

**UNIVERSITY OF FLORIDA  
COLLEGE OF FINE ARTS  
SCHOOL OF THEATRE AND DANCE**

**FACULTY POLICY MANUAL  
2007-2008**

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# **PREFACE**

**ASSOCIATION FOR THEATRE IN HIGHER  
EDUCATION**

**ETHICS TASK FORCE REPORT:**

**A CODE FOR TEACHERS OF THEATRE IN HIGHER EDUCATION**

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**MUTUAL RESPECT AND INTEGRITY**

Individuals, departments, and programs are guided by the principles and obligations that derive from our common membership in the community of teaching and that exemplify the collegiality essential to the collaborative process of theatre practice. Our lives and work are based on personal and professional integrity, responsibility, and consideration. We must be sensitive to and respectful of the rights and human dignity of all individuals. We recognize that each individual is different from all other individuals and both respect and are responsive to these differences. We strive to appreciate the diversity of society and the theatre community as providing opportunities for learning, new perspectives, and creative growth. Committed to the principles of equal opportunity and treatment of all students, faculty, staff and applicants for admission, casting of, employment, we do not discriminate on the basis of race, color, religion, gender, age, sexual orientation, national origin, or disability.

As persons engaged in the common enterprise of education, scholarship, and practice in theatre, we are responsible to and mutually supportive of colleagues and associates regardless of rank, title, position, or level of responsibility in department, program, or production project. We do not discriminate against or harass associates. We respect and defend the free inquiry and creative practice of colleagues. We acknowledge the value of different approaches to the discipline and performance of theatre. We encourage the free expression of support and of criticism of these approaches as realized in production, publication, and instruction while striving to be objective in our professional judgment of colleagues and showing due respect for the opinions of others. We encourage and practice civility in discourse and reliance on persuasion rather than coercion. We neither encourage nor join divisive interest groups or factions within our theatre organization, educational unit, or production team. We advocate and cooperate in communication models and

conflict intervention strategies as appropriate ways to avoid or resolve such divisions. In our own work with students, staff, or faculty we strive to avoid fostering any cult of personality that promotes self at the expense of deprecating colleagues or inappropriately influencing students. Faculty and staff have responsibility to model behavior for students.

As colleagues collaborating in a profession that depends on intellectual and creative freedom for its health and integrity, we accept a particular obligation to promote conditions of free inquiry and creative exploration and to further public understanding of academic and artistic freedom.

### **FREEDOM OF EXPRESSION**

As theatre educators, we espouse freedom of speech, equal access, and diversity. We seek to create responsible learning environments in which any idea may be explored. We insist that these learning environments are sensitive and responsive to differences in religion, race, ethnicity, gender, physical ability, or sexual orientation. We expect to foster engagement that leads to awareness, understanding and respect of self and other, and courage to push boundaries in learning about and making theatre.

### **REHEARSAL/PRODUCTION, LABORATORY TEACHING, AND SAFETY GUIDELINES**

Administrators, faculty, and staff are responsible for the physical and emotional safety, supervision, and integrity of the rehearsal/production and studio teaching environments. We are faced with situations and demands which regularly go beyond those faced by educators who work solely in classroom or seminar environments. Our work with young students requires us to engage them intimately in emotional and physical terms, as well as intellectual ones, as a crucial part of their development as artists and in making of their art. We require students, faculty, and staff--for reasons integral to the process of making theatre--to work in settings, such as in the shop or rehearsal hall, involving potential physical risk beyond that found in a classroom. Often there is a delicate balance between producing challenging art and keeping students safe emotionally and physically.

Administrators, faculty, and staff should respect different approaches to performance/production and laboratory teaching training. The philosophy behind approaches used should be communicated to the community at large; the goal should be to provide a common understanding of the principles, values, and objectives of the performance/production and laboratory teaching/training components of the program. We should also teach students clear standards of professional conduct and behavior.

Administrators and faculty must support students in having balanced lives beyond the production or studio space. Accordingly, we must build balance into our programmatic structure, e.g., in terms of course/credit hour loads and parameters for rehearsal and production. Concomitantly, we

must set a high standard for achievement, discipline, and professionalism for our students. For each production or project, we must clearly define each person's responsibilities, and the nature and duration of the rehearsal/production process. We should enable and encourage students to take advantage of performance and employment opportunities outside of the program. Faculty must not monopolize students' creative energies.

Teachers must create studio/rehearsal/production environments free from any form of harassment and abuse, and which allow expression and inquiry. We must not be abusive and must not condone abuse among students. We are obliged to employ our knowledge, training, experience, and insight fully to help students grow; this will require us pedagogically and artistically to challenge the student.

The use of physical touch is a routine teaching practice in acting, voice, touch in the classroom or in rehearsal. Whenever a teacher uses physical touch in the classroom or in rehearsal, he or she must ensure that: its use proceeds from the teaching or rehearsal objective at hand; the physical contact with a student in class or rehearsal is specific and restricted, and involves no element of coercion; the student clearly understands the purpose of the physical contact; and the student is asked for consent for the touching in a non-coercive manner and has the right to refuse.

Administrators and supervisors must provide clear and specific expectations and job descriptions to staff involved in the mounting of productions or in the maintaining of production and rehearsal spaces. They must ensure that staff work within the scope of their job descriptions.

Administrators, faculty, and staff must provide a physically safe workspace that complies with generally accepted health and safety laws, and in which work-related stress is kept to a minimum.

This means we must:

- Follow all local, state, and federal fire, health, and safety regulations;
- Adhere to hazard communication (right-to-know) laws for those working in potentially hazardous situations;
- Provide workers with access to inventories and data sheets for potentially hazardous chemicals in the workplace and with formal training for handling potentially toxic chemicals;
- Equip shop areas properly in terms of well-maintained machinery and tools;
- Provide an appropriate amount of space for building activities;
- Provide appropriate space, ventilation, and equipment whenever people are using hazardous substances (e.g., sprays, foams, dyes, etc.);
- Dispose hazardous substances properly and in accordance with environmental protection laws;
- Train and appropriately supervise faculty, staff, and students in production, construction, running crew, and strike activities;
- Enforce safety precautions and use of protective equipment, especially for eye, respiratory, and noise-level protection;
- Maintain appropriate and healthy work schedules.

Administrators, faculty, staff, and students are collectively responsible for keeping rehearsal and performance spaces physically safe. While we all share this responsibility, the administration, faculty, and staff are ultimately responsible both to oversee spaces and equipment and to model appropriate behavior on decision-making in these matters.

## **FACULTY PRODUCTIVITY AND DEVELOPMENT GUIDELINES**

Administrators, faculty, and staff must stay current in their fields and be productive, contributing members of the academic theatre community throughout all stages of their careers.

Administrators must:

- Encourage and support professional development for individuals, providing release time and financial assistance whenever possible;
- Articulate clearly and carefully their expectations for professional productivity, face-to-face and in writing;
- Inform individuals of evaluation principles and procedures, and indicate their impact on tenure and promotion decisions and on annual or periodic reviews;
- Engage in constructive and purposeful evaluation that leads to the further positive development and improvement of colleagues, according each person respect and due process.
- Insure that faculty obligations are fairly and equitably assigned and workloads are reasonable;
- Balance time spent in shops and studios against class time, class size, and other creative and scholarly activities and expectations;
- Assign service activities, especially committees, in a fair and equitable manner, mindful of the impact that such work has on tenure and promotion (committee work must not consume an undue and unrecognized portion of a person's time).
- Review should occur and mentoring should be available for all members of the faculty at all ranks. Annual merit reviews should not preclude faculty mentoring and formal periodic peer reviews based on established criteria in support of an individual's pursuit of tenure, promotion, or contract renewal.
- Senior faculty and staff members are responsible to assist in the development of junior faculty members, serving as mentors, advisors, and role models. They must guide junior colleagues through the steps leading to tenure and promotion, inspiring them to lifetime excellence in teaching, research and creative activity, and university and professional service.
- When professional development involves release time and/or periods of time away, administrators may require other faculty and staff to fulfill the duties of the person on leave; they must make these assignments fairly and reward them appropriately. Students must not be penalized if a leave results in the cancellation of courses and/or other requirements necessary for graduation.
- Administrators and other members of the theatre faculty must respect the individual's right to a personal life outside the theatre.

# **I. CLASSROOM, CURRICULUM & COMMUNICATION**

## ATTENDANCE POLICIES FOR REGISTERED STUDENTS

University of Florida regulations stipulate that “Students are not authorized to attend class unless they are registered officially or approved to audit with evidence of having paid audit fees. Following the end of the drop/add period, the Office of the University Registrar provides evidence of proper registration to instructors through distribution of class rolls and class roll addenda.”

After official class rosters are produced by the Office of the University Registrar, any student not included on the roster should be directed to the Registrar’s Office and should not be permitted to return to class without presenting evidence of registration and fee payment.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other sound reasons may be offered.

Students may not attend classes unless they are registered officially or approved to audit with evidence of having paid audit fees. Following the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors.

Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the school to indicate their intent, may be dropped from the course. The school will notify students dropped from courses or laboratories by posting a notice in the school office. Students may request reinstatement on a space-available basis if documented evidence is presented.

**Students must not assume that they will be dropped if they fail to attend the first few days of class.**

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and subsequently assign a failing grade for excessive absences.

## **Religious Holidays**

The Board of Regents and state law govern university policy regarding observance of religious holidays:

- Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from his or her classroom because of a religious observance, a major exam or other academic event should not be scheduled at that time.

Further, a student who is to be excused from class for a religious holy day is not required to provide a second party certification of the reasons for the absence. Finally, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

## **Illness Policy**

Students who are absent from classes or examinations because of illness should contact their professors. The student should contact his or her college by the deadline to drop a course for medical reasons. After the college petition deadline, students may petition the University Senate Committee on Student Petitions to drop a course for medical reasons. The University's policy regarding medical excuse notes can be found in the Student Affairs section of the catalog under Student Health Care Center.

