and the faculty member's supervisor, who shall have five days to provide~~ The faculty member may append a written response to the PRC's final report for review by the unit's dean/director.—
- The dean ~~writes a report for the VPAA. A copy of the dean's report will be promptly furnished to the candidate, who shall have five days to attach a brief response, if desired.~~
- ~~Dean~~ submits his or her recommendation to the VPAA along with the supporting documents (the faculty member's sustained performance evaluation documents, the supervisor's summary report and recommendation, the PRC's ~~final report/recommendation~~, and any written responses submitted by the faculty member in accordance with the procedures above).
- The VPAA sends a written notification of his or her decision to the faculty member with a copy to the dean.

Reports:

- ~~Supervisor's report and recommendation (forwarded to the unit's dean)~~
- ~~PRC's sustained performance evaluation and report (forwarded to the unit's dean/director)~~
- ~~Dean's recommendation (forwarded to the VPAA).~~
- ~~VPAA decision to the faculty member and dean.~~

Outcomes:

- ~~Satisfactory~~—if the faculty member has received "overall satisfactory" annual evaluations during each of the years in the period under review; he or she must be given a "satisfactory" sustained performance evaluation (CBA Article 10.3.C.2-a.);
- In cases where the faculty member has not received "overall satisfactory" annual evaluations during each of the years in the period under review, he or she may be given a "satisfactory" sustained performance evaluation based upon documentation of sustained performance overall during the period. The report may contain specific recommendations for continued professional growth and development that must be in the next PDP.
- ~~Unsatisfactory~~—if the faculty member has not received "overall satisfactory" annual evaluations during each of the years in the period under review, and in addition has failed to document sustained performance overall during the period and continued professional growth and development, he or she may be given an "unsatisfactory" sustained

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Conference Committee Report Version

12/13/07

performance evaluation. In such cases, the report must include thea substantive rationale, consistent with Art. 10.3C(2)(b) of the CBA for this assessment, identifying specifically how the faculty member failed to demonstrate sustained performance overall during the period and continued professional growth and development.

- Should the VPAA ultimately concur with the "unsatisfactory" sustained performance evaluation, a PIP listing constructive improvements to be undertaken by the faculty member will be developed in accordance with Articles 10.3.C(2)(b) and 10.3C(1)(b), jointly by the faculty member and the supervisor. The plan will include specific performance targets, necessary resources or assistance to facilitate improvement, and a timetable for development and periodic supervisory follow-ups. Before implementation the plan shall be approved by the President or representative (CBA Article 10). The PIP and any subsequent information, which shows attainment of goals identified in the improvement plan, will be included with the Performance Review Report in the faculty member's personnel file.

Appeal/Response:

If a faculty member believes that there has been a violation of the CBA, there are a number of formal and informal avenues a faculty member may select. Informally, the faculty member should first seek resolution with the supervisor and dean/director. Formally, the faculty member may file a grievance under Article 20 of the CBA, which must be done within 30 days after the violation or after the date on which the faculty member knew or reasonably should have known of the violation if that date is later. Alternatively, the faculty member may resort to legal action outside the university and CBA. A faculty member who has received an unsatisfactory Sustained Performance Evaluation (SPE) and who believes there has been a violation of CBA or the review process may file a Grievance under Article 20 of the CBA, which must be done within 30 days of the notification of an unsatisfactory SPE. Alternatively, the faculty member may resort to legal action outside the university and CBA.

References: CBA Articles 10 and 20, Administrative Codes, Florida Statutes Administrative

Responsibility

The university is committed to the professional development and success of all its employees. In keeping with the CBA, the university administration, in collaboration with the faculty, makes performance evaluation decisions regarding annual evaluations, successive fixed multi-year reappointments, continuing multi-year appointment extensions, and, promotion, tenure, and post-tenure reviews, and performance recognition awards. These decisions are based on the extent to which the faculty member meets or exceeds the goals and objectives mutually agreed upon in his or her PDP, consistent with unit criteria and standards.

