
Faculty Handbook
School of Music

STETSON
UNIVERSITY

School of Music
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Stetson University Education Mission

Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.

At Stetson, the art of teaching is practiced through programs grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate. The art of learning is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate and professional programs. We embrace diverse methodologies to foster effective communication, information and technological literacy, and aesthetic appreciation. We encourage the development of informed convictions, independent judgment, and lifelong commitments to learning that are characteristic features of the enlightened citizen. In bringing together learning and values, the University encourages all of its members to demonstrate personal integrity; to develop an appreciation for the spiritual dimension of life; to embrace leadership in an increasingly complex, interdependent, and technological world; and to commit to active forms of social responsibility.

School of Music Mission

The School of Music is committed to the following:

- A curriculum and environment conducive to student growth (intellectual, cultural, artistic, professional and social) which prepare individuals for successful careers in music;
- Individual achievement enhanced by the development of critical thinking skills, enriching life values, ethical practices and effective leadership skills;
- Student and faculty collaboration centered on student needs, goals and aspirations;
- A philosophy of individual responsibility for life-long learning and support for and involvement in the arts and arts institutions;
- A positive, intellectually and artistically challenging working environment for faculty; and
- Significant contribution to the cultural life of the University, local and global communities.

School of Music Goals and Methods

The School of Music is an undergraduate professional school that offers programs of study for high school graduates who are intellectually and musically qualified to prepare for professional careers and for graduate study in music. Degree programs emphasize training in basic musical disciplines, and students must also become proficient in applied and theoretical areas and complete certain arts and sciences

courses. Each music student works under the supervision of a faculty advisor; limited enrollment ensures close attention for every student. A music minor is available to qualified students in the College of Arts and Sciences and the School of Business Administration. The School offers musical opportunities and experiences for all University students and aggressively supports the cultural life of the university and community.

Bylaws

The Faculty of the School of Music shall be comprised of the President of the University, the Dean of the School of Music, and those who hold current appointments to the faculty of the School of Music as members of the instructional staff.

The Faculty of the School of Music may be convened by the President of the University (or her or his designee), the Provost of the University, the Dean of the School of Music, or written notification to the Dean by a majority of the School of Music Faculty. The Faculty of the School of Music shall hold regular meetings and permanent records of its deliberations shall be maintained by an administrative assistant. Roberts Rules of Order (latest edition) shall be observed as the basis for procedure at faculty meetings. Issues requiring a vote will be announced five working days prior to the Music Faculty meeting in which the vote will take place. Voting will be limited to those faculty with regular teaching assignments in the School of Music during the current term, plus other tenured or tenure-track faculty in the School of Music who are present at the meeting. A quorum will consist of a majority of the full-time faculty, including full-time lecturers and visiting professors, tenure-track, and tenured faculty in the School of Music. Proxy votes are not allowed. Absentee votes are not allowed, except in cases where (1) the by-laws of the School of Music are being adjusted, or (2) significant conversation on the topic under vote has occurred in one or more open and published meetings of the faculty in the School of Music prior to the meeting in which the vote is taken. The faculty member casting the absentee ballot must have been in attendance during one or more of the earlier meetings where the issue was being discussed. Absentee votes should be presented by written ballot to the Dean or Associate Dean in advance of the meeting by the voting faculty member. The Faculty of the School of Music shall determine through its own deliberations its programs of instruction, the courses offered for those programs, the nature of degrees to be awarded, and the standards of admission to and graduation from those programs as consistent with University Bylaws.

The Faculty of the School of Music is empowered to structure itself with regard to areas of instruction by the establishment of departments or divisions within the faculty upon the approval of the Provost. The Dean of the School of Music shall establish and appoint standing committees of the faculty and other committees or task forces as necessary. The Dean of the School of Music shall delegate administrative responsibility to members of the faculty.

In accordance with the bylaws of the Stetson University School of Music, issues requiring a vote will be announced five working days prior to the Music Faculty meeting in which the vote will take place. Voting will be limited to those faculty with regular teaching assignments in the School of Music during the current term, plus other tenured or tenure-track faculty in the School of Music who are present at the meeting. A quorum will consist of a majority of the full-time faculty, including full-time lecturers and visiting professors, tenure-track, and tenured faculty in the School of Music. Proxy votes are not allowed. Absentee votes are not allowed, except in cases where (1) the by-laws of the School of Music are being adjusted, or (2) significant conversation on the topic under vote has occurred in one or more open and published meetings of the faculty in the School of Music prior to the meeting in which the vote is taken. The faculty member casting the absentee ballot must have been in attendance during one or more of the earlier meetings where the issue was being discussed. Absentee votes should be presented by written ballot to the dean or associate dean in advance of the meeting by the voting faculty member.

Amendment of these Bylaws may be made upon a majority vote of a quorum of faculty with voting rights in the School of Music, subject to approval by the Dean of the School of Music and the President of the University.
(edited 11.10.00; 10.21.11; 11.11.11; 12.2.11)

Program Learning Outcomes

As approved by the faculty in the School of Music and presented in the 2021 documentation for reaccreditation by NASM, the following six items indicate the program learning outcomes in the School of Music. Graduates of the Stetson University School of Music will be able to:

1. Perform as soloists and ensemble musicians on an instrument of specialization demonstrating acceptable technical proficiency, academic knowledge, and critical thinking
2. Identify selected World music cultures and significant composers; identify and analyze elements of music in elected pieces from the Western music traditions, tracing its evolution from the medieval period through contemporary music; demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context
3. Hear, notate, analyze, and perform music
4. Demonstrate basic skills and knowledge of conducting
5. Write and speak effectively about music
6. Apply relevant technology in musical and professional settings

Pervasive learning outcomes that encompass all learning outcomes above include practicing ethical conduct and professional involvement in curricular and co-curricular settings and demonstrating self-directed and independent work.

Faculty Responsibilities

Load

Full-time faculty in tenured or tenure-track positions will be assigned a full teaching load. Teaching load in the School of Music is generally defined as follows, with the understanding that the Deans assign all faculty responsibilities as they consider various factors, which include student needs, a faculty member's workload over time, and, a faculty member's professional development.

Note: the definitions below are for full-time, tenure track faculty members. Load calculations for Visiting Assistant Professors and Adjuncts are based on similar, but not identical systems due to variances in hours worked and division of labor (between teaching and scholarship/service).