Medical Excuse Subcommittee of the Curriculum Committee:

“The Student Health Center will only write excuse notes for illnesses or injuries that have resulted, or will result, in an absence of three or more days of class. Any shorter term absences will not receive notes. If an instructor requires a note for an absence of fewer than three days, one can be written upon the written request of the instructor.” 4/20/99

## Twelve-Day Rule

Students who participate in athletic or extracurricular activities are permitted 12 scholastic day absences per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments.

The 12-day rule applies to individual students participating on an athletic or scholastic team, for example. Consequently, a group's schedule that requires absence of more than 12 days should be adjusted so that no student is absent from campus more than 12 scholastic days.

Students who previously have been warned for absences or unsatisfactory work should not incur additional absences, even if they have not been absent 12 scholastic days. It is the student's responsibility to maintain satisfactory academic performance and attendance.

## Problems with Attendance

Sample syllabus statement:

**Class Attendance is required of all students.** Students are required to attend each class and will be responsible for all information presented or assigned. Attendance will be taken. Participation during the class is greatly encouraged. Predicted absenteeism should be discussed with the instructor no less than one week prior to the event. **Any student missing a class for any reason is responsible for getting notes and handouts from a fellow student, not the instructor.** Students are required to enter class on time and stay through the entire lecture. Tardiness and leaving early will also effect attendance record. On certain days, some class meetings will not be in the regular classroom, so be sure to listen to announcements and check the web site. **Please do not bring food or drinks into the classroom**

## DROPPING COURSES

Courses may be dropped or added during the drop/add period (first 4-5 days of classes) without penalty. (Classes that meet for the first time after the drop/add period may be dropped without academic penalty or fee liability by the end of the next business day after the first meeting. This does not apply to laboratory sections.) After drop/add, a course may be dropped up to the date established in the university calendar. A grade of W will appear on the transcript and students will be held fee liable for the course.

All drops after the drop/add period must be submitted to the Office of the University Registrar by the deadline and are subject to the following restrictions:

- Students get two (2) drops in their first sixty (60) credit hours attempted at UF (hours carried plus S/U credits, not counting full-term withdrawals from all courses.)
- Students get two (2) more drops beginning the term after the first 60 hours attempted.

## **READING DAYS**

The two days prior to the start of examinations in the fall and spring semesters, generally a Thursday and Friday, are designated reading days. No classes or exams are held on these days; instead, students are encouraged to use these days for study and review. There are no reading days in the summer terms because examinations are given during regular class periods.

## **EXAMINATION POLICIES**

Faculty or instructors shall not schedule final or comprehensive examinations or assign projects or term papers during the final five days of classes of the regular academic terms. Take home examinations shall not be due prior to the regularly scheduled examination period. Written papers and/or oral presentations and periodic testing announced in the course syllabus distributed at the first class meeting may be collected or presented during the final five days of classes provided they do not serve as a final examination.

Final examinations are determined by course meeting times, except for certain large courses. No student is required to take more than three exams in one day. Should that occur, assembly exams take priority over time-of-class exams. All changes in the published examination schedule must be approved by the University Curriculum Committee via the Office of the University Registrar.

During-term examinations may be held during the regular class time or Monday-Friday (M,T,W,R,F) from 7:00-9:45 p.m. (periods E1-E2) for the summer terms and Monday-Friday from 8:20-10:10 p.m. (periods E2-E3) for the fall and spring terms. If other classes are scheduled during an exam time, instructors must provide make-up class work for students who miss class because of an assembly exam.

If two exams are scheduled at the same time, assembly exams take priority over time-of-class exams. When two assembly exams or two time-of-class exams conflict, the course with the higher number will take priority. Instructors giving make-up exams will make the necessary adjustments.

## UNIVERSITY OF FLORIDA POLICY ON COURSE SYLLABI

To facilitate clear communication about courses between students and faculty, the University of Florida has adopted this policy requiring departments and faculty to publish for each course a syllabus containing specific information about the structure of the course.

Please note this policy is not course-content oriented. What individual professors deem important as technical information in their courses and syllabi is a matter of academic freedom and best determined by that faculty member. This university policy relates only to information that must appear in common in all course syllabi, independent of course level or discipline.

All UF course syllabi must contain:

1. course title, professor's contact information including office location and telephone number; TA contact information if applicable
2. office hours for the Professor (and TA if applicable) during which students may meet with the Professor
3. course objectives and/or goals
4. a topical outline (at least tentative) of subjects to be covered
5. methods by which students will be evaluated and their grade determined
6. policy related to class attendance
7. policy related to make-up exams or other work
8. a statement related to accommodations for students with disabilities such as: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

Suggested additional information:

1. critical dates for exams or other work
2. class demeanor expected by the professor (late to class, cell phones, etc)
3. the university's honesty policy regarding cheating and use of software
4. phone numbers and contact sites for university counseling services and mental health services

Faculty are reminded that any use of students as subjects in research projects **MUST** receive clearance from the "human subjects" board **PRIOR** to beginning the project. This policy also includes any survey research.

Instructional faculty are expected to post their course syllabi to a student accessible website and submit copies of course syllabi to the school office to document compliance with this policy.

**Recommended elements:**

- **Instructor's (and TA, if applicable) e-mail address**
- **Time and place of class**

- Text(s) and/or reading list
- Exam and/or critique policies, requirements, and criteria
- Assignment policies, requirements, and other criteria
- Critical dates, including date & time of final exam (that matches the UF schedule)
- The university’s honesty policy regarding cheating and use of copyrighted material
- Class demeanor expected by the professor of students during class (late arrivals, cell phones/pagers, etc)
- Phone numbers and contact sites for university counseling services and mental health services

All SoTD must submit a copy of your syllabi to Fran Jones within two weeks of the beginning of the semester

### ACADEMIC HONESTY

The University’s guidelines on academic honesty for student can be found at <http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php> as well as the Student Conduct Code at <http://www.dso.ufl.edu/studentguide/>

The sanctions for those students who are found in violation of these policies can be found at <http://www.dso.ufl.edu/studentguide/studentconductcode.php#sccsanctions>

Sample Syllabus statement:

As a result of completing the registration form at the University of Florida, every student has signed the following statement: *“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

The instructors of this course fully support the intent of the above statement and will not tolerate academic dishonesty.

We, the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

#### Recommended Procedures for Examinations

Suggested precautionary measures against cheating

1. Use proctors for ALL exams. Classes which utilize proctors show significantly fewer cases of reported cheating than those classes without proctors. The UF Proctoring Committee will provide proctors to those instructors so desiring them. They will not administer the exam, but have proven to be excellent proctors. You need to contact the Student Honor Court at least TWO WEEKS PRIOR to the exam. Contact Carol Rinaldi, at 392-1665, ext. 364, or by email at [crinaldi@sg.ufl.edu](mailto:crinaldi@sg.ufl.edu).
2. NEVER use the same test form more than once. This rule should always be followed

- whether the previous test was given in a different semester or earlier that day.
3. When administering tests in a class where students sit in close proximity to each other, use at least two different test forms and alternate these different test forms down different rows of seats. In addition, print these different test forms on different colors of paper. This way, no two students sitting next to each other should have the same test form. As a further measure try to separate students so there is at least one empty space between each of them.
  4. Number your exams. You will then know exactly how many tests were handed out. Also, if you suspect a student of cheating, numbering exams will allow you to know who sat around the suspected.
  5. Require the students to show some form of identification when submitting their tests. This will prevent a student from having someone else take the test for them.

### **Turnitin**

Turnitin is a Web-based service designed to help identify and prevent instances of plagiarism. Turnitin can compare a submitted document against literally billions of other documents from sources like the Internet, proprietary databases, and other submitted documents. When a paper is submitted to Turnitin.com it is fingerprinted using proprietary digital algorithms, and the fingerprint is then compared to the other fingerprints in the Turnitin database. In a few moments, the result is an Originality Report, which identifies any portions of the submitted work that appear in other documents. Links to the original source are clearly displayed and the matching sections are highlighted and color coded.

Learn more about the services at: <http://lss.at.ufl.edu/services/turnitin/>

### **Judicial Processes for Academic Honesty Violations**

Instructors should meet with the student to explain the nature of their suspicions and listen to the student's account of the incident. If the instructor still believes the student is responsible for cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication, then he/she can recommend a sanction to the student. This sanction can include a grade penalty and an educational seminar. If the student accepts the grade penalty and sanction, then he/she will admit responsibility and complete the Faculty Adjudication Form (FAF) as appropriate. (Form is available at:

<http://www.dso.ufl.edu/judicial/documents/facultya.pdf>) The instructor should send the FAF with recommended sanction to Student Judicial Affairs in 202 Peabody Hall within 24 hours of being completed. A disciplinary file will be created for that student. If the student does not accept responsibility for your sanction, he/she may choose to have the case heard by the Student Conduct Committee or the Student Honor Court. Again, the instructor should send the FAF and all original documentation to Student Judicial Affairs in 202 Peabody Hall within 24 hours, so that a disciplinary file can also be created. The student must schedule an appointment with the Assistant Dean and Director of Student Judicial Affairs or his/her designee within 48 hours to discuss the hearing options. The instructor will be asked to be a witness at either type of hearing.

Students found responsible for a first offense violation at a hearing will generally receive a grade penalty, conduct probation, an educational sanction or any combination thereof. A formal hearing

is required for a second offense. Please contact Student Judicial Affairs at 392-1261 to determine if the student has a prior academic honesty violation. A finding of responsibility for a second offense typically results in suspension from the University of Florida for a period of time.

While a student is under review for academic dishonesty it is important for him/her to continue class until the matter is resolved. The student cannot drop a class in which there is an unresolved allegation. If the student is found responsible, he/she may not withdraw from the class. A student who does withdraw from the class will be reinstated. If the student is found responsible for academic dishonesty, the faculty member is accountable for adjusting the student's grade to reflect the grade penalty agreed upon when grades are due at the end of the semester.

### **Why report every incident of cheating or plagiarism to Student Judicial Affairs?**

All incidents of academic honesty should be reported to Student Judicial Affairs because:

- It helps avoid any claim that a student's rights were violated by an instructor who did not follow UF procedures.
- Insisting on academic integrity is good educational practice. Following proper procedures will decrease the likelihood of a challenge to the University and its faculty's/instructor's judgments in dealing with an educational matter.
- It communicates the seriousness of the violation and to his/her classmates and promotes integrity.
- Accurate records document the extent of academic dishonesty and repeat offenders can be identified.