The CBA outlines factors that, in addition to documented performance, may influence a university's decision to offer an individual faculty member either a successive fixed multi-year appointment, continuing multi-year appointment extension, or tenure, or permanent status. (See Article 8.4 and Article 15).

The CBA defines these types of appointments in Article 8.4:

8.4 Appointments Types.

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Formatted: Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: Indent: Left: 0.67"

Formatted: Bullets and Numbering

Conference Committee Report Version
12/13/07

Formatted: Centered

- A. Continuing Multi-Year Appointments (CMYA). A continuing multi year appointment is an appointment of contingent duration, consisting of an initial three (3) year term extendible annually on the basis of overall satisfactory annual performance as determined through the criteria, standards, and procedures stipulated in Article 10, Evaluations. FGCU shall provide the option of a CMYA to all new ranked multi-year faculty member hires, with the exception of the appointment status categories listed in Section 8.4 (B) below.
- B. Fixed Multi Year Appointments (FMYA). A fixed multi-year appointment is an appointment of fixed duration, two (2) to five (5) years in length, with opportunity for successive appointments. FGCU may offer an FMYA without the option of a CMYA to bargaining unit members in the following categories:
- (1) Instructors and lecturers;
 - (2) New faculty members who have not yet completed their terminal degree requirements but are required to do so as a condition of continued employment;
 - (3) Eminent Scholars and Research Associates;
 - (4) Tenured faculty who elect to give up their tenured status to take advantage of what ever incentives might be offered by a fixed multi-year appointment;
 - (5) Faculty who have not yet demonstrated instructional effectiveness through prior teaching experience.

(6) Faculty on "soft money" such as contracts and grants, sponsored research funds, grants and donations trust funds, and other non-recurring sources of funds.

Formatted: Bullets and Numbering

C. Tenure. Tenure as an appointment is recognized and continued only for those faculty who transferred from USF-Ft. Myers in 1997 and who have achieved such status as of the effective date of this Agreement [CBA]. Tenure guarantees annual appointment for the academic year until voluntary resignation, retirement, removal for just cause, or layoff, but does not extend to administrative appointments.

Formatted: Numbered + Level: 1 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.67" + Tab after: 1" + Indent at: 1"

Formatted: Not Highlight

VII. PEER REVIEW COMMITTEES (PRCs)

Six PRCs will be formed--one for each of the following units:

- College of Arts and Sciences
- College of Business
- College of Health Professions
- College of Education
- College of Professional Studies
- Library Services

As new academic units evolve, additional PRCs will be created in accordance with the CBA. Each PRC will consist of a minimum of five multi-year and/or tenured faculty members elected from among the in-unit associate and full professors in the unit, selected by their peers. In The composition of the committee will be made up of associate and full professors except in the rare circumstance where there is not a sufficient number of faculty in the college/unit with such ranks. In such circumstances the requirement, the requirement will may be waived.

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29- 28 03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version 12/13/07

Formatted: Centered

The in-unit faculty in each unit will elect, by secret ballot, the individuals who will serve on that unit's PRC. All members will be elected to serve for a period of two years. Faculty members may be reelected to serve on the PRC. The chair of each PRC shall be a member of that committee elected by fellow committee members. The chair will serve a one-year term and can be reelected for subsequent terms. The chair will be responsible for convening meetings and coordinating reviews with the faculty member to be evaluated, the faculty member's supervisor, and any other individuals authorized to participate in the review process.

The PRC participates in all faculty performance reviews except annual reviews. They are responsible for the following:

Formatted: No underline, Font color: Auto

- Providing guidance and assistance to faculty members in preparing the PDP and/or PIP, upon written request.
- Providing guidance and assistance to faculty members in preparing documentation for promotion reviews and performance reviews, upon request.
- Assisting with preparing documentation for annual reviews, upon written request from faculty.
- Participating in interim reviews regarding progress toward tenure upon written request.
- Suggesting the use of and/or assisting with the selection of external reviewers.
- Preparing a written and signed recommendation to the supervisor for successive FMYA reappointment, and promotion, and tenure. This recommendation will be included in the portfolio.
- Counseling faculty members and assisting in the informal resolution of disagreements upon written request.
- Reviewing, at the faculty member's request, and providing written comments on the PIP that was developed jointly with the supervisor if a faculty member in the department/college receives a performance rating of "Overall Unsatisfactory."
- Reviewing and providing written comments on a Probation Review, if requested to do so by the faculty member who is under probation.