Definition by Stetson:

- 1 unit load = .25 load credit = 150 min class time / week
- .25 load credit represents 10 - 12 hours of work per week, including preparation, instruction, and grading
- fractions of a unit carry consistently fractional expectations for hours per week of work. Examples include .125 load credit = 5 - 6 hours of work/week; .0625 load credit = 2.5 - 3 hours of work/week.
- A full-time load by a tenure or tenure-track faculty member at Stetson University is 1.0, in all schools and the colleges. The teaching portion of that load is .75, and the scholarship/creative activity/service portion is .25.

Definition by NASM:

- 18 clock hours of private lesson instructional time / week = a full-time teaching load for applied faculty.

Course reassignment: faculty in the School of Music who have administrative responsibilities may receive reassigned time calculated into their load, effectively adjusting the typical weighting of teaching vs. service. These reassigned amounts vary between .041 (the equivalent of one 50-min lesson/week) and .1825 based on the amount of work required for the reassignment. Any reassignment must represent work in and above that reasonably required of a typical faculty service assignment.

MUSA primary lessons*	Six 50-minute lessons	.25 load credit
MUSA secondary lessons*	Twelve 25-minute lessons	.25 load credit
MUSA non-major lessons*	Twelve 25-minute lessons	.25 load credit

MUSC**	1-unit, 150 min/week	.25 load credit
MUSC**	½-unit, 100 min/week	.125 load credit
MUSC**	0 – ¼ unit, 50 min/week	.0625 load credit

MUSE—max rehearsal	¼ unit, 5 hr rehearsal / week	.3125 load credit
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MUSE—par rehearsal	¼ unit, 2.5 hr reh / week	.125 load credit
MUSE—min rehearsal	¼ unit, 50 min reh / week	.05 load credit (CHAMBER)

MUSX	0-unit jr/sr recital	.0125 / student***
MUSX	0-unit EXP, 50 min/week	.0625 load credit

* Aligning the NASM definition for applied lesson credit with Stetson definition for work per week, we find that 6 hrs of lessons per week = .25 load credit = 1 unit = 10-12 hours or work per week. Due to the difference between clock hours of teaching and hours of work, studio class time is included in the load associated with private lessons.

** there are a few select MUSC courses that fall outside of the MUSC guidelines listed above. Those courses may have adjusted load credit, using the 10-12 hr/week work load as a guideline.

*** .0125 is approximately 1/3 of one 50-min lesson / week

Responsibility for ensembles varies based on contact hours, size of the ensemble, and recruiting responsibilities.

In addition to the teaching load, all full-time faculty in tenured or tenure-track positions are expected to actively participate in scholarship/professional development related to their field as well as service to the university. In music, scholarship may take many forms, as indicated in detail at the Academic Affairs Website (under faculty resources, then Faculty Evaluation). Service to the university (as assigned by the President, Provost, Dean, or Associate Dean or by faculty elections) is an integral part of furthering the university mission and the continued development of the School of Music. Service work may include assignments to committees (University and School of Music), participation in University ceremonies, and other work assigned by the Provost, Dean, or Associate Dean.

Generally, the load assigned to a full-time faculty member in tenured or tenure-track positions assumes that .75 of their faculty credit load is teaching with the remaining .25 (Total 1.00) allowing time for scholarship, advising, and service participation. Visiting Associate Professors will generally be assigned a full 1.00 load credit in teaching responsibilities.

Loads for faculty who are career professionals (adjunct faculty) are assigned by the Dean, who coordinates the faculty member's availability with School of Music curriculum needs.

Class, Lesson, and Ensemble Attendance

Faculty are expected to meet all assigned classes (classroom, ensemble rehearsals, applied lessons, and coaching sessions). If a faculty member must miss a scheduled class meeting, rehearsal, or lesson, they should make arrangements for covering the class or making up the applied lesson, rehearsal, or coaching session. All faculty should

make every effort to avoid extended absences of three consecutive days or longer during a normal semester. If such extended absences are necessary, the Dean requires advance knowledge of and justification for such absences prior to granting approval. Applied students will receive a minimum of 14 lessons per semester (13 private lessons plus 1 jury).

Recital Attendance

All full-time faculty are expected to attend the Thursday student recitals, 2:30 – 3:45. No classes, lessons, or coaching sessions are to be scheduled at that time. Faculty are encouraged to attend evening recitals throughout the semester.

Faculty Meetings

Music School Faculty meetings normally will be held monthly on Fridays from noon – 1:20. Full-time faculty are required to attend. Part-time faculty are invited, but it is understood that their attendance is not always possible. No classes, lessons, or rehearsals are to be scheduled during faculty meetings.

University Faculty meetings are normally held once a month on Fridays from noon – 1:15. All full-time faculty are expected to attend these meetings.

Faculty Schedules and Office hours

Faculty members should maintain regular office hours or provide other means to promote student-faculty consultation. These office hours must be included in course syllabi and publicly posted each academic term. Alternative arrangements, including phone, email, social networking, video conferences, etc., may be substituted for office hours.

A copy of your weekly schedule and office hours must be submitted to the Music Office at the start of every school year by the end of the first week of classes.

Grade Inventories – Mid-term and Final Grades

Grade Inventories are due twice each term – mid semester and at the end of the exam period. See Appendix 3 for information beyond the summary given here.

Mid-term grades

Best practices have long indicated that students need constant feedback to affirm learning. In addition, the concrete feedback of grades and marks on various types of assessments are crucial to the student experience. Students should not have to wait until mid-term to find out formally how they are doing in a course, though mid-term is the latest possible formal announcement of student progress in any course. Faculty should provide various assignments and assessments early in the semester and throughout the semester so students have time to demonstrate learning and to affirm their standing in a course. Such standing should be frequently and clearly posted to

students in confidential, but accurate means. Mid-terms grades are strategically called for by the registrar through the university academic calendar, as aligned with course drop dates.

Students should know long before mid-term how their grade stands, but mid-term grades are scheduled such that a student can decide if dropping a course is in their best interest and do so by registrar deadlines. Frequent grade reports to students and the official mid-term reports protect the instructors and the Music School from student complaints, should any student arrive at semester's end not knowing their academic standing.