### **What sanction should you impose for an Academic Honesty violation?**

The value that the University of Florida places on education should be reflected in our response to academic dishonesty. In the absence of mitigating factors, we recommend that a grade penalty for the course should be the minimum appropriate response for deliberate violations. An appropriate supplement to the grade penalty you impose may be a referral to an educational or ethics seminar, all of which may be arranged through our office. If it is a second offense, suspension or expulsion could be considered as a sanction. This type of sanction can only be pursued through the University of Florida's judicial system.

### **What about confidentiality?**

It does not violate state or federal confidentiality laws to discuss the student's case with the judicial affairs staff or your department chair or dean. It would violate confidentiality; however, to reveal the charged student's name, charges, sanction imposed to other students, instructors/faculty, or staff. You can seek the advice of colleagues about the nature of the incident without using the name of the student. It would also be helpful to discuss cheating, in general terms, with the class at the beginning of each semester.

### **What happens to this form upon completion?**

The form becomes part of the student's disciplinary file, which is kept in Student Judicial Affairs for nine years from the year of the student's matriculation and then destroyed (unless there is a suspension or expulsion). The student's disciplinary file is subject to the same laws as other educational records, as this information can only be released within the University to those with a legitimate educational need to know. Any information can not be released outside without the student's permission. No notation of academic dishonesty appears on the printed academic transcript.

### **What if there is disagreement with the student over this allegation?**

In resolving a disputed case of academic dishonesty, the student and instructor must be treated fairly. This means that:

- The University's judicial procedures must be used to resolve the case.
- A judicial committee can relieve you of being in the situation of resolving a dispute that you are to close to.
- The standard of evidence necessary is "more likely than not" in order to impose sanctions for a violation.
- The charges and hearing notice must be in writing to the student (our office will do that).

If it is apparent to us that your suspicions are supported by a preponderance of the evidence, a student's meeting with us may clarify for him/her that a judicial committee will likely draw the same conclusion. This meeting may avoid the necessity of a hearing. However, the student may decide to resolve his/her case through a hearing. This meeting is not a trial; the format is informal.

### **Academic Honesty Process Checklist**

1. Gather documentation of academic dishonesty.
2. Thoroughly complete Faculty Adjudication Form. Available at: <http://www.dso.ufl.edu/judicial/documents/facultya.pdf>
3. Call Student Judicial Affairs to determine if student has a prior academic honesty violation.
4. Schedule a meeting with the student to discuss allegations. You may choose to have your supervisor in the room with you when meeting with the student.
5. Share with student all documentation of academic dishonesty.
6. Have student sign FAF.
7. Give copy of the completed form to student.
8. Forward Faculty Adjudication Form to Student Judicial Affairs whether the student agrees or not within 24 hours.
9. If the student disagrees with the allegation(s) brought forth, he/she will have an informational meeting with Student Judicial Affairs to choose either an Honor Court or Student Conduct Committee Hearing.
10. Have student sign forms that remain unsigned.
11. Follow up letters are sent to the student and faculty member referencing the outcome.

12. If the student is found responsible for academic dishonesty, the faculty member needs to submit the appropriate grade at the end of the semester to reflect the grade penalty.

### **CONFIDENTIALITY OF STUDENT RECORDS**

[www.circa.ufl.edu/comp.net/buckley.html](http://www.circa.ufl.edu/comp.net/buckley.html)

The university assures the confidentiality of student educational records in accordance with State University System rules, state statutes and the Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment.

Directory information is that information which can be released to the public on any student. It is limited to name, class, college and major; dates of attendance; degree(s) earned; honors and awards received; local, permanent and e-mail addresses; telephone number; most recent previous educational institution attended; participation in officially recognized activities and sports; and the weight and height of members of athletics teams. Currently enrolled students who wish to withhold information in these categories should complete a Restriction of Directory Information form, available from the Office of the University Registrar.

In general, present or former students have the right to review their own educational records for information and to determine accuracy. A photo I.D. or other equivalent documentation or personal recognition by the custodian of record will be required before access is granted. Parents of dependent students, as defined by the Internal Revenue Service, have these same rights upon presentation of proof of the student's dependent status.

### **Grade Posting Policy**

The Office of Management in the U.S. Department of Education has issued a finding that the public posting of student grades using the last four digits of social security numbers or university student identification numbers violates the Federal Educational Rights and Privacy Act. Consequently, faculty should not post student grades in this manner.

Several alternative methods to communicate grades to students may be employed, and three are suggested below:

1. Institute a web-based system that allows students to look- up grades. The system should be secured by Gatorlink username and password. Faculty using Web-CT may consult with Doug Johnson (wanderer@ufl.edu) in the Office of Academic Technology for technical assistance to accomplish this. Faculty using other course management systems should consult with their designated technical support personnel. [Important note: Faculty may not create web sites containing confidential student information that are not encrypted and password-protected.]
2. Faculty may assign a unique and confidential identifier (such as a four-digit number) to each student for use in a particular course. Faculty may post grades using this identifier provided the posted list is in random, and not alphabetical, order.

3. Faculty may allow students to choose unique and confidential identifiers, provided the students do as above.

Each term's grades, submitted by the Monday deadline, after commencement, are available to students that same day, after 6:00 p.m. Students can simply call TeleGator, 37GATOR (374-2867) or they can use the web Integrated Student Information System (ISIS) at <http://www.isis.ufl.edu>. Official grades also are mailed to each student's permanent address beginning the Tuesday following each commencement.

When returning papers or exams, you cannot leave them somewhere for students to pick up, such as your office or the departmental office, where other students could have access to them. If leaving them on a table or somewhere in a classroom for students to pick up during class, you should not put the grade on the top sheet where others can see the grade.

### **STUDENT EVALUATION OF FACULTY**

#### Evaluation Form

- Due for every class, unless you are teaching a summer term class and have had Fall or Spring evaluations. If summer term is your only class, then you need to do a summer evaluation.
- Conduct last week of class; allow at least 15 minutes at the end of a period
- School Office Manager fills out header sheet
- Faculty appoints a student to pick up packet from school office and to take back to the Office Manager.

### **UNAUTHORIZED COMMERCIAL SALES OF NOTES FROM FACULTY LECTURES**

To address concerns about local companies paying for students to take notes in class and then reselling them, the University's General Counsel suggests that concerned faculty place the following statement in their syllabus:

It is important to remind students that lectures given in this class are the property of the University/faculty member and may not be taped without prior permission from the lecturer and may not be used for any commercial purpose. Students found to be in violation may be subject to discipline under the University's Student Conduct Code.

### **SOME HELPFUL WEBSITES**

- **College of Fine Arts** [www.arts.ufl.edu](http://www.arts.ufl.edu)
- **Table of Contents & Assistance for Faculty** [www.aa.ufl.edu/for\\_facu.htm](http://www.aa.ufl.edu/for_facu.htm)
- **Athletic Association** [www.uaa.ufl.edu](http://www.uaa.ufl.edu)
- **Tutorial/Mentor Program** [gatorzone.com/osl/?p=tutorial](http://gatorzone.com/osl/?p=tutorial)
- **Textbook Adoption** [www.textadoption.ufl.edu](http://www.textadoption.ufl.edu)
- **Office of the Registrar** [www.registrar.ufl.edu](http://www.registrar.ufl.edu)
- **Undergraduate Catalog** [www.registrar.ufl.edu/catalog.html](http://www.registrar.ufl.edu/catalog.html)
- **Graduate Catalog** [www.gradschool.rgp.ufl.edu/students/catalog.html](http://www.gradschool.rgp.ufl.edu/students/catalog.html)
- **American with Disabilities Act Office** [www.ada.ufl.edu](http://www.ada.ufl.edu)
- **Libraries** [www.web.uflib.ufl.edu](http://www.web.uflib.ufl.edu)
- **My UFL** [www.my.ufl.edu](http://www.my.ufl.edu)

## COLLEGE OF FINE ARTS CURRICULUM PROPOSAL GUIDELINES GUIDELINES FOR SUBMITTING COURSE PROPOSALS

### Deadlines

All curriculum changes need to be submitted to CFA Associate Dean Schaefer by a date to be announced. The CFA Curriculum Committee will meet on November 2 (or near that date.) All CFA approved changes will be submitted to the University Curriculum Council Agenda by November 13 for action at the November 27 meeting. Graduate changes will be submitted no later than October 26 to the Graduate Council. Changes submitted after that may not be implemented until 2008-2009 academic year.

### University Curriculum Committee meeting dates

September 18, 2007  
October 23, 2007  
November 27, 2007  
December 18, 2007  
January 22, 2008  
February 26, 2008  
March 25, 2008  
April 22, 2008

All meetings are held from 1:30 p.m. to 2:30 p.m. in 226 Tigert Hall.

### Proposal Format

A proposal for the addition of a new course to the current offerings should be submitted according to the following format:

1. **Catalog Description:** Course Title; hours of credit; prerequisites or other restrictions if any; course type (lecture, lab, etc.); and exact catalog description. Final proposal must be submitted on New Course Transmittal Form (UCC1). You can find UCC 1 online at <http://www.clas.ufl.edu/dean/forms/UCC1.pdf>
2. **Detailed Course Outline/Course Syllabus:** The outline/syllabus must include sufficient information necessary to judge the quality, depth, and scope of the course.
3. **Justification:** A compact statement covering the basis of the need for the course; the enrollments expected, including the basis for prediction; the effect, if any, that the addition of the course will have on the curriculum in a broader sense; and a brief explanation of the relation of the course to the curriculum of which it will be an immediate part.
4. **Accreditation:** Demonstrate how this course meets the most current version of appropriate accreditation guidelines or why it is necessary to meet accreditation.
5. **Support:** An account of the availability of faculty, library resources, and any equipment required to teach the course effectively; and of the availability of funds for setting up and continuing the course.