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: Bullets and Numbering

Formatted: Underline, Font color: Custom Color(RGB(0,0,204))

Formatted: Bullets and Numbering

In cases of conflict of interest (see Fl. Statue Chapter 112.3143), the PRC member will recuse him/her self from deliberation and the decision making process.

VIII: — University Review Committee (URC)

Mission

The URC aims to insure fairness and to protect the integrity of the university's promotion decisions and probation reviews.

Purpose:

Faculty in each college/unit have the option of voting to approve the URC to act as a PRC for out-of-unit faculty. In these cases, the URC will serve as a PRC to review out-of-unit faculty applications for promotion and have the same responsibilities as outlined in Section VII. The URC is also responsible for reviewing appeals of faculty denied promotion and/or faculty receiving unsatisfactory probation reviews when the faculty member believes that the college and/or university criteria and guidelines were not fairly and consistently applied. In these cases, the URC is responsible for reviewing the recommendations of the PRC, the supervisor, dean/director and the VPAA. The purpose of the appeals review is to ensure that the college and university criteria and guidelines were fairly and consistently applied.

Membership:

The URC will consist of thirteen members two members elected from each of the following unit's in-unit faculty with at least one full professor rank (excluding members of unit's PRC):

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version 12/13/07

- College of Arts and Sciences
- College of Business
- College of Health Professions
- College of Education
- College of Professional Studies
- Library Services

The faculty in each college/unit will elect by closed ballot, the individual or individuals that will represent that unit on the URC. The Senate representatives within each unit will conduct the respective elections in the unit. In addition there will be one member from the office of the VPAA. This member will be appointed by the VPAA.

As new academic units evolve, additional members will be added. The composition of the committee will be made up of associate and/or full professors except in the rare circumstance where there is not a sufficient number of faculty in the college/unit with such ranks. In such circumstances the requirement will be waived.

Process

If the URC is serving as the PRC for out-of-unit faculty promotion, a copy of the college's/unit's promotion and evaluation criteria will be supplied with the applicant's portfolio. The URC will report its recommendation to the applicant's immediate supervisor. In such instances, the process will follow in the exact manner and timeframes established for in-unit faculty (see timelines in appropriate sections of this document).

A faculty member denied promotion may request an appeal to the URC. Denial of promotion at the unit level must be appealed prior to submission to the VPAA for review. If denial is at the VPAA level only, the faculty member may appeal this decision to the URC. All promotion decisions regarding the appellant's application, along with their accompanying reports and documentation, will be forwarded to the URC for its review. Also, a copy of the college's/unit's promotion and evaluation criteria will be supplied with the appellant's portfolio.

The URC will review the decisions of the PRC, the supervisor, the dean/director, or the VPAA as appropriate, with accompanying documentation. The URC will compare and contrast the promotion decision to ensure fairness and integrity based upon the college's and university's criteria and promotion guidelines and similar candidates if applicable.

If an appeal is made at the unit level, the URC will forward their recommendation to the VPAA for action. If an appeal is made at the VPAA level the URC will forward their recommendation to the president for action. A timetable for this process is provided under section VI of this document.

The recommendation to the VPAA will specify:

- Whether or not the process was followed;
- where or not the criteria, as established by the unit, were met;
- whether or not the criteria, as established by the unit, have been applied fairly among candidates;
- whether there are unusual circumstances that should be considered (e.g. extended service work to promote accreditation); and
- the URC's recommendation on the promotion decision.

IXVIII. FACULTY AFFAIRS TEAM (FAT)

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Formatted: Centered

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Conference Committee Report Version 12/13/07

Formatted: Centered

The FAT serves in an advisory capacity to the VPAA Faculty Senate Leadership Team and the Faculty Senate, providing faculty input regarding personnel matters. In this role, the committee neither usurps nor replaces the formal Grievance Procedure and Arbitration clause (Article 20) and other provisions of the CBA.