For mid-terms, Faculty should input into the appropriate electronic platform all grades for students receiving C-, D, or F in their courses or applied lessons, and a grade of S for all students doing work at or above the C level. All faculty are required to complete these reports for all students in their classes, lessons, or ensembles. Due dates are posted at the registrar's website, typically under the calendar heading.

Final grades

Every semester, final grades are due by the dates established by the registrar. All faculty are required to enter grades by those dates.

Incomplete grades

A completed and properly signed form which includes all remaining work and a deadline is necessary for the assigning of the grade "Incomplete." Students should be expected to initiate this process, though faculty members may initiate if it becomes impractical for the student. Grades of incomplete should be given sparingly and only when a student cannot complete the coursework because of illness or other circumstances beyond the control of the student. Neglected work is not an acceptable reason for assigning an incomplete. All work for the course must be completed two weeks prior to the last day of classes in the next academic session of enrollment (excluding summer term). For applied lessons, the student must complete the course within the first two weeks of the next semester to be able to continue in the next applied course that semester. To request a grade of incomplete for a student, complete the appropriate form no later than the day prior to when grades are due for the current semester. All incomplete grades require the signature/approval of the Dean or Associate Dean.

Recruiting

All tenured and tenure-track faculty are expected to participate in recruitment activities through various means appropriate to their area and as assigned by the Dean. Recruitment coordinators are the Director of Choral Activities, the Director of Bands, Director of Orchestras, while piano, guitar, and organ, and composition each have a lead faculty member who coordinates on those areas. The music admissions recruiter will work with all faculty, the Dean's office in the School of Music, and the Office of Admissions on issues of recruiting, auditions, record keeping, and financial aid.

Committee / Task-Force appointments

The President of the University, Provost, and Dean may establish and appoint committees and task forces as necessary, and nominations and elections may also result in committee placements. Administrators will weight such appointments against a faculty member's present assignments. Committee work is required of all tenured and tenure-track faculty; each is expected to contribute to both University and School assignments. University committee membership can be a consultative process involving the Provost or Dean. Membership on music school committees and task forces is determined by the Dean.

Faculty Annual Review

All tenured and tenure track faculty must submit the Faculty Annual Review (FAR) each academic year, to include information on teaching, scholarship /creative activity, and service to the University and community over the year-long evaluation period. These evaluations are essential to faculty evaluation and for consideration for tenure and/or promotion as well as for merit compensation. Stetson's FAR is the crucial evaluative instrument for all faculty. If not submitted in a timely manner, the University must impose various consequences, which certainly includes non-eligibility for compensation adjustments, including cost-of-living or merit raises, and other consequences as processed through the office of Academic Affairs and faculty by-laws. A copy of the report will be kept on file in the music office. These documents will be essential to faculty who are applying for promotion or tenure as a historical record of their work and growth at the University.

Other full-time and part-time faculty may also submit all or portions of the FAR of their own volition, or it may be required by the dean for formal review purposes.

Communication

Various other reasonable responsibilities are expected of all faculty at Stetson. The university requires that faculty communicate to the administration their activities, concerns, and successes related to their work at Stetson. Equally as important is that the administration be guaranteed timely response to requests. All faculty are expected to have access to Stetson email and to respond in a timely manner to messages sent to that email address. 24 hours is the standard, minimum turn-around time for responding to messages to administrators, staff, colleagues, and students, when faculty are on contract.

Faculty Resources

Syllabus

A syllabus is required for all courses, including classes, applied lessons, and all ensembles, indeed everything for which a student can register regardless of credit hours earned, zero through four credits. A syllabus template is provided in the appendix to this document, and all faculty members must be familiar with that template and include all portions of that template in their semesterly syllabi. A Course Syllabus represents an agreement between the student and faculty, and it also gives the faculty member the opportunity to follow best practices in course design and course planning. Syllabi must include specific information about the course—meeting times, locations, texts required and recommended, grading policy, attendance policy, and a summary of the course content.

The grading policy and course expectations are particularly important in that Stetson makes a grade grievance process available to its students in which course syllabi and the grading process can be called into question. Syllabi should contain some indication of how the course promotes the Program Learning Outcomes published in this handbook. Syllabi for applied classes might include expectations of practice time, amount of literature learned and technique acquired, jury expectations, and how the student's work in these areas will be evaluated and graded. A studio syllabus may also include a list of up to seven required recitals/concerts, with an indication of how the student will be penalized for non-compliance.

Both student and faculty should be able to weigh the final grade given against the syllabus and have clarity as to which elements of the course contributed to the grade going up or down and by how far. Music courses can allow for an element of artistic license or subjectivity in grading (such as in judging the beauty of tone in a jury, or in the importance of an argument presented in a student paper), but subjectivity should be kept to a minimum and at that, it can be explained in reasonable terms in the syllabus so that every grade is defensible per the syllabus.

Suitable rubrics for all assignments should be supplied to students for each assignment given in addition to the syllabus (if such is not already offered in the syllabus). Faculty save time and protect themselves against complaints by offering clear expectations for quality of performance on all assignments, performances, projects, etc.

Note for applied faculty: One syllabus is allowed per studio even though students may be signed up for various levels (MUSA 101, MUSA 313, etc.), but the syllabus must make clear the various requirements for each level of registration.

Per University Policy, faculty must include in each syllabus the disability statement provided in the syllabus template in this document's appendix.

Registration for applied lessons

There are five separate registration choices for applied instruction in the School of Music—101, 111, 112, 312 and 313. Choosing the correct registration relies primarily on making the following distinctions:

1. **Lessons for non-music majors:** 101 is for music minors and other non-music majors. These lessons are generally reserved for students who are pursuing a music minor or are on music scholarship and participating in Stetson ensembles. Dean approval is required to register. 25-minute lessons.
2. **Lessons for music majors, but not on the primary instrument:** 111 is for music majors studying an instrument other than their primary instrument. 25-minute lessons.
3. **Lessons for music majors:**
 - a) BEFORE the sophomore decision, all music majors register for 112 lessons in their major performance area. 50-minute lessons.
 - b) AFTER passing the sophomore decision, music majors register for either 312 or 313
 - 312 is for the following majors: theory, composition, BMOF, music technology, music education, BA music. 50-minute lessons.
 - 313 is for performance majors, including the following majors: voice performance, organ performance, piano performance, guitar performance, orchestral instrument. 50-minute lessons.