6. **Graduate Student Requirements:** All proposals for undergraduate courses to which a graduate course number is also assigned should list the additional requirements expected of graduate students over and above all requirements expected of undergraduate students enrolled in the course.
7. **Planned Frequency:** (or schedule) of offering, and the term in which the course is to be first offered.
8. **Explanation of any duplications or overlapping of course content with any other course currently offered in the University catalog.** Proposals that might infringe on the offerings of other schools should be accompanied by letters from directors of the schools affected, stating their reactions to the proposed changes, additions, etc. (*This is very important, as the University Curriculum Committee will return proposals if this is not done*). Proposals which might conflict with other school offerings should be accompanied by a statement from the faculty of the area affected indicating their support of the proposal.
9. **Other Appropriate Information:** Textbooks, reading lists, source materials and explanations of the type of source materials to be used. These items must be current and up to date. (This is very important, especially for graduate-level course proposals. The Graduate Curriculum Committee has often returned proposals for which these items are not up to date.)

### Proposal Processing Steps

Flow Chart of the Proposal Processing Order for Undergraduate Course Proposals.

- Area faculty approves and/or recommends to
- Departmental Curriculum Committee, which approves and/or recommends to
- Departmental Faculty, which approves and/or recommends to
- College of Fine Arts Curriculum Committee, which approves and/or recommends to
- University Curriculum Committee.

Flow Chart of the Proposal Processing Order for Graduate Course Proposals

- Area or Graduate faculty approves and/or recommends to
- Departmental Curriculum Committee, which approves and/or recommends to
- Departmental Faculty, which approves and/or recommends to
- College of Fine Arts Graduate Coordinating Council, which approves and/or recommends to
- Graduate School/Graduate Council.

**COLLEGE OF FINE ARTS**  
**FACULTY RESPONSIBILITY FOR EFFECTIVE EDUCATION**

Syllabus: A contract between faculty and students, outlining clear expectations. We need to keep a copy on file in the School office.

1. Should be distributed during the first day of class (drop/add deadlines);
2. Should contain course objectives and an outline of subjects covered;
3. Should note the methods by which students will be evaluated and the final grade determined;
4. Should note policies on class attendance, make-up exams or other work, requirements for disability accommodations, and academic honesty;
5. Should have office hours and office contact information for the professor and teaching assistants;
6. May refer to class demeanor expected (tardiness, cell phones, etc.)

Office Hours: Every faculty member should be available for consultation outside of class on a regular basis. Office hours should be listed on the syllabus, available in the School Office, and posted on faculty office doors.

Feedback & Final Grades:

1. It's important to provide a minimal of mid-term grades so that students have some idea on their progress in a course. More frequent feedback is desirable, particularly in a studio course where coaching and frequent constructive criticism allows a student to develop as an artist.
2. Final Grades are a basic requirement. Preparations should be made in advance for an alternative computer site.

Supervising Graduate Teaching Assistants

1. The College has changed the policy to be in line with Graduate School minimal requirement of 2 departmental faculty on the Supervisory Committees for Masters Students, not 3.
2. Evaluation of student teaching assistants is important; we need your help in assessing the quality and quantity of work they do for their assistantships. Evaluation is required by the Collective Bargaining Unit for Graduate Assistants. The Dean's Office will be sending letters with tips, but please be aware of your assigned graduate assistants and their contractual responsibilities for their assistantship. Meet with them early on to make sure there are clear expectations you have for them in meeting those responsibilities and exactly what you will be evaluating them on.
3. Please work with supervised Teaching Assistants one week in advance of grades to see if they have any questions or concerns about getting their grades in.

## GRADE-A-GATOR

### To Enter Grades:

- The system is web-based, so you can enter them from anywhere you have internet access.
- Go to http: <http://www.isis.ufl.edu/ourgrades/>
- If you have completed the grades for a class successfully, you should receive a message saying "Grades for this section have been successfully finalized and submitted to the Office of the University Registrar."

**Practice on the demo system is recommended for all first time faculty and assistants who need to enter grades.**

Demo System and Grades Input System Demo were deliberately made ugly so they cannot be confused with the real thing. All screens are yellow. You can enter the grades the same but the final result will not be kept indefinitely as the final grade sheet will be. Final grades will be kept on-line indefinitely so that the instructor of the class may be checked by their school as needed.

If there are any problems with sign on, call **392-HELP** (Gatorlink account) or e-mail: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

**GRADE-A-GATOR Link:** <http://www.isis.ufl.edu/ourgrades/>

## COURSE SCHEDULING

In order to create a new course schedule for an upcoming semester, Area Coordinators will be provided with the course schedule for the corresponding semester of the previous year. Based on this previous schedule, area coordinators will work with area faculty to make appropriate course additions or deletions or change when or where a section will meet for the future semester. Be aware that all updates to the schedule prioritize the inter-connected nature of our degree programs and the efficient delivery of the curriculum for the students. The area coordinators will submit a list of schedule adjustments as requested on deadline to Office Manager, Fran Jones. Any scheduling changes made after that deadline will require the approval of Joan Frosch.

## OFFICE HOURS

University of Florida Policy (August, 1987) requires that faculty members designate office hours by:

- Notifying students in classes (to include lessons, productions, and ensembles), preferably in writing at the beginning of the term.
- Posting on office door.
- Notifying School Director, in writing by submitting a copy of your schedule to the front office no later than the second week of classes.

Office hours form located at: [http://arts.ufl.edu/startup/Office\\_Hours.doc](http://arts.ufl.edu/startup/Office_Hours.doc)

## COMMUNICATIONS

It is important to be continually aware of the need for good communications. Many of our problems can be solved more readily when all pertinent information is shared fully at the right time with all who have some responsibility for whatever the particular issue.

The general principle is that all persons involved with any concern should be aware of all communications pertaining to that concern. Several examples come to mind:

1. The Director should receive copies of all memos, letters and other printed material relating to the School of Theatre and Dance. This applies to communications internal to the School as well as things going to other university offices or to the public. Formal memos from faculty requesting special support/funding from other university units or officials must first be approved in writing by the Director.
2. The Director should be informed in advance when an appointment has been made with someone outside the School to discuss issues relating to the School. Faculty taking part in such discussions should submit a brief written summary to the Director within the following week.
3. When faculty members or students have concerns regarding classes, productions, policies or other matters that relate to theatre and dance programs, these concerns should be addressed directly to those responsible. This may be the instructor of a course, the director of a production, the advisor or president of an organization, or the director of a committee or the Director of the School.

## **College of Fine Arts Marketing & Communications Procedures**

**2007-2008**

### **Publicity Related Services**

The following publicity services promote the image and mission of the College of Fine Arts, its Schools, Center and Affiliates. Requests for services should be handled in concert with the unit or center director. News tips are especially welcome and encouraged, but to promote healthy organizational communications, it is important that your director is informed of any news that may gain media attention.

#### **Writing**

The CFA marketing and communications staff will write news and feature articles on behalf of College of Fine Arts. News releases prepared within the schools, departments or centers should be routed to the marketing and communications coordinator for editing and distribution. Not only will this practice alert the dean's office in event that the media calls, it also will ensure that the College presents a unified and consistent message.

#### **Media Relations**

The marketing and communications office will serve as the point of contact for members of the media as well as distribute and pitch stories on behalf of the College of Fine Arts. If contacted by the media, please call or e-mail the marketing and communications coordinator as a courtesy. If you are being contacted about something controversial, do not avoid the media. Instead, the College marketing and communications staff, Communications Coordinator, Denise Trunk Krigbaum (392-0207x245, [dtrunk@ufl.edu](mailto:dtrunk@ufl.edu)), will help you formulate a message and practice the interview. It is perfectly acceptable to ask the reporter: "What's your deadline?" and "May I call you back in a few hours?" When the controversy rises to the level of the University of Florida (beyond the College of Fine Arts), it is crucial that you contact News and Public Affairs at 392-0186.

#### **Photography**

It is very important that the College of Fine Arts has high resolution, high quality images to use in various publications. The College has a Canon Digital SLR that takes excellent photographs. Please contact the marketing and communications office two weeks in advance to schedule a photo shoot.

#### **Publication Design & Management**

The Marketing and communications staff can assist you with choosing graphic designers and printers, as well as proofreading and image selection. Publications that have a College-wide scope will, on occasion, be managed by the marketing and communications office.

#### **Web Site Design & Updates**

Changes and requests for new pages or content to the College of Fine Arts web site should be submitted to [webmaster@arts.ufl.edu](mailto:webmaster@arts.ufl.edu). The webmaster will complete these submissions as soon as reasonably possible, depending on the current workload and the scope of the requested change/project. Developing new content or pages may necessitate a meeting with the webmaster.

## **II. FACULTY COMMITTEE HANDBOOK**

## **COMMITTEE GUIDELINES**

The guidelines that follow are meant to be of assistance to faculty in understanding the committee structure and in discharging their committee responsibilities. As such, these guidelines are dynamic and subject to revision on a periodic basis.

### **INTRODUCTION**

1. All functions and activities of the School of Theatre and Dance will be governed by University regulations and guidelines. Committee action may not be substituted for, or conflict with, policies of the University, the College of Fine Arts, federal or state laws.
2. The process for staffing committees should include a mechanism for allowing faculty to express their interest in serving on specific committees. Nominations for committee membership should come from the faculty at large. Committee members are both elected and appointed. The Director is a member ex-official of all School committees.
3. Normally, a faculty member should be expected to serve on no more than two standing committees at one time.
4. Committee Chairs are expected to meet with their committees as stipulated in these committee guidelines and/or as directed by the Director. All committees are expected to post agendas in the school office within three working days prior to each meeting. Minutes should be posted in the lobby on the faculty notice board within three working days of each meeting. Copies of agendas and minutes are to be provided to the Director and Assistant Director at the times they are posted. Minutes are not expected to provide detailed reports of discussion, but to summarize important points of general interest.
5. During a Spring Faculty Meeting, forms will be distributed for committee preferences.

### **STANDING COMMITTEES**

#### **Faculty Performance Advisory Committee**

All tenured Faculty members are eligible for election/appointment.