Formatted: No underline, Font color: Auto

The FAT is responsible for the items listed below:

- Facilitating the establishment and operation of PRC
- Reviewing and, if necessary, making recommendations to the individual units and to the VPAA regarding evaluation criteria and outcomes in order to ensure consistency in application of university criteria and implementation of said criteria across the colleges/units
- Providing counsel regarding transition from multi-year contract; fixed and continuing to tenure-line appointments and *vice versa*
- Providing counsel regarding salary and rank equity issues within colleges (e.g., between tenure-line and multi-year contact appointments; between current faculty and new hires; or the availability and allocation of summer appointments)
- Providing guidelines for the development of performance awards by the individual units
- Providing counsel for allocating professional development and resource support
- Establishing guidelines and providing counsel regarding issues that may impact the performance and professional life of the faculty

Formatted: No underline, Font color: Auto

The FAT will consist of eleven members—two members from each college, one member from Library Services, an ex-officio liaison from the office of the VPAA, and an ex-officio liaison from the Faculty Senate. The faculty in each college/unit will elect, by secret ballot, the individual or individuals that will represent that unit on the FAT. The Senate representatives within each unit will conduct the respective elections in the unit. Initially, one member from each college will be elected to serve for one year, and the other member from the same college will be elected to serve for two years. The representative from Library Services will be elected to serve for two years. Thereafter, representatives from all colleges/units will be elected to a two-year term. Nominations and elections will take place prior to the end of September.

The chair of the FAT will be a member of the FAT and will be elected by fellow committee members. The chair will serve a one-year term and can be reelected to subsequent terms. The chair of the FAT will work closely with the VPAA President of the Faculty Senate. Key responsibilities of the chair include, but are not limited to, convening meetings, developing meeting agendas, maintaining meeting minutes, and sharing faculty concerns through appropriate channels.

Formatted: No underline, Font color: Auto

Faculty Performance Recognition Programs

~~The FAT will facilitate the establishment of a separate peer committee or committees, which will be responsible for reviews and decisions concerning faculty performance recognition programs (see page 2). Criteria for these awards and programs will be developed within each unit and reviewed for equity by the FAT.~~

IX. FACULTY REVIEW OF ADMINISTRATORS

Formatted: No underline, Font color: Auto

The Faculty affirms the importance of assessment and evaluation of all of the university's activities and personnel. Further, faculty supports the use of evaluation results to enhance the performance of both the faculty and the administration to improve the quality of FGCU's educational programs and services. In this context, the FGCU administration invites input from the faculty regarding the leadership performance of supervisors, deans, associate deans, and assistant deans. The formal protocol for such reviews, including the evaluation form, the schedule, and the procedures, are the purview of the FGCU administration and not covered by this evaluation document; however, it is expected desirable that the

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version

12/13/07

FAT will have a meaningful involvement in the design of the evaluation process, as well as the administration and interpretation of results.

XI. IMPLEMENTATION

The provisions of the Document ~~become~~ were approved by Faculty Senate on _____ and full approval on (spring 20087?) whereas; the provisions of this Document become effective in spring semester 2009?

The FPED will be reviewed annually by the FAT to ensure that it remains effective. Recommendations for modifications or amendments come to the Faculty Senate for consideration. The Faculty Senate, after consultation with the faculty at large, may approve any modification or amendment to the FPED. All changes in the FPED are sent to the VPAA for final approval. Personnel recommendations are to be consistent with the terms and conditions of the CBA. A copy of the modifications and amendments will be distributed to the FGCU UFF chapter for their information.

Formatted: Centered

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29- 32
03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference
committee 12-13-07

Conference Committee Report Version

12/13/07

Appendix A: **University Classification Requirements for Standards and Performance Expectations for Ranked Faculty Promotion**

~~Activities and documents associated respectively with teaching, scholarship, and service. The items on these lists are illustrative of the range of faculty responsibilities and will assist the units in establishing evaluation criteria.~~

Minimal Educational Requirements for Faculty

The minimum educational preparation and experience necessary for eligibility for faculty rank are as follows:

Assistant Professor (9003): Doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization with a demonstrated record of achievement in teaching, academic research, and service.