Advising

All tenured and tenure-track faculty members advise students in the School of Music. Non-tenured and non-tenure-track faculty (lecturers and visiting professors) may be assigned advising responsibilities by the Dean.

Faculty Advisor Expectations

The university sets forth advising expectations and assessment of advising through the Provost's office and the Deans offices, and the School of Music affirms these requirements and practices. This section of the music faculty handbook will include a discussion of some of those elements that Stetson music faculty tend to do very well, but which require constant attention.

A faculty advisor at Stetson has four primary responsibilities, and none of the four can be set aside, regardless of advisor personal expertise or preference, though it is understood that an advisor builds autonomy in the student over time through these four responsibilities:

1. **Build an appropriate, personal relationship** with the individual student so advisor and student are comfortable speaking about all professional and academic matters, and limited personal matters.
2. **Provide career counseling** by helping the student understand the working world, regardless of profession, as the advisor understands it, sharing experiences, asking meaningful questions about student interests, and receiving reports from the student on experiences with Stetson's Career Services, online career searches, personality assessments, or other standard career search tools.
3. **Guide the student through academic planning** by assisting in selecting and registering for courses, selecting a major, monitoring academic process through mid-terms and final grade posting, and training the student to be accountable for a graduation date and for all information in the Stetson University Catalog. The faculty member keeps a faithful record of advising meetings and the student's academic plan through graduation.
4. **Maintain and provide to the student a reasonable knowledge of university resources** in the various elements of campus life, to include: One Stop, Financial Aid, Bursar, Registrar, CLaSS (Campus Life and Student Success), Academic Success, Career and Professional Development, Community Engagement, Community Standards, Counseling Center, Diversity and Inclusion, Health Service, Housing and Residential Life, Public Safety, Religious and Spiritual Life, Student Development and Campus Vibrancy, Title IX, Wellness and Recreation, and specifically the Counseling Center, the Writing Center, and various library services.

Advising as a Process

Anecdotal discussion reveals that not every faculty member at Stetson may be innately interested in the advising process, but the mentoring element of the Stetson experience is both research driven, and a longitudinal part of our institution's character. Similarly, most university professors do not have degrees in pedagogy or teacher education, but over time evolve into master teachers. So it is with advising when seen in its true light as a critical task in the domain of higher education. Maintaining our high-touch environment, including unified standards in advising, is something that Stetson faculty members must do well because we are known for it, and because it is something we can do well with our small campus and smaller faculty-to-student ratio. No institution can have an isolated claim on quality teaching, and therefore it is the entire package of teaching and advising and mentoring that sets a Stetson faculty member and student apart.

Advising should be seen as a process, and not a one-time event where a faculty member removes the advising hold (registrar explains annually how hold is removed) with no other effort devoted to an advisee's experience. Advising should be done on both a formal and informal basis, including non-scheduled interactions. Obviously, this advising and assessment process is not meant to turn every faculty member into an expert on every degree we offer, on every career, or on all academic and campus life operations. However, there is an opportunity for faculty members to enrich the

student experience by investing just a few minutes with their advisees. Communication between student and advisor is key, and the long-term relationship can only be built by a series of short term, brief interactions.

Administrators and Professional Advisors in the Office of Student Success provide guidance and resources to faculty members as they evolve as advisors. Initially, a faculty member may be simply a sort of friendly resource and communications liaison between the student and the various offices that answer difficult questions. Over time, the faculty member becomes a true mentor to the student by learning answers to these questions and developing expertise in the holistic student experience, being enabled to answer numerous essential questions, and quickly divert difficult questions to the appropriate offices without appearing disinterested.

Faculty members use the resources below to nurture students so they come prepared to various advising appointments. As students work towards increased autonomy over their college career, advisors are lenient, often repeating steps with and taking steps for incoming students, and more employing more stringent preparation standards with upper-class students.

Faculty Advisor Resources

Faculty members have numerous resources for continuing and developing effective advising practices. New and experienced faculty members should review all resources discussed below, proactively preparing for ongoing improvement and assessment of advising. The Deans have primary responsibility to oversee the training of new and continuing faculty members in their duties as advisers. In using the resources below, consultation with other faculty advisors and staff members in Campus Life and Student Success can be helpful. Deans and faculty members should employ these resources in the training and practice of faculty advising, and advisors must train their students on using each of these resources and expect them to get better at it over time:

1. The University Catalog

<http://www.stetson.edu/other/catalog/>

The catalog is the primary point of information for all curricular and policy matters for the University. Students and faculty members should all feel immediately accountable for knowing the University-wide information in the catalog, and over time they can develop localized expertise in one or more programs. The catalog shows the student exactly what they must take and accomplish in order to graduate, and it lists the various stipulations, restrictions, and opportunities. Departments provide **advising plans** for all degrees; these advising plans posted in the catalog make the faculty advisor's third responsibility given above much easier by showing the advisor in which semester a given course is meant to be taken, accounting for co-requisite courses, pre-requisite courses, and so forth. Simply taking the time to look at the screen with the student as they read their major requirements for just a few minutes can fulfill responsibilities one and three above.

2. my.stetson.edu

Faculty members must be familiar with my.stetson.edu to perform essential employee, teaching, and adviser tasks. Under the faculty heading there are various categories of links, and advisors must be familiar with the content at each of those links. Critical advisor links are introduced here, though a simple reading of the content under each link reveals much of how Stetson's academic process works (obtaining a student 800-number is a basic part of operating my.stetson.edu):

2.a. "Stetson SSC" is the university's Student Success Collaborative online platform and regular training is offered in using this platform. It is a powerful tool, helping the advisor to quickly do everything from showing a student which professions will be seeking employees to scheduling an advising appointment and keeping a record of what was discussed there.

2.b. "Current List of Advisees" is the official advisor list, and the site where an advisor removes the registration hold after meeting with a student.

2.c. "Student Academic Transcript" must be kept confidential, but advisors have authority to view the transcript of any Stetson student.

2.d. "Class Lookup" shows the advisor all administrative details about all courses. Useful information includes where and when a class is offered, how many seats are available in a class at a given time, and an advanced search feature allows advisors to pull up classes in specific lists, such as all Writing Enhanced Classes, or all history classes that count toward a student's General Education requirement, all classes taught by a specific professor, and so forth.