**SCHOOL OF THEATRE AND DANCE  
COMMITTEE MEMBERSHIP NOMINATION FORM  
(SAMPLE)**

**COMMITTEE PREFERENCE FORM**

I am interested in serving on the following committees:

\_\_\_\_\_ Executive

\_\_\_\_\_ Curriculum

\_\_\_\_\_ Production, Planning, and Programming

\_\_\_\_\_ Faculty Performance Advisory Committee

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**SCHOOL OF THEATRE AND DANCE NOMINATION  
COLLEGE TENURE AND PROMOTION COMMITTEE**

NOMINEE \_\_\_\_\_

**ADMINISTRATIVE APPOINTMENTS AND MAJOR COMMITTEES  
2007-2008**

**Administrative Appointments**

**Director:** Kevin Marshall

**Interim Director (Fall 07):** Joan Frosch

**Assistant Director:** Joan Frosch

**Undergraduate Advisor BA Theatre:** Kevin Austin

**BFA Acting Coordinator:** Tiza Garland

**Undergraduate Coordinator:** Ralf Remshardt

**Graduate Coordinator:** Mikell Pinkney

**Area Coordinators:** Rusti Brandman (Dance), Mikell Pinkney (Performance), Paul Favini  
(Design and Production)

**Diversity Coordinator:** Mikell Pinkney

**Musical Theatre Coordinator:** Tony Mata

**Library Liaison:** Ralf Remshardt and Ric Rose

**International Program Coordinator:** Judith Williams

**Committees Appointed by Director on Annual Basis**

**Executive:** Kevin Marshall/Joan Frosch-Chair, Rusti Brandman, Paul Favini, Mikell Pinkney

**Curriculum:** Ralf Remshardt (Interim Chair Fall 07), Joan Frosch – Chair, Ric Rose, Paul Favini, Mikell Pinkney, Stacey Galloway, Tim Altmeyer, Kevin Austin, Kelly Drummond Cawthon

\*Graduate and Undergraduate students to be appointed

**Production, Planning, and Programming:** Paul Favini-Chair, Mikell Pinkney, Mihai Ciupe, Ric Rose, Neta Pulvermacher, Tiza Garland, Ralf Remshardt, Patrick Pagano, Zak Herring, Sarah White

Undergraduate student- Matt Gordon Martin

Graduate Students- Chip Perry and Kim Mead

**Standing Committees**

**Faculty Performance Advisory Committee**

**Chair:** Judith Williams

**(3 elected by faculty for 3 year, staggered terms)**

Stan Kaye, Mikell Pinkney, Ralf Remshardt

**(Appointed by Director for 2 year, staggered terms)**

Judith Williams and Tony Mata (2007-2009)

**Promotion and Tenure Committee**

All tenured members of the School faculty

College Level Committee:

Appointed by the Director: Judith Williams

Faculty nominated member: Mihai Ciupe

## **AD HOC COMMITTEES**

Whenever appropriate, ad hoc committees shall be appointed or elected.

## **SEARCH COMMITTEES**

Search committees for faculty vacancies will be appointed by the Director of the School, with one member appointed as committee chair. The committee will consist of the appropriate number of faculty members of any rank, from within the area of the vacancy as well as from without. The Director will insure mutual understanding and open communication, attend important meetings, e.g., the first meeting, and at the times of reducing the number of candidates under consideration. It is understood that search committees make recommendations to the Director of the School, and that University guidelines and procedures will be followed. If you are appointed to a search committee, read the search guidelines that follow in this section.

## **FACULTY POSITION VACANCIES**

Please refer to your **FACULTY RECRUITMENT TOOLKIT** that supersedes previous guidelines.

The Toolkit is available on-line at:

[http://www.aa.ufl.edu/aa/facdev/recruit/documents/Faculty Toolkit](http://www.aa.ufl.edu/aa/facdev/recruit/documents/Faculty_Toolkit)

**III. EVALUATION OF FACULTY  
PERFORMANCE IN THE SCHOOL OF  
THEATRE AND DANCE**

## **UF POLICY ON MENTORING** *(effective May 2004)*

The Director of the School will initially select a mentor or mentors for an untenured faculty member. At the end of the untenured faculty member's first year, the faculty member and the Director should discuss the relationship with the mentor(s) and whether a new mentor or mentors might be more appropriate. Where appropriate, the Director should give strong consideration to the preference of the untenured faculty member. The mentor(s) will write an annual assessment to the untenured faculty member describing his/her progress toward tenure and that letter will be shared with the Director. This assessment should be provided orally to the untenured faculty member initially, and he/she should be given the opportunity to respond and for the assessment to be modified as a result of this meeting if appropriate. The Director and the mentor (or mentoring committee) should also meet to discuss the progress of the untenured faculty member on an annual basis.

### **SCHOOL OF THEATRE AND DANCE MENTORING POLICY**

The general purpose of the mentoring system in the School is to promote the retention of new faculty members by creating a collegial atmosphere, a supportive working environment, and a well-informed faculty.

The charge of the mentor is to assist the new faculty member in understanding the policies, procedures and programs of the School of Theatre and Dance. The mentor shall meet with the new faculty member at the beginning of the academic year and regularly thereafter as needed.

Upon the appointment of a new, tenure-accruing faculty member, the Director of the School of Theatre and Dance, in consultation with the Faculty Advisory Committee, shall assign a senior faculty member to serve as a mentor to that new faculty member during his/her first tenure accruing year. In the second and subsequent years, up to and including the year of application for tenure, a different senior faculty member may be assigned. If desired, the non-tenured faculty member may choose his/her mentor in consultation with that faculty member.

Members shall be assigned/selected from a pool of mentors who have already indicated their willingness to serve. The Director shall poll tenured faculty at the beginning of each academic year regarding willingness to serve. Mentors may be assigned/selected from any area in the School of Theatre and Dance.

### **FACULTY ASSIGNMENT**

The following guidelines are tentative, working, rules-of-thumb. These are flexible and are not intended to cover every situation.

#### **A. BACKGROUND INFORMATION**

1. These guidelines may not violate policies of the BOR/UFF Agreement or the

University of Florida and are intended only as interpretations within established policy.

2. Every faculty member in the School of Theatre and Dance is expected to be, first of all, a teacher. In addition, creative activity (such as performance, design, or research) and service to the School, College, and University are expected at some reasonable level, appropriate for each person and his/her assignment.
3. Percentages and other numbers are approximations at best. Professional productivity cannot be adequately quantified. Further, different people will have different opinions about the value of any particular activity.
4. University regulations require that every full-time faculty member's Assignment Report must total 100%. This is true whether the load is light or heavy for any particular semester.
5. Authority to make assignments rests solely with the School Director. Assignments will be reasonable and appropriate, and whenever possible, made in consultation with the area coordinator and the faculty member. "Load Credit" is given only for assignments made by the Director. In this regard, faculty are advised not to augment or diminish their teaching responsibilities without first discussing the matter with their area coordinator and the Director.

## **B. UF SEMESTER FACULTY ASSIGNMENT REPORT**

Total load includes appropriate assignments for teaching, creative activity, and service. These are recorded each semester in the UF Semester Faculty Assignment Report.

Until recently, the usual range of percentages of a normal load assignment as recorded on the Faculty Assignment Report were as follows:

Teaching	70 - 80%
Creative Activity	10 - 20%
Service	5 - 10%

Total percentages for each area will vary from individual to individual and, to some extent, from semester to semester. However, it is expected that the general overall balance for each individual will remain somewhat stable, reflecting reasonably balanced assignments that fit the person's abilities and interests, consistent with the position description.

Since the fall of 1995, however, college guidelines have directed that faculty loads would reflect the following percentages under normal conditions:

Teaching	75 - 85%
Creative/Scholarly Activity	5 - 15%
Service	0 - 5%

Adjustments in "load credit" given for any course or activity may be made based on such factors as: whether the professor has taught the course for several years, class size, assistance with paper grading, etc.

## **EVALUATION OF FACULTY PERFORMANCE IN THE SCHOOL OF THEATRE AND DANCE**

### **OUTSIDE ACTIVITY/CONFLICTS OF INTEREST**

Outside Activity and Conflict of Interest are appropriate concerns of each faculty member and the University. Faculty are encouraged to read Article 19 of the 1991-94 Collective Bargaining Agreement.

Forms available at: [http://arts.ufl.edu/startup/faculty\\_resources.asp](http://arts.ufl.edu/startup/faculty_resources.asp) under Shared Governance & Professional Responsibility, Disclosure of Outside Activities Guidelines & Form (UF)

**School of Theatre and Dance procedures for the evaluation of faculty performance are subject to University procedures and are in compliance with the terms and conditions of the UFF Collective Bargaining Agreement.**

### **A. ANNUAL REVIEW AND EVALUATION**

#### **1. Introduction**

Faculty activity in the School of Theatre and Dance is multi-faceted. Virtually every member of the faculty is active in two or more discrete areas, often including assignments outside the area of specialization.

Formal evaluation of faculty performance in the School of Theatre and Dance occurs each year though the annual review by the School Director (herein referred to as the Director). The process of evaluation is predicated upon the individual faculty member's responsibility for involvement in his/her own progress. In this regard, it is the responsibility of each faculty member to document those activities to be considered by the Director in the evaluation process.

The annual evaluation process includes consideration of:

- a. Faculty self-evaluation, including copies of publications, programs, etc.
- b. Student evaluations
- c. Evaluation by other faculty as appropriate

#### **2. Cumulative Faculty Record (See sample CFR Form in Addendum)**

The CFR is designed to provide the Director (and appropriate others) with a comprehensive view of the professional activity of a faculty member, which is an essential resource of information for

the annual review process, the annual appraisal of progress toward promotion and tenure, and the final review for promotion and tenure. The CFR also serves as the most useful reference to the Director to consult in summarizing the accomplishments of the faculty and in promoting the quality of the school both regionally and nationally. The form is available online at <http://www.arts.ufl.edu/faculty/cfr/login.asp>

To clarify the CFR, please refer to the following as necessary.

a. Teaching

In the classroom:

1. Initiative and creativity in preparation and effectiveness in presentation of material.
2. Course load: number of courses taught, individual projects (for credit), contact hours, work demands made on the individual faculty member.
3. Degree of success in developing new programs and/or courses.
4. Related activities: consulting, counseling, advising.
5. Maintenance of currency in the field and teaching improvement activities, which may include additional graduate study and/or completion of the doctorate, post-graduate work, and participation in workshops.
6. Teaching awards or grants.
7. Student teaching supervision.