Must meet university criteria for appointment to the rank of Assistant Professor.

~~Doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization with a demonstrated record of achievement in teaching, academic research, and service. Must meet university criteria for appointment to the rank of Assistant Professor.~~

Associate Professor (9002): Doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization with a demonstrated record of achievement in teaching, academic research, and service.

Normally will have produced creative work, professional writing or research in refereed and other professional journals.

Must meet university criteria for appointment to the rank of Associate Professor.

~~Doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization with a demonstrated record of achievement in teaching, academic research, and service. To be eligible for the rank of associate professor the faculty member must meet university criteria for appointment to the rank of Associate Professor and~~

Formatted: Centered

Formatted: Font: Not Bold, Underline, Font color: Red

Formatted: Indent: First line: 0"

Formatted: Font: Not Bold, Underline, Font color: Red

Formatted: Indent: First line: 0"

Conference Committee Report Version

12/13/07

~~should have a minimum of four years full-time college-university teaching or other appropriate experience.~~

Formatted: Centered

Professor (9001): Doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization with a demonstrated record of achievement in teaching, academic research, and service.

Normally will have produced creative work, professional writing or research in refereed and other professional journals, and be a recognized authority in the field of specialization.

Must meet university criteria for appointment to the rank of Associate Professor.

~~Doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization with a demonstrated record of achievement in teaching, academic research, and service. To be eligible for the rank of professor the faculty member must meet university criteria for appointment to the rank of Professor and should have a minimum of eight years full-time college-university teaching or other appropriate experience.~~

Conference Committee Report Version
12/13/07

Formatted: Centered

Appendix B: University Classification Requirements for Instructor Levels

Minimal Educational Requirements for Faculty

The minimum educational preparation and experience necessary for eligibility for Instructor levels are as follows:

Instructor I (9014): Master's degree from an accredited institution in an appropriate field of specialization or equivalent qualifications based on professional experience and otherwise qualified to perform assigned duties.

Formatted: Indent: Left: 0", Hanging: 1.5"

Must meet University and college criteria for appointment to the level of Instructor I.

Formatted: Indent: Left: 1.5"

Instructor II (9024): Master's degree from an accredited institution in an appropriate field of specialization or equivalent qualifications based on professional experience and otherwise qualified to perform assigned duties.

Formatted: Indent: Left: 0", Hanging: 1.5"

Normally will have demonstrated record of achievement in teaching and service activities at an institution of higher education.

Formatted: Indent: Left: 1.5"

Must meet University and College criteria for appointment to the level of Instructor II.

Formatted: Indent: Left: 1.5"

Instructor III (9034): Master's degree from an accredited institution in an appropriate field of specialization or equivalent qualifications based on professional experience and otherwise qualified to perform assigned duties.

Formatted: Indent: Left: 0", Hanging: 1.5"

Normally will have demonstrated record of achievement in teaching, professional development/research, and service at an institution of higher education.

Formatted: Indent: Left: 1.5"

Must meet University and College criteria for appointment to the level of Instructor III.

Conference Committee Report Version
12/13/07

Formatted: Centered

Appendix AC: University Classification Requirements for Academic Advisor Levels

Comment [CEL1]: Need to create separate appendix B for instructors and advisors

Minimal Educational Requirements for Faculty

The minimum educational preparation and experience necessary for eligibility for academic advisor levels are as follows:

Academic Advisor I (9173): Masters degree from an accredited institution in an appropriate discipline or a bachelor's degree from an accredited institution in an appropriate discipline and two (2) years of appropriate experience at an institution of higher education.

Formatted: Indent: Left: 0", Hanging: 1.5"

Must meet University and College criteria for appointment to the level of Academic Advisor I.

Formatted: Indent: Left: 1.5"

Academic Advisor II (9174): Masters degree from an accredited institution in an appropriate discipline and four (4) years of academic advising or appropriate experience at an institution of higher education; or a bachelor's degree from a regionally accredited institution in an appropriate discipline and six (6) years of academic advising or appropriate experience at an institution of higher education.