2.e. "Degree Audit" is a powerful platform that most students use on a weekly basis. Faculty must be familiar with how Degree Audit works because the students spend so much time there. It shows all information from the transcript, and many additional details of how a student is progressing towards graduation. It allows a student or advisor to see how changing a major would affect the graduation process without actually changing the major. It shows transfer credits and waivers for those testing out of a course, and copious other information.

3. The University Registrar's website and office

<http://www.stetson.edu/administration/registrar/>

Advisors must monitor the registrar's website for important calendar information, advising deadlines, assistance with and deadlines for the course registration process, the course drop process, and important **forms** students will fill out at various times. Faculty advisors must be familiar with the links on the left side of this page, and all are self-explanatory and require only a brief reading (including forms on declaring or changing majors, dropping classes, etc.). Staff members in the registrar's office understand transfer students, student exemptions from various courses, and student policies. Many critical calendar and financial questions are answered by the registrar's office.

4. Academic Success

<http://www.stetson.edu/administration/academic-success/>

Stetson provides numerous non-academic services, and advisors need to develop an understanding of these services as part of their advising evolution. Dining, residential life, health services, counseling center, and so on: students need to gain an understanding of each of these and other important resources. Advisors can take time to help students communicate with these offices as a mentoring part of the advisor/student relationship. Advisors should be particularly proficient at routing student through the Academic Success Center. Services there include disability accommodations, success coaching, tutoring, time management skill building, and various other learning skills from note-taking strategies to stress and anxiety management skills.

5. Career and Professional Development Office

<http://www.stetson.edu/portal/career/>

The second advisor responsibility listed above is greatly supported by the numerous resources provided by this Career office. Internship and job opportunities, resume building, and job-interview practice, are some of the offerings for advanced students. For new or undecided students, this office may help in analyzing student interests, in expanding a view of what types of careers/jobs are on the horizon, and in selecting a major. This office supports, but does not replace the second advisor responsibility.

Faculty advisors facilitate student communication with faculty and planning for their degree and career through availability, careful listening, and advice. Students, though, remain responsible for making their own decisions; advisors are not expected to make decisions for an advisee in lieu of a student's own careful planning.

FERPA

Federal laws provide certain rights to students and the families that support them. Music faculty are required to protect themselves by only offering information about a student to that student directly in most cases. Any person seeking any information of any kind about a Stetson student should be referred immediately to an appropriate administrator. In a very few cases, it can be a breach of privacy to even acknowledge that a certain student is known by any faculty member or has/is attending the university. Such cases are rare and extreme, but such illustrates the importance of faculty members guarding student information and routing questions through those who have experience in handling family or other personal concerns. Practically speaking though, most cases will result in the administrators encouraging the professor and the interested party (usually a parent or close family member) to have an open discussion about various details of academic performance, financial needs, social concerns, and so forth.

All faculty can determine what they can discuss with parents or others by accessing my.stetson.edu and clicking the resources tab, then "release of Information Verification (FERPA)." Faculty can determine there which persons are authorized to know which

types of information about the given student. A faculty member would be wise to alert the student that someone may be seeking information about them and if they wish that information released, the student should contact the registrar and complete the FERPA paperwork. Culturally speaking, the vast majority of students will want to fill out the waiver and have faculty members speak with their supporters. See Appendix 3 for continued explanation.

Facilities

(Much of this section is copied from the School of Music section of the catalog. Faculty follow those same guidelines in maintaining the facilities.)

An online platform for reserving rooms/spaces for rehearsals, classes, meetings allows students and faculty to reserve teaching, rehearsal, and performing spaces. All regularly scheduled classes and most rehearsals will appear in the system as entered by music office staff. Should the Dean approve meetings or rehearsals beyond the official class schedule, the faculty member will schedule them online. It is understood that spaces for various *ad hoc* meetings will be necessary, and these are similarly scheduled online (such as sectionals during a regular rehearsal requiring a second room beyond the primary rehearsal space, weekly chamber coachings -- according to the chamber music policy -- these need not be approved by the dean's office; only those meetings/rehearsals occurring outside of what appears in the course listings for a given semester need approval.)

PRESSER HALL and MCMAHAN HALL

The University has provided excellent facilities for the School of Music in Presser Hall and McMahan Hall, and it is important that all treat the building and its equipment with respect. Guidelines for maintenance of the facilities, its pianos and other instruments, classrooms, technology resource, and the regulation regarding food, stands, chairs, the lab, and smoking, are established for the continued benefit of all students and faculty.

Stands that are anchored in practice room spaces and kept on stand racks in select classrooms and rehearsal spaces are not to leave those spaces. A limited number of stands are available for students to borrow for personal practice in Presser or McMahan where stands are not kept. All students are encouraged to purchase their own portable stand to ensure that they have access to this equipment for individual practice, chamber ensemble rehearsals, and gigs.

Valuables – Students and faculty members are urged to leave nothing valuable unattended, especially in the hallways and practice rooms. Instruments should remain in lockers when not in use; bicycles should be locked.

Building Hours – When school is in progress, Presser Hall and McMahan Hall are accessible by student ID card beginning at 6 a.m. Doors are open to the public from 7 a.m. to 7:00 p.m. Both buildings are closed at 1 a.m. each day and must be vacated at that time. During holidays and between sessions, building hours will vary.

Music Office – The Music Office houses the Offices of the Dean and Administrative Assistants in the School of Music. The office is located on the East Side of the first floor. Students needing information of any kind or wishing to see the Dean or his assistant should inquire at the information window. The office is open 8:00 a.m. to 4:30 p.m. weekdays.

Bulletin Board – Important announcements will be posted on the bulletin board in the north corridor of the first floor. Students should check this board daily.

Lockers – Lockers are available throughout the building. Staff in the Music Office will assign lockers. At the end of each academic year, lockers must be emptied, and locks must be removed.

Practice Rooms – Students should not leave personal belongings (including instruments, organ shoes, music, etc.) in practice rooms, and the university is not responsible for lost or stolen items.

Pianos – The grand pianos on the third floor are provided for the use of piano majors and principals. Other students requiring the use of a piano should use other practice rooms. All pianos that have Damp-chasers (indicated by a power cord attached to the piano) should be plugged in at all times.

Piano Tuning services are coordinated by music office staff, and it is appropriate for students and faculty to alert office personnel when routine or other piano services are needed.