In studio instruction:

1. Demonstrated ability to attract and develop students.
2. Effectiveness in studio classes, master classes, rehearsals, and performance demonstrations.
3. Student preparation, ensemble programming and development.
4. Emphasis on high quality work.
5. Continued professional and personal growth.

In thesis direction:

1. Number of graduate committee memberships and directors.
2. Direction of theses, dissertations, and graduate individual projects (for credit).

b. Research and Other Creative Activity

Publications:

A listing by category of publications: books (sole author, co-author, editor); monographs; articles (refereed journals, non-referred journals, bulletins and newsletters); reviews; compositions, arrangements; miscellaneous publications.

Performances:

A listing by category of creativity, (1) design; (2) choreography; (3) directing; and (4) other performance work.

Compositions:

A listing by category indicating whether commissioned or performed on or off campus.

Lectures, panels, workshops:

A listing by category showing degree of participation, scope of activity, and importance.

Grants and awards:

A listing by category showing grant activity to be carried out or awards received.

c. Service

To the institution:

School, College, University, duties, directors, or offices held.

To the profession:

A listing by category (School, College, University, state, regional, or national) memberships, administrative duties, directors or offices held, and activities undertaken.

To the community:

A listing of activities, detailing the manner in which the aims of the School are furthered, the visibility of the professional service, and the impact on the community.

To the public schools:

A listing of specific contacts with the personnel and programs of the public schools, commenting on the instructional significance and curricular importance of the activity, including workshops, adjudications, master classes, consultations, performances, and lectures.

### **3. Evaluation of Tenured Faculty**

Each year a timetable will be established for the annual review process, and will include time periods for preparation of the CFR, planning meetings between the Director and individual area coordinators, evaluation conferences, and preparation and submission of annual evaluation letters. Faculty will be evaluated based on their performance and accomplishments as these relate to the individual faculty member's normal assignment, as well as to any special goals that faculty may have set for themselves. Area coordinators will be expected to demonstrate ways in which they have provided the faculty leadership

expected of them. The annual review will be the primary driving force behind the goal-setting process for the following year, as well as decisions concerning merit salary increases.

### **4. Evaluation of Non-Tenured Faculty**

Non-tenured faculty are evaluated each year by the Director during the same general time period as tenured faculty, but the process is somewhat more detailed, and includes, but is not limited to, organized and systematically gathered data by the Director concerning a faculty member's achievements from the Faculty Performance Advisory Committee, appropriate faculty, students, and others.

In addition to the formal, on-going guidance provided by the Director through the annual review process and other means, tenured faculty are encouraged to assist with a new faculty member's adjustment during the probationary period, by helping them understand routine School procedures, policies, and the like, and by serving as role models with respect to the level of quality and performance that will be expected. Assisting non-tenured faculty in this manner, however, does not minimize or substitute for the responsibility of new faculty to master the quality of their performance as well as their own growth toward meeting the expectations of the position to which they were appointed.

It is most important that confidentiality be maintained by all faculty in matters related to personnel decisions in the School of Theatre and Dance. This confidentiality is essential in order to protect the rights of our colleagues.

### **1. Introduction - Earning Merit Increases, Tenure and Promotion**

Earning merit increases, tenure and promotion in the School of Theatre and Dance:

- is dependent on a faculty member's ability to demonstrate the quality of what he/she has done rather than on the need for other faculty and administrators to establish what the candidate has not done. Candidates must master their own growth by accepting the responsibility for the quality of their performance and the achievement of their goals,
- relies on an evaluation process which reflects congruence between the assignment and the types and quality of the activities upon which the promotion/tenure decision is ultimately based,
- requires demonstrated success in establishing strong visibility and respect, especially as this relates to the recruitment of students, and,
- is not based on popularity among colleagues or students.

The listings which follow, therefore, do not form a checklist of items to accomplish, but rather are an indication of the types of evidence which the candidate may present in the packet and supporting materials prepared for tenure or promotion decisions in the School of Theatre and Dance, to document the activity.

Teaching effectiveness and accomplishments may be demonstrated by these and possibly by other means:

1. Evidence of knowledge in teaching the subject field.
2. Evidence of remaining abreast of current issues and trends in subject field.
3. Evidence of teaching skills (include reports of class visitations by the Director, area coordinators, and members of the Faculty Performance Advisory Committee, as well as student evaluations, all of which are as provided by the terms of the collective bargaining agreement).

4. Evidence of student success in auditions, job placement, or professional achievement.
5. Evidence of meritorious teaching activity or practices (e.g., initiation of or participation in workshops, seminars, lectures, exhibits, conferences, field trips, etc.) which are directly related to the area of specialization.
6. Evidence of innovation in reaching curriculum goals.
7. Evidence of significant contributions to the development of new or improved programs of study.
8. Evidence of professional attitude and conduct.

Significant research or creative activity may be documented by some of the means:

1. Authorship of books or monographs.
2. Professional performances.
3. Other creative publications.
4. Authorship of articles in professional journals, clearly distinguishing between and refereed and non-refereed publications.
5. Editorship of books or special collections.
6. Presentation of papers before professional societies.
7. Other appearances on programs of professional organizations.
8. Presentation of professional seminars, workshops, or master classes.
9. Applications for research grants, and successful administration of awards.
10. Evidence of other significant creative activity.

Notes on these items:

- (a) The quality (not the quantity) of publications or creative activity shall be considered in evaluating this area. Quality is considered to be more important than variety of activity.
- (b) Professional growth should be continuous in order to merit continuing advancement.
- (c) These activities shall be closely related to the primary area of specialization.

Meritorious service may be demonstrated through some of these means:

1. Contribution to knowledge or to the development of high standards of artistic production, by extending individual expertise into the University and wider communities through performances, workshops, lectures, reviews, exhibits, or productions.
2. Active service as a member of School, College, and University committees and special task forces.
3. Active participation in state, regional or national professional or governmental organizations, and (to a lesser extent) local organizations.
4. Service as advisor to student organizations.
5. Leadership in professional organizations.
6. Service to the public schools of the State of Florida.

## **2. The Tenure Review Process**

### **a. The Annual Appraisal of Progress Toward Tenure**

Each year, as part of the annual review, non-tenured faculty members will prepare all appropriate supporting materials and submit them to the Director, who will forward them to the Committee on Faculty Status. The Director may also seek input from area coordinators, faculty who are serving in a mentoring capacity, and others as appropriate. The Faculty Performance Advisory Committee will review the faculty member's materials and make a written report to the School Director. The Director will counsel with the faculty member with respect to his/her progress toward tenure (and promotion, if requested) and, in accordance with the provisions of University regulations, will provide the faculty member with a written statement of evaluation.

### **b. The Mid-Point Appraisal of Progress Towards Tenure**

At the midpoint in the probationary period (usually during the third year of tenure-accruing status) the tenured faculty will be given the opportunity to examine the faculty member's

the non-tenured faculty member's materials, and following a formal discussion, they will be polled by secret ballot concerning the faculty member, the Director will counsel with the faculty member with respect to his/her standing and, in accordance with the provisions of University regulations, will provide the faculty member with a copy of the Director's letter, which is required to be included in the tenure application packet. The Director will inform the faculty eligible to vote as to the outcome of the vote.

### **c. Review of Non-Tenure Accruing Faculty**

The performance of non-tenure accruing faculty will be reviewed during the annual review period each year by the Faculty Performance Advisory Committee, which will make a written report to the Director regarding reappointment. The Director will counsel with the faculty member with respect to his/her performance and, in accordance with the provisions of University regulations, will provide the faculty member with a written statement of evaluation.

## **3. Evaluation for Promotion in Rank**

Candidates for promotion are assessed in the light of meritorious performance of assigned duties and initiative in perception and fulfillment of such other needs as may be considered appropriate to the effectiveness of the School of Theatre and Dance and the University. Candidates shall also be evaluated based on their dedication to maintain currency and personal growth in their particular field. In order to affect a valid basis for evaluation of candidate by the Director, students, and peer colleagues, the general time frames for time-in-rank for consideration for promotion are as follows:

to Professor                      7 years  
to Associate Professor 7 years

Normally, promotion to Associate Professor occurs at the same time as the awarding of tenure. After serving in the rank of Associate Professor for seven years, a faculty member may request an

appraisal of his/her progress toward promotion to the rank of Full Professor from the Faculty Performance Advisory Committee, but is not required to do so. The Director may also request such an appraisal by the Faculty Performance Advisory Committee.

The faculty member under consideration for promotion will prepare all appropriate supporting materials and submit them to the Director, in accordance with the established timetable. Faculty members holding the rank above that of the faculty member seeking promotion will be given an opportunity to examine the faculty member's materials, and following a formal discussion, they will be polled by secret ballot concerning the faculty member's application for promotion. The Director will counsel with the faculty member with respect to his/her standing and, in accordance with the provisions of University regulations, will provide the faculty member with a copy of the Director's letter, which is required to be included in the promotion application packet. The Director will inform the faculty eligible to vote as to the outcome of the vote.

### C. CRITERIA FOR PROMOTION AND TENURE

The University of Florida's criteria for the granting of promotion or tenure are relevant to the performance of work which a faculty member has been specifically employed to do, as well as to the performance of general duties and responsibilities as a member of the University community. The institutional criteria recognize three broad categories of academic activity:

1. Teaching (including regular classroom and studio teaching, master classes, direction of student ensembles, direction of theses and dissertations, academic advisement, and all preparation for this work, including study to keep abreast of one's field)
2. Research or other creative activity (including grants)
3. Service (including public, professional, and University service)

In general, all of these types of academic activity are expected of faculty, although the ratios will vary widely. Basic competency in all three areas is assumed to have been verified in the initial hiring decisions. Performance in all three areas is noted in the successive annual letters of assignment and evaluation, which form a record of this activity over the candidate's period of employment. It is the responsibility of each faculty member to give evidence of his/her achievement in all three areas.