Formatted: Indent: Left: 0", Hanging: 1.5"

Normally will have demonstrated record of achievement in academic advising/instruction and service at an institution of higher education.

Formatted: Indent: Left: 1.5"

Must meet University and College criteria for appointment to the level of Academic Advisor II.

Formatted: Indent: Left: 0", Hanging: 1.5"

Academic Advisor III (9175): Doctoral degree from an accredited institution and appropriate experience, or Masters degree from an accredited institution and eight (8) years of appropriate experience, and demonstrated record of achievement in academic advising/instruction, professional development/scholarship, and service at an institution of higher education.

Must meet University and College criteria for appointment to the level of Academic Advisor III.

Formatted: Indent: Left: 1.5"

Minimal University Performance Expectations for Promotion

Formatted: Indent: Left: 0", First line: 0"

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, [Changes proposed by conference committee 12-13-07](#)

Conference Committee Report Version

12/13/07

The university seeks to continually improve the performance of faculty to insure that their efforts are recognized locally, regionally, nationally and internationally. To be eligible for promotion at rank you must be hired at the minimum of Assistant Professor. To that end, the following statements describe levels and types of achievement expected at each of the academic ranks:

1. **Assistant Professor:** Faculty member who exhibits a commitment to quality teaching and developing a program of scholarly activity. A contributing member of the department who also participates in university and professional service. A faculty member is expected to make contributions appropriate to this rank and the discipline.

2. **Associate Professor:** Faculty member with a minimum four years full-time academic experience at the rank of Assistant Professor who demonstrates excellence in teaching, scholarship, and service as per the college/unit standards and criteria, and has taken an active role in the educational activities of the department/school. A faculty member with established scholarly program is expected to disseminate his/her scholarship in local, regional, national and/or international venues including peer review journals as appropriate to this rank and the discipline.

3. **Professor:** Faculty member with a minimum of four years full-time experience at the rank of Associate Professor who is well recognized within the department/school for excellence in teaching, scholarship, and service as per the college/unit standards and criteria, and who has taken a leadership role in enhancing the educational activities in the department/school. The faculty member continues to disseminate his/her scholarship in local, regional, national and/or international venues including peer review journals as appropriate to this rank and the discipline. The faculty member continues to participate in community and professional service. A faculty member is expected to establish a local, regional and national, and/or international reputation as making significant contributions appropriate to this rank and the discipline.

Formatted: Centered

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Conference Committee Report Version 12/13/07

Formatted: Centered

Appendix D: Examples of Performance Activities

Formatted: No underline, Font color: Auto

Activities and documents associated respectively with teaching, scholarship, and service. The items in these lists are illustrative of the range of faculty responsibilities and are intended to assist the units in establishing evaluation criteria.

Each college/unit of the university has developed promotion standards and criteria that outline appropriate expectations for demonstration of teaching, scholarship, and service effectiveness. Candidates should refer to their unit documents for the standards applicable to them. All candidates should provide clear, concise, and specific evidence relevant to their unit's criteria and standards.

Examples of performance activities and associated evidence might include:

Teaching:

Formatted: No underline, Font color: Auto

Teaching includes a broad array of activities occurring both inside and outside the classroom, clinical site, laboratory and studio. The primary aim of all teaching is to stimulate, promote and advance students' learning and educational development. The quality of teaching should be measured by the success of the instructor in securing the interest, effort and progress of students toward success in meeting learning outcomes.

Expectations: FGCU enjoys a tradition of offering quality instruction throughout the institution. To sustain this tradition, candidates for promotion are expected to provide multiple sources of evidence to document their teaching effectiveness.