Practice organs are for the use of those students registered for organ lessons. Other students are not permitted to use these instruments.

Harpsichords – The School of Music owns three harpsichords of high quality, and their use is strongly encouraged for the performance of period music. The University Organist has been assigned the responsibility for oversight of these instruments and should be contacted if there is the need to move them. Those individuals permitted to perform on the harpsichord are faculty members and those students who have studied harpsichord. The performer will tune the instruments before rehearsals and performance, if possible, or by a piano technician.

Student Lounge – This lounge has been furnished for students' use and is located on the second floor of Presser Hall. Students are asked to take care that the furnishings remain usable. Individual practice is not allowed in the lounge.

Food – Generally, the only room in Presser Hall or McMahan Hall in which food can be served is Presser 132 (Tinsley). No food or drink (other than water) is permitted in any classrooms or rehearsal rooms other than P132 (Tinsley).

Faculty Lounge – Presser 210 is a faculty-only space for meetings, lunches, and as a generally secluded space for music faculty members.

H. DOUGLAS LEE CHAPEL

Care must be taken in the scheduling of H. Douglas Lee Chapel since it is also used by other organizations on campus. All questions are to be referred to the Administrative Assistant to the Dean.

1. Most music events are scheduled prior to the beginning of each semester and appear on the master calendar, which can be found on the School of Music Google Docs Page.
 - a. Concerts and recitals
 - b. Special ensemble rehearsals
 - c. Performance classes
 - d. Recital hour
 - e. Guest Recitals/Residencies
2. Organ lessons and regular practice hours are scheduled in collaboration with the organ professor at the beginning of each semester. Once approved by the organ professor, the student may submit their lesson and regular practice time requests via the university's room reservation found at my.stetson.edu. The organ professor also informs the music office of the agreed-upon times, which will trigger the music office to approve the requests.
3. Practice times for students performing on the Thursday Student Recital are established as 12:00 to 3:00 p.m. on Wednesdays. Students sign for times on the bulletin board outside the Music Office.
4. Evening and weekend practice hours are available for additional organ practice and for faculty and student preparation for recital appearances. Weekday requests should be made 24 hours prior to the desired weekday and time and weekend requests require a minimum of 72 hours prior the requested weekend day and time. Please note, the School of Music front office closes at 4:30 p.m. and if a request is submitted after that time, a response cannot be guaranteed. Requests are made within the University's room reservation system found on www.MyStetson. Students scheduling their senior recital may reserve day or evening rehearsal times with the following limitations: 8-14 days preceding the recital, one hour per week; 1-7 days preceding the recital, two hours per week. A reasonable number of additional hours are available on weekends with the above listed 72 hour prior notice policy. Priority is given to those who have reserved times in advance according to these established procedures. Faculty members will not pre-empt these scheduled times without prior consultation with those who have reserved the hall in advance.

MUSIC/THEATER REHEARSAL HALL

The Stetson Opera Theater rehearsal space is located in Cummings Gym. Opera rehearsals may be held in this facility as well as various rooms in McMahan and Presser Hall.

HOLLIS CENTER

Various MUSX classes, such as Movement and Exercise for Musicians, are held in the Hollis Center Dance Studio.

MULTIMEDIA LABORATORY AND MUSIC STUDIO

Music Technology and Digital Arts classes are held in the Davis Multimedia Lab (Flagler Hall) and the Presser Hall computer lab. The Multimedia Lab is available for lab work when it is not in use by classes.

MUSIC LIBRARY

The University subscribes to or owns vast electronic resources, in addition to its substantial physical holdings. These resources, including Oxford Music Online (a reference toll including the Grove Dictionary), listening services (Naxos and Classical Music Library) and others, are highly desirable resources to be accessed frequently. All music instructional library materials—cDs, dvds, lps, reference materials, books, and scores—are housed in the DuPont Ball library. With the exception of reference material and collected edition scores, all materials are available for check-out by students and faculty. Access to information on the library holdings is available online.

Public Relation

Faculty are able to work with Stetson University Marketing in many ways to publicize Stetson-related music events. Faculty members always copy the Music Office on any such requests. The publication/announcement of School of Music events is desirable.

Stetson Today Announcements

The links and instructions for Stetson Today announcements are here:

<https://www.stetson.edu/administration/communications/stetson-today-tools.php>

Faculty should copy the music office when submitting announcements that go beyond the School of Music so messaging is cohesive.

Electronic billboard/TV (Presser Hall)

Students and faculty are able to advertise Stetson events and concerts (including senior recitals) on the TV at the entrance to Presser Hall. Submit edited and finalized documents (pdf, image, or text) to the music office. The office staff will not do graphic design or editing work for promotional material (posters, flyers, announcements) for concerts without the dean's instructions. For assistance with creating such documents, see SU Marketing.

Local News Outlets and Published Media

University Marketing personnel will guide faculty in making announcements or news releases to the local or regional community regarding performances or accomplishments. Radio or television interviews or performances, newspaper articles

(online, in print), magazine articles, reviews, consultations, and so forth, are desirable activities for faculty members. The dean of the School of Music will coordinate submissions for such, but impetus and entrepreneurial attitude among the faculty is encouraged.

Administrative Assistants/Music Office

The Music Office serves some 45 faculty and around 300 music majors and minors in addition to their work with non-majors and numerous community. Our administrative assistants are not available to do essential clerical work for faculty members, such as photocopying handouts or syllabi, booking tours (hotels, buses, flights, etc.), drafting music orders, and so forth. Of course, it is understood that various questions will be directed to them by all faculty members and faculty are welcome in the office any time for assistance pertaining to the duties assigned to the administrative assistants there. Under no circumstance can an administrative assistant be asked to proctor any type of exam or class. In extreme cases, faculty members may ask other faculty members or a Dean to do such substitute work or proctoring.

Juries / Junior and Senior Recitals

Area Coordinators must work closely with the faculty who rotate through their applied area so that policies for the degree performances discussed here can be applied uniformly and accurate records kept.