To be awarded tenure and/or promotion, the candidate is required to provide substantial evidence of achievement indicating that he/she is a professionally active and organized faculty member whose accomplishments are clearly at a high level of excellence. The School of Theatre and Dance expects the candidate to document **outstanding performance** in at least two of the three areas of academic endeavor, in addition to **very good performance** in the third area. The University language is:

distinction in at least two of the three categories, one of which should be that of his/her primary responsibility..."distinction" here means appreciably better than the usual college faculty member of the candidate's present rank and field, and recommendations of promotion and tenure shall contain evidence that such a comparative judgment has been made.

It is expected that all continuing faculty will hold the appropriate terminal degree or demonstrate equivalent professional experience in their field. Faculty who serve in all categories of the Graduate Faculty are expected to make an important contribution to their secondary area if they have one. This contribution may include presentation of papers at professional conferences and the membership and holding of office in professional organizations. The above expectations will be considered in evaluations concerning promotion and tenure.

The School of Theatre and Dance and the College of Fine Arts are gaining national recognition for study and creative achievement. It is, therefore, important that any faculty member being considered for tenure, or for promotion to associate or full professor, have obtained a certain degree of national recognition as a creative artist or as a scholar.

High quality in the performing arts is measurable both subjectively and objectively. Personnel committees, with the Director and the Dean, will develop a consensus which indicates that the work of the individual faculty member concerned is consistent with the high level of achievement among those holding the same degree, or in the same rank, or with the same experience, or the current level of faculty work. Included in such evaluations shall be a determination that the artistic production or scholarship represents continuing activity, in terms of literature, techniques, or new developments in the field.

**COLLEGE OF FINE ARTS TENURE AND PROMOTION GUIDELINES**  
[http://arts.ufl.edu/startup/CFA\\_TP\\_Criteria.doc](http://arts.ufl.edu/startup/CFA_TP_Criteria.doc)

**UNIVERSITY OF FLORIDA TENURE AND PROMOTION GUIDELINES**  
<http://www.aa.ufl.edu/aa/aapers/>

**COLLEGE OF FINE ARTS CRITERIA FOR PROMOTION AND TENURE**  
[http://arts.ufl.edu/startup/CFA\\_TP\\_Criteria.doc](http://arts.ufl.edu/startup/CFA_TP_Criteria.doc)

## ASSOCIATION OF AMERICAN UNIVERSITIES (AAU)

### PUBLIC

### PRIVATE

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**United States:**

University of Arizona, Tuscon (LG)  
University of California, Berkeley  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles  
University of California, San Diego  
University of California, Santa Barbara  
University of Colorado  
University of Florida (LG)  
University of Illinois, Urbana (LG)  
Indiana University, Bloomington  
Iowa State University (LG)  
University of Iowa  
University of Kansas  
University of Maryland, College Park (LG)  
Michigan State University (LG)  
University of Michigan  
University of Minnesota, Minneapolis (LG)  
University of Missouri (LG)  
University of Nebraska (LG)  
University of North Carolina, Chapel Hill  
Ohio State University, Columbus (LG)  
University of Oregon  
Pennsylvania State University, Univ. Park (LG)  
University of Pittsburgh  
Purdue University (LG)  
Rutgers, State University of NJ (LG)  
State University of New York, Buffalo  
State University of New York, Stony Brook  
Texas A&M University (LG)  
University of Texas, Austin  
University of Virginia  
University of Washington, Seattle  
University of Wisconsin, Madison (LG)

**Canada:**

University of Toronto  
McGill University

Brandeis University  
Brown University  
California Institute of Technology  
Carnegie-Mellon University  
Case Western Reserve University  
University of Chicago  
Columbia University  
Cornell University (LG)  
Duke University  
Emory University  
Harvard University  
Johns Hopkins University  
Massachusetts Institute of Technology (LG)  
New York University  
Northwestern University  
University of Pennsylvania  
Princeton University  
Rice University  
University of Rochester  
University of Southern California  
Stanford University  
Syracuse University  
Tulane University  
Vanderbilt University  
Washington University  
Yale University

(LG) Land-Grant Institutions

## **IV. TRAVEL POLICIES**

## TRAVEL POLICIES

The following guidelines are intended to assist all members of the faculty to further their own professional development in the areas of teaching, research and other creative activity, and service, as well as to enhance the academic programs of the University of Florida.

These policies are provided to assist the faculty in understanding the various criteria considered by the director in making decisions in regard to funding for faculty travel. As it is the responsibility of the Director to manage the faculty travel budget, and as travel needs may change during any given year, the guidelines suggested are not binding on the Director, and may be modified by him/her at any time.

### A. FACULTY TRAVEL

#### 1. General Approach to Funding

- a. It is in the mutual interest of the individual and the School for faculty member to take part in scholarly and other professional activities.
- b. Every effort is made to provide some support at least once each year for any faculty members who propose travel that meets these guidelines. Funds are limited and it is usually not possible to provide full support.
- c. These funding guidelines do not relate to travel for recruitment of students, student teacher supervision, or to represent the University in other similar ways.

#### 2. Procedures

- a. All faculty who ask to have funding in a given year must submit a request in writing to the School Director no later than the end of September.
- b. All appropriate requests for funding must be made in advance, according to deadlines specified, using the College of Fine Arts Faculty Request for Travel Funds form. Appropriate documentation, such as a photocopy of the letter of invitation to present a paper or perform **must** be provided with the request.
- c. Requests for the academic year will be reviewed together insofar as reasonable. Decisions on funding will normally be made on a continuing basis throughout the fall semester, or as funds become available.
- d. Requests for travel related to special creative/research activities must be submitted along with the required proposals, and in accordance with guidelines announced each year by the College of Fine Arts.

- e. Faculty members who do not receive full funding may seek assistance from other sources. This **must** be coordinated with the Director. It is suggested that faculty members keep all records, as unfunded travel expenses may be eligible as tax deductions.
- f. College of Fine Arts Faculty Request for Travel Fund forms must be completed and filed with the Accountant **in advance** of any travel **funded** and any **non-funded**. Travel must be reported to the Director, according to appropriate university guidelines.
- g. If reimbursement for travel is expected, completed forms must be submitted at least six (6) weeks in advance. Reimbursement will not be authorized for faculty who do not complete and submit appropriate travel paperwork according to stipulated guidelines and deadlines.

**Remember: It is for your own protection that these forms be signed and submitted well in advance of the trip to properly activate insurance coverage and have the assurance the travel is justified to the satisfaction of the Comptroller.**

### 3. Funding Guidelines

Requests will be funded, as far as budget permits, based on the categories defined above using the following guidelines. Expenses will be covered based on actual expenditures, reconciled after the travel and following current UF policies. Funding limits may be adjusted according to budget available in any particular year.

- Level I            Presentation of a major invited paper or performance or participation as an officer, at a national or international conference or similar event.
- Level II            Presentation of an invited paper or performance, or participation as an officer, at a regional conference.
- Level III            Participation on a panel or performance at a national or regional conference.
- Level IV            Presentation of an invited paper or performance, at a state conference.
- Level V            Attendance (only as funds are available).

### 4. Sharing Rides and Rooms

When feasible and appropriate, it is expected that faculty will share rides and rooms.

5. Expense Reports

Expense reports will be handled in accordance with current UF policy. Reports, with all required receipts will be filled out by the faculty member in pencil using a blank form available in the School office. All required receipts (i.e. tolls, plane tickets, etc.) **must** be attached in order for reimbursements to be processed. A completed Travel Expense Report Form and receipts will be turned in not later than five (5) working days after return.

**B. FACULTY TIME AWAY FROM CAMPUS**

The instruction of our students is the first priority in all considerations of professional time and energy when school is in session. However, reasonable amounts of time away from campus may be approved under the following guidelines:

1. All requests to be away from campus during regular instructional time should be made in writing to the Director at least ten working days in advance.
2. Requests should specify if any class, lesson, or rehearsal time will be missed and, if so, what arrangements for class coverage have been made.



**COLLEGE OF FINE ARTS  
FACULTY REQUEST FOR TRAVEL FUNDS**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

TRAVEL TO \_\_\_\_\_

DATES OF TRIP \_\_\_\_\_ THROUGH \_\_\_\_\_

TIME OF DEPARTURE \_\_\_\_\_ RETURN \_\_\_\_\_

PURPOSE OF TRIP \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

HOW WILL YOUR CLASSES AND OTHER RESPONSIBILITIES BE COVERED DURING YOUR ABSENCE?

\_\_\_\_\_  
\_\_\_\_\_

**ESTIMATED EXPENSES**

Please check applicable items and provide estimated cost:

\_\_\_\_\_ Airfare \_\_\_\_\_

\_\_\_\_\_ Registration \_\_\_\_\_

\_\_\_\_\_ Lodging \_\_\_\_\_

\_\_\_\_\_ Meals (based on GSA Rates-- <http://www.gsa.gov/>) \_\_\_\_\_

\_\_\_\_\_ Per Diem (based on GSA Rates-- <http://www.gsa.gov/>) \_\_\_\_\_

\_\_\_\_\_ Car Rental \_\_\_\_\_

\_\_\_\_\_ Mileage (private vehicle) \_\_\_\_\_

\_\_\_\_\_ Incidental Expenses \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

TOTAL: \_\_\_\_\_

\_\_\_\_\_ Amount recommended by Department

\_\_\_\_\_  
School Director \_\_\_\_\_ Date

**Please submit to Karen Adam, Accountant, a minimum of six weeks in advance of travel.**

**UNIVERSITY OF FLORIDA  
COLLEGE OF FINE ARTS**

**POLICY STATEMENT ON ALCOHOL AND OTHER DRUGS**

The University of Florida is committed to providing on and off-campus environments free of the abuse of alcohol and illegal use of alcohol and other drugs. The following summary of the University's policies concerning the use of alcohol and other drugs is provided to you in response to the Drug-Free Schools and Communities Act and Amendments of 1989.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or the unlawful possession and use of alcohol and prohibited in and on property owned or controlled by the University of Florida or any other UF facility. No employee or student is to report to work, class, or any University activities (on or off-campus) while under the influence of illegal drugs or alcohol.