Evidence: The University expects candidates for promotion to present evidence of excellence in teaching from three distinct diverse sources:

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

Self assessment of teaching

Peer evaluation of teaching

Student evaluation of instruction

Each college/unit of the university has Promotion Guidelines that outline criteria and rank appropriate expectations for demonstration of teaching effectiveness. Candidates should provide clear, concise, and specific evidence demonstrating high quality teaching and/or educational processes of their discipline. Examples of such activities might include:

Teaching

Formatted: No underline, Font color: Auto

- Syllabi, class notes, course revisions, examinations, student reports and projects
- Program advising and mentoring of students
- Systematically collected peer evaluations and student perceptions of teaching
- Peer assessment conducted during the period under review
- The development of instructional materials, academic programs, innovative teaching strategies and delivery methods, innovative clinical teaching strategies, and software and videos in support of teaching and academic programs

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version 12/13/07

Formatted: Centered

- Development and presentation of university-sponsored lifelong learning offerings, e.g., workshops, clinics, continuing education programs
- Development and delivery of individualized library instruction or research assistance for students, faculty, staff, special events, and community partnerships
- Sharing relevant and significant course materials and expertise with other faculty members in the university
- Contributions to the development of supportive learning resources, including internships and clinical education and providing for significant opportunities for learning outside regularly scheduled class times
- The development of professional practice programs in such applied disciplines as health care, business, education, government, criminal justice, and human services, and supervising the learning activities and fieldwork of students enrolled in these programs
- The development and implementation of policies and procedures that aid in the analysis, development, and/or management of a library collection that supports the FGCU curriculum.
- Participation in lifelong learning courses and workshops aimed at enhancing teaching excellence and updating specialty area knowledge and expertise
- Formal public recognition of pedagogical achievement in the form of an outstanding teaching award, grant, or stipend
- Letters of support from faculty peers, professional colleagues, former students, and program participants who can attest to the faculty member's teaching performance

II. Scholarship and Creative Activities (includes works in progress)

Formatted: No underline, Font color: Auto

Scholarship can be defined in myriad ways. In general, scholarship is the application of activities that use professional expertise to discover, apply, or use knowledge. Areas of scholarship include: basic and applied research, new applications of existing knowledge, integration of knowledge, creative endeavors and the development and/or analysis of pedagogical methods.

Formatted: No underline, Font color: Auto

Expectations: Throughout each college/unit of the university, there are Promotion Guidelines that outline criteria and rank appropriate expectations for demonstration of scholarship. Faculty is expected to establish a local, regional and/or national reputation as making significant contributions appropriate to this rank and their discipline. Areas of scholarship include: basic and applied research, new applications of existing knowledge, integration of knowledge, creative endeavors and the development and/or analysis of pedagogical methods.

Evidence: Include only significant activities that demonstrate quality in scholarship and reflect enhancement to the overall academic performance. Examples of such activities and associated evidence might include:

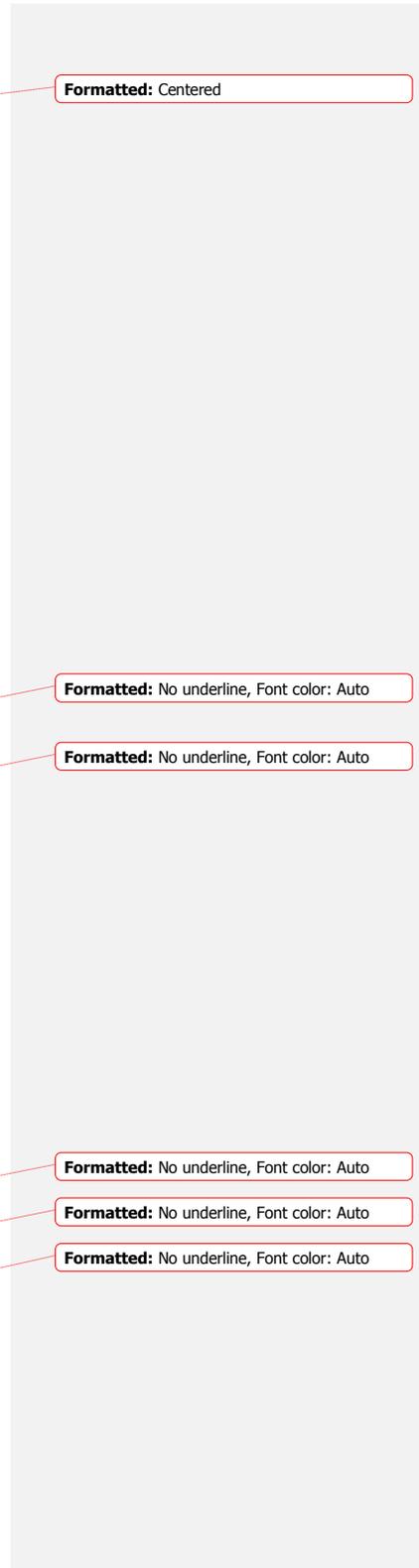
Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