Juries

Examinations in applied music are given before a jury consisting of no less than three music faculty members, one of whom is the student's applied teacher. All students enrolled in applied lessons will appear before a jury at least once during each term of registration, except that during the first semester of study, students enrolled in one-hour elective or secondary courses and students giving a senior recital that semester may appear at the discretion of the teacher. Jury appointments are normally for a 10-20 minute period. Under no circumstances should a student's jury time conflict with another University-scheduled class or exam time required for that student. Faculty should create a jury card for first-time students and re-use that card for future year-end evaluations (a similar but separate jury card should be used once students pass the sophomore decision). Jury cards are kept on file in the music office. Per NASM standards, jury cards must be completed in detail—make sure to list repertoire, jury grade, semester grade, dates, and signatures of jury members as appropriate.

The procedure for hearing applied music juries is as follows: the applied teacher is designated as the jury chairperson. When a student appears for the jury, he/she submits the jury card to the chairperson. The jury members are then free to inspect the card and call for the performance of repertory studied, technical exercises, the self-prepared piece and/or sight-reading. Each jury member writes comments on the performance and presents them to the chairperson. The jury chairperson records on the jury card the material heard, excuses the student from the room and requests a written grade from each jury member without discussion. The chairperson then

averages the grades and records a jury grade on the Card. The teacher is responsible for returning jury cards to the Music Office for filing. The written comments of the faculty are also turned in with the jury card and become part of the student record.

A final grade in the applied course is determined by the teacher, and should not be more than one letter grade higher or lower than the jury grade. If the teacher feels that exceptional circumstances justify a grade more than one grade higher or lower, he/she must clear it with the Dean.

Sophomore Decision Jury

The Sophomore Decision jury determines the student's eligibility for junior standing. This jury is longer and more comprehensive and includes a test of oral competency (at the time of the jury, or scheduled at a separate time similarly near the semester's end). Each instrumental area will have various requirements pertaining to the sophomore decision jury, such as certain techniques, a "self-prepared piece," and so forth. These expectations will be communicated by the applied teacher to the student well in advance of the sophomore decision. Similarly, each instrumental area provides a rubric for the oral competency and communicates the requirements to all students well in advance of the oral competency exam. Successful completion of the sophomore decision and the oral competency requires majority approval by the assigned jurors. In the case of a tie, the applied instructor will cast the deciding vote.

Following juries, including the sophomore decision, the jury cards and all faculty comments are to be returned to the music office. Faculty should separate and emphasize the sophomore decision students when returning their jury information to the music office because the music office staff will update the records and officially inform the student of their standing in relation to the sophomore decision and oral competency. The sophomore decision may be attempted twice (but not in the same semester), and attempts thereafter can only be approved by the dean. Students must register for lower division lessons until the decision is passed.

Junior Recital

25-minute junior recitals may be performed in any available Stetson venue approved by the student's applied teacher. If possible, students perform junior recitals during performance class times. Students are responsible for writing and printing all programs and program notes for the recital; applied teachers must make sure that the printed materials are accurate, well-written, and constitute a document that reflects positively on the School of Music. Programs and notes are printed at the expense of the student. Students may, with instructor approval, announce the program from the stage in lieu of a program. For junior recitals, students are responsible for making stage crew, ushering and recording arrangements.

Senior Recital Hearings

The jury for the senior recital hearing, consisting of three faculty members chosen by the studio instructor (or the Dean or the Associate Dean where appropriate), will occur no later than two weeks prior to the desired recital date. It is advisable that the jury be scheduled three weeks prior to the recital date, thus leaving time for a

rescheduled hearing or a portion thereof within two weeks of the date if the hearing is not successful. A third hearing is not allowed in the same semester. The studio teacher serves as chair and is responsible for arranging the time and place for the hearing, will contact the committee members and set the time and place of the hearing, will notifying the jury, and for picking up the student's jury card and the jury comment sheets from the music office. Note that under no circumstances are students expected or allowed to solicit faculty for their hearing committee. The student must present copies of program and program notes to all members of the hearing committee. Students may not perform from copies of copyrighted music unless they own the copyrighted score and the copies facilitate a performance.

Passing the senior recital hearing requires unanimous approval of all members of the recital jury. The applied teacher should turn in the jury card to the music office and students should supply the front office with program and notes within two business days of the successful hearing.

Senior Recitals

All seniors preparing to schedule a senior recital should be referred to the "Senior Recital Guidelines" discussed in the catalog on the music school webpage. Senior recitals are scheduled through the dean's administrative assistant at the beginning of each semester by submitting a "Teacher Approval Form" (found in the "Senior Recital Guidelines"). Once the recital date is set, rescheduling will only be allowed for emergency or health reasons, and requires the approval of the applied instructor and dean/associate dean.

Fifty-minute recitals are required for performance majors; 25-minute performances are required for other music majors (music education majors must completed their recital prior to beginning their internship semester). The times above represent the timing for the music performed; generally 60 minutes and 30 minutes respectively are allotted for senior recitals.

Recital programs and program notes are written by the student, proofread and approved by the studio teacher, and prepared for printing by the music office staff. The music office will supply a limited number of copies of the program for the student (again, see the Senior Recital Guidelines); additional copies may be requested but are printed at the student's expense. Students should email the program and notes in Microsoft Word format to the music office within two business days of a successful hearing.

Additional information on senior recital procedures, including student responsibilities in regards for recording, publicity, ushering, rehearsals, stage crew and recital behavior can be found in the Senior Recital Guidelines referred to so frequently here.

Concern for students / handling difficult students

Assistance is available for faculty in dealing with the unavoidable and difficult situations that will occasionally arise with some of our students. Three primary resources that should be considered include:

Public Safety (ext 7300)

In any situation where a faculty member feels that there is a threat to himself/herself or others, contact Public Safety (ext 7300) immediately. They can coordinate their efforts with the appropriate additional resources (Counseling, Police, Hospital).

Stetson.edu/reportit

This site is self-explanatory and it is recommended that faculty take a moment to read through this site and see what is addressed. All safety and personnel concerns can and should be reported here, including matters of Title IX.

SSC (Student Success Collaborative) my.stetson.edu

This online platform is a robust tool used for many faculty and student interactions. Faculty are to issue alerts here when students do not arrive at class or when they have other non-emergency concerns about a student. Faculty coordinate all of their advising appointments and appointment records here. Numerous academic and professional resources here aid in career counseling. Data is available for faculty members on which classes might suit a student best.

Student Success, including the office of Academic Success;

The Office of Academic Success provides tutoring, a writing center, numerous types of student coaching, disability services and accommodations, and other academic support for students who are struggling with academic issues at Stetson.

Counseling Center (ext 8900)

The Stetson Counseling Center is available to faculty and students for both individual counseling and crisis counseling at no cost to the student. For issues with students that go deeper than what faculty might address in their conversations with the student, faculty are encouraged to refer students to this service. All discussions between student and counselor are confidential. Faculty may also inquire at the counseling center for resources and guidance regarding their own matters.

The Student Honor Pledge

The Honor Pledge is a promise made by undergraduates to uphold high standards of integrity and honesty in their academic work. By enrolling in Stetson University, students commit themselves to abide by the principles and spirit of the Honor System. They will be asked to demonstrate that commitment by signing a written pledge that will be kept on file by the Honor Council.

Faculty are encouraged to underscore the continuing vitality of the Honor Pledge by having students reaffirm their promise when turning in tests, quizzes, papers, or other assignments. For the purposes of assignments, a student who writes the word "Pledged" followed by her or his signature is understood to be reaffirming her or his commitment to the principles of the Honor System.

THE HONOR PLEDGE

As a member of Stetson University, I agree to uphold the highest standards of integrity in my academic work. I promise that I will neither give nor receive unauthorized aid of any kind on my tests, papers, and assignments. When using the ideas, thoughts, or words of another in my work, I will always provide clear acknowledgment of the individuals and sources on which I am relying. I will avoid using fraudulent, falsified, or fabricated evidence and/or material. I will refrain from resubmitting without authorization work for one class that was obtained from work previously submitted for academic credit in another class. I will not destroy, steal, or make inaccessible any academic resource material.

By my actions and my example, I will strive to promote the ideals of honesty, responsibility, trust, fairness, and respect that are at the heart of Stetson's Honor System.

School of Music Operating Policies

Extra Rehearsals

The School of Music works diligently to balance the academic, performance, and rehearsal requirements of our students through the schedule that is assigned at the beginning of each semester. Because extra rehearsals disrupt this published schedule, they should be avoided unless absolutely necessary. To avoid unnecessary trouble caused by conflicting obligations and to ensure that competing obligations for classes and performances are considered, all extra rehearsals must be approved by the Dean or Associate Dean of the School of Music no less than one week in advance of the desired additional time. Faculty members are responsible to schedule the necessary space through Ad Astra in these cases.

Dress rehearsals that occur outside of the scheduled ensemble rehearsal time are considered extra rehearsal under this policy, and thus require the same administrative approval.

Extra rehearsals or other events that create a conflict with a class cannot be considered mandatory for students. Similarly, additional classes (such as review sessions) cannot be considered mandatory for students if they conflict with a rehearsal. In all such cases, the student should meet the regular commitments posted on their student schedule.

Student Recital Performances

Student Recitals are scheduled weekly during each academic term. Except for the first semester of the freshman year, each music major must appear at least once each semester in a Student Recital, or an on-campus appearance approved by the individual's instructor, as a soloist in the major applied music area. Students who fail to meet this recital requirement without the approval of the applied faculty will not receive a passing grade in their applied studio for the semester. Student Recitals normally will be presented on Thursday at 2:30 pm in Elizabeth Hall Auditorium

and/or McMahan Hall, Room 111. Students should submit a signed Recital Request Form (<https://secure.stetson.edu/forms/music/events/recital/>) to the music office. Faculty should verify that the information listed is accurate and complete before signing. Completed and signed recital forms must be submitted to the front office by 4pm on the Monday prior to the recital. The faculty have collectively determined that:

- Performance time should total approximately 7 minutes or less for each performer. In certain cases (prior to concerto competition or on recitals with few performers), faculty may expect that performances of 8-9 minutes will be programmed. Any performance totaling 10 minutes or more must receive approval from the Associate Dean or Dean.
- Students in the composition major are entitled to one Thursday recital slot per semester, and they are allowed to have a chamber group perform their original composition as approved by the composition faculty. All other performance must be solo performances. Thursday recital is not an authorized venue for MUSE 331 Chamber music performances, for example.
- Appropriate performance in venues outside of Thursday student recital may satisfy the recital requirement when approved by the applied instructor in consultation with the area coordinator.

Student Travel/Notification

Stetson University values off-campus performances of our students, faculty, and ensembles. Such efforts aid in recruiting and help establish the strength our school to the larger musical community. It is, however, absolutely essential that we ensure that students and faculty meet the requirements and responsibilities for all classes, lessons, and ensembles. Therefore, any off-campus travel with students should be coordinated with and approved by the dean in the School of Music.

Faculty who oversee any off-campus travel for a group, class, ensemble, or studio that may conflict with the regular responsibilities of a participating student are responsible for notifying all appropriate Stetson faculty of the conflict no less than two weeks prior to the travel. Under no circumstances are students responsible for notifying their professors that they will be gone without some communication from the music faculty member prior. The faculty member supervising the travel does not request that other faculty members “excuse the student,” but simply notifies them that the travel is a legitimate university experience.

Off-campus Student Participation

Stetson School of Music students often have opportunities to participate in musical endeavors outside of the DeLand campus, examples of which include ensemble performances at other venues, ensemble tours, and competitions. Such travel—supported administratively and/or financially by the school—is a privilege, not a right. The privilege to participate is earned through appropriate work in all areas: performance, attitude, and academics. Ensemble directors, studio teachers, and sponsoring faculty members make determinations regarding appropriate levels of

performance and attitude. Academic progress is closely monitored by the university and the school, and students who participate in these events must be making appropriate academic progress in their degree. Students who wish to participate in off-campus events which are supported administratively and/or financially by the university must maintain appropriate standing as the faculty and deans reserve the right to revoke travel privileges funded and/or sponsored by the School of Music.

Faculty Travel

Professional travel on behalf of the School of Music and for personal development is encouraged, providing that the travel does not negatively impact the faculty's class, ensemble, or studio responsibilities. Requests for travel involving absences of three days or more must be submitted in writing and approved by the Dean. Teachers must reschedule lessons and notify students and school administration. The University provides each faculty member with the opportunity to apply for funds to cover travel expenses. The per-faculty amount is announced annually by the Dean's office as a guideline, but not as a guarantee. Professional travel is evaluated in the traditional manner as to its academic and professional development substance for the faculty member and for the university.

Outside