The use of alcoholic beverages by members of the University of Florida community is at all times subject to the alcoholic beverage laws of the state of Florida, city of Gainesville, county of Alachua, or other applicable local regulations and the University Alcohol Policy, Rule 6C1-2.019, Florida Administrative Code.

The possession and use of controlled drugs by members of the University of Florida community must at all times be in accordance with the provisions of Florida law, the rules of the Board of Regents, and the rules of the University of Florida including Rule 6C1-2.019, Florida Administrative Code. Under Florida law, no person may possess substances regulated under the provisions of Chapter 893, Florida Statutes (controlled substances and "designer drugs"), unless dispensed and used pursuant to prescription or otherwise authorized by law. Sale and delivery of such substances are prohibited unless authorized by law.

Under Statute 562.11, selling, giving, or serving alcoholic beverages to persons under age 21 or to permit a person under 21 years of age to consume said beverages is unlawful. It is also unlawful to misrepresent or misstate his or her age or any other person for the purpose of inducing any licensee or his agents or employees to sell, give, serve, or deliver any alcoholic beverages to a person under 21 years of age.

Violation of the policies and laws described above is grounds for disciplinary action up to and including termination or expulsion in accordance with applicable University of Florida and Board of Regents rules. Disciplinary action against a student or employee by the University does not preclude the possibility of criminal charges against that individual. The filing of criminal charges similarly does not preclude action by the University of Florida.

See [University of Florida Student Guide](#) for complete policy on alcohol and other drugs.

**WAIVER OF LIABILITY AND HOLD HARMLESS AGREEMENT**

<http://arts.ufl.edu/startup/RELEASE%20OF%20LIABILITY%20-%20mandatory%20student%20field%20trip%20-%20parent1.doc>

**WAIVER OF LIABILITY AND HOLD HARMLESS AGREEMENT FOR MINORS**

<http://arts.ufl.edu/startup/RELEASE%20OF%20LIABILITY%20-%20mandatory%20student%20field%20trip%20-%20parent1.doc>

**COLLEGE OF FINE ARTS, UNIVERSITY OF FLORIDA  
STUDENT TRAVEL TO UNIVERSITY SPONSORED EVENT**

<http://arts.ufl.edu/startup/CFAstudenttravelpolicy.doc>

**NEXT OF KIN FIELD TRIP LIST**

<http://arts.ufl.edu/startup/admin-forms/NEXT%20OF%20KIN%20FIELD%20TRIP%20LIST.xls>

## **V. INFORMATION TECHNOLOGY POLICIES**

**TECHNOLOGY POLICIES (CFA)**  
<http://www.arts.ufl.edu/help/policies.asp>

**TECHNOLOGY POLICIES (UF)**  
<http://www.it.ufl.edu/policies/>

**WEB POLICIES (CFA)**  
[http://www.arts.ufl.edu/resources/forms/CFA\\_Web\\_Policies.doc](http://www.arts.ufl.edu/resources/forms/CFA_Web_Policies.doc)

**HELPDESK (CFA)**  
<http://www.arts.ufl.edu/help/>

## **VI. NATURAL DISASTER/HURRICANE EMERGENCY PLAN**

## **NATURAL DISASTER/HURRICANE EMERGENCY PLAN**

McGuire Pavilion, McCarty C, Constans Theatre

Building Emergency Coordinator: Zak Herring  
Alternate Coordinator: Todd Bedell

In addition to the guidelines established by the University of Florida and the College of Fine Arts, the following Emergency Plan will be implemented.

1. The Building Emergency Coordinator shall notify at once the population of the buildings upon the notification of the impending emergency.
  - a. McGuire Pavilion, Constans Theatre, and McCarty third floor, and O'Connell Center evacuations will include notifying all students and faculty in all areas, including studios, and rest rooms.
  - b. Persons will proceed to first floor.
  - c. Students and personnel will be evacuated to the closest emergency shelter (Turlington Hall) or off campus.
  - d. Glass doors will be protected by masking tape by assistant appointed by Emergency Coordinator or alternate.
2. A copy of this plan will be distributed to all faculty and personnel at the first meeting of each semester and will be included in the faculty and student handbooks.
3. Elevator use during a state of emergency is prohibited. The elevator will be shut off by the Coordinator or alternate.
4. Other measures deemed necessary for the protection of persons and equipment will be decided at the discretion of the Building Coordinator.

## **VII. ADDENDA**

**Sabbatical Policy**

**[http://arts.ufl.edu/startup/admin-forms/Sabbatical %20Leave Program 2007-](http://arts.ufl.edu/startup/admin-forms/Sabbatical%20Leave%20Program%202007-2010.pdf)**

**Sabbatical Application**

**<http://arts.ufl.edu/startup/admin-forms/Sabbatical-PDL-Application-Form.pdf>**

## College of Fine Arts Incomplete Grade Contract

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**To be completed by student:**

Student \_\_\_\_\_ UFID# \_\_\_\_\_ Instructor \_\_\_\_\_

Course # \_\_\_\_\_ Course Title \_\_\_\_\_ Section # \_\_\_\_\_ Term \_\_\_\_\_

---

**To be completed by instructor:**

All of the following must be true for the student to be eligible to receive a grade of "I"

- The student has completed a major portion of the course with a passing grade ("C" or better)
- The student is unable to complete course requirements because of documented circumstances beyond his or her control
- The student and instructor have discussed the situation prior to the final exam (except under emergency conditions)
- The instructor will submit a final grade for the student on the date due (indicated below) whether or not all work is completed

List all work to be completed:

1. If the above is to be done under the supervision of the current instructor, indicate after each item the date work is due.
2. If work is to be evaluated by a different instructor, indicate:
  - A) New instructor work will be completed under: \_\_\_\_\_
  - B) Date by which it will be completed: \_\_\_\_\_
3. Final grade to be assigned if work not completed by above date: \_\_\_\_\_  
(Remember to submit a change of grade form on that date)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chair/Director signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Additional notes, comments, or conditions:

Dear Chair/Director:

“I” grade should be assigned only after the instructor and the student have explicitly arranged, before the final exam for the course, to have the student complete exams or other required course work after the semester is over. The “I” arrangement should be used only when the student is doing passing work (“C” or better) in the course at the time of the arrangement.

\*\*The deadline for making an “I” arrangement may be extended, at the instructor’s discretion, only if there is a valid, documented reason why it was not possible for the student to meet the initial deadline. An “I” arrangement must still be completed as soon as possible after the deadline. Poor performance on the final exam is not, in itself, a valid reason for an “I” arrangement.

The “I” arrangement should stipulate all conditions for completing the course and earning a letter grade, including a specific expiration date for the arrangement and designation of the grade to be assigned if all the work is not completed by that expiration date.

Further, the instructor should make sure that he or she changes the “I” grade to the appropriate grade after the arrangement has been fulfilled or has expired. “I” arrangements should be recorded on a standard form, kept in a file in the department’s central office, and monitored by the staff, so that the appropriate grade changes will be made in a timely fashion. This practice will be particularly useful if the instructor is on leave or has left UF permanently.

The only time a letter grade should be changed to an “I” is when the instructor has made an error in recording the grade – for example, when he or she has an “I” arrangement on file for the student but has forgotten and has recorded an “E” instead. The College will approve such grade changes only when a clear instructor error has occurred and when the grade change is submitted with a copy of the “I” arrangement dated prior to the final exam period for the course.

Thanks for your cooperation in this matter.

**GRADUATE ASSISTANT EVALUATIONS**

**<http://arts.ufl.edu/startup/SoTD%20Graduate%20TA%20Evaluations.doc>**

**FACULTY OFFICE HOURS/SCHEDULE**

**[http://arts.ufl.edu/startup/Office\\_Hours.doc](http://arts.ufl.edu/startup/Office_Hours.doc)**

UNIVERSITY of  
**FLORIDA**  
 College of Fine Arts  
 SCHOOL OF  
 THEATRE & DANCE

FALL  
2007 Productions

<i>The Cherry Orchard</i> September 28-October 7 Constans Theatre	<i>Crumbs from the Table of Joy</i> October 12-21 Black Box Theatre
<b>BFA Dance Showcase</b> Octoberber 25-28 Dance Studio G-6	<i>West Side Story</i> November 9-18 Constans Theatre
<i>Agbedidi</i> November 30-December 2 Constans Theatre	<b>Readers Theatre</b> December 3-4 Miles Wilken Acting Studio

SPRING  
2008 Productions

<i>The Real Thing</i> February 1-10 Constans Theatre	<b>Dance 2008</b> February 27-March 2 Constans Theatre
<i>Twelfth Night</i> March 19-23 Black Box Theatre	<i>Rhinoceros</i> April 4-13 Constans Theatre

**BFA Dance Showcase**  
 April 10-13  
 Dance Studio G-6

**MFA One Acts**  
 April 18-20  
 Miles Wilken Acting Studio

Dates and times subject to change .

**Nadine McGuire  
 Theatre & Dance Pavilion**

P.O. Box 115900  
 University of Florida  
 Gainesville, Florida 32611-5900  
 (352)273-0500 Phone, (352) 392-5114 Fax

**FAX COVER SHEET**  
 NUMBER OF PAGES  
 (INCLUDING THIS PAGE) \_\_\_\_

Prepared by: \_\_\_\_\_

TO: \_\_\_\_\_

FROM: \_\_\_\_\_

FAX#: \_\_\_\_\_

DATE: \_\_\_\_\_

RE: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
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 \_\_\_\_\_

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**CRITICAL DATES****Registrar's Office Dates:**

	<b>FALL 2007</b>	<b>SPRING 2008</b>
Registration		January 6
Classes Begin		January 9
Drop/Add		January 9-12
Deadline to Drop by college petition only	November 19	April 11
Fee Payment Due in Full	September 7	January 18
Homecoming	November 2	
Spring Break		March 8-16
Classes End	December 5	April 26
Final Exams	December 8, 10-14	April 26, 28-30, May 1-2
Commencement	December 14-15	May 1-4

**Holidays (observed by UF)**

Independence Day		July 4
Labor Day		September 1
Veterans Day observed	November 12	
Thanksgiving	November 22-23	
Christmas	December 25	
New Years Day		January 1
Martin Luther King's Birthday observed		January 21
Memorial Day observed		May 26