- Publication of refereed articles, papers, books, chapters of books, and monographs
- Edited works in books or textbooks, translations, abstracts, reviews, or criticisms
- Presentation of papers at professional conferences and meetings
- Cases, non-refereed articles, papers, encyclopedia entries, and reference materials which contribute to the development and dissemination of new knowledge, theoretical perspectives, or ideologies
- Policy position papers and comprehensive studies developed for community clients, government, external agencies or organizations, the university, or the profession

Formatted: No underline, Font color: Auto

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03;
4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07



Conference Committee Report Version 12/13/07

Formatted: Centered

- Musical compositions, artistic performances, paintings, exhibitions, sculptures, and works of performing arts
- Development of new technology and software for research and teaching purposes
- Research grants, fellowships, or external funding received to support scholarly work

Formatted: Bullets and Numbering

• Works in progress

Formatted: No underline, Font color: Auto

- ~~Additional support may include letters~~External validation from practitioners, editors, reviewers, co-authors, ~~and faculty external to FGCU, FGCU administration and faculty, and faculty external to FGCU, w, which~~ attest to the contributions and quality of the faculty member's scholarship

Formatted: No underline, Font color: Auto

III. Service

Formatted: No underline, Font color: Auto

The university values service to the university, profession, community, state and nation. ~~Candidates for promotion Faculty should review their~~ make contributions contributions in as many as threefour areas:

Formatted: No underline, Font color: Auto

college/unit service, university service, professional service, and community service. Service is broadly defined as engaging in activities that complement the faculty role, including educational responsibilities outside the classroom, active participation in professional organizations, committee work or other assignments within the college/unit, university, and community.

Formatted: No underline, Font color: Auto

Formatted: No underline, Font color: Auto

~~Expectations: Each college/unit of the university has Promotion Guidelines that outline criteria and rank appropriate expectations for fulfillment of service activities.~~

Evidence: Professional service involves the use of professional expertise in a service activity that may be internal or external to the university. Examples of professional service might include:

Formatted: No underline, Font color: Auto

Service to the college/unit and/or university:

Formatted: No underline, Font color: Auto

- Active involvement in the governance, program development, and accreditation of departments and/or academic unit, schools, colleges, and the university at large
- Mentoring and providing guidance to faculty colleagues
- Serving on or chairing committees or councils
- Assisting student organizations (clubs, chapters, honor societies) by serving as an advisor, assisting with the development of programs, or coordinating community field trips and projects

Formatted: No underline, Font color: Auto

Service to the profession:

- Contributing to professional societies and accrediting or licensing boards
- Organizing and conducting conferences, symposia, and workshops
- Serving in leadership positions in professional societies or on licensing boards
- Serving on or chairing professional committees or editorial review boards

Service to the community:

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07

Conference Committee Report Version
12/13/07

- Contributing to local, state, regional, national, or international bodies such as health care providers, business organizations, educational institutions, museums, volunteer civic groups, and governmental boards and agencies
- Serving as an advisor, officer, or chair for such groups and assisting in the development, implementation, or assessment of programs

Formatted: Centered

Formatted: No underline, Font color: Auto

~~Appendix B: University Standards and Performance Expectations for Classifications for Instructors and Academic Advisors~~

Approved by Faculty Vote December 2002; Approved by Senate 1-24-03; Approved by Provost 1-29-03; Approved by Senate 4-18-03; 4-10-07 document approved by the Faculty Senate 4-13-07, Changes proposed by conference committee 12-13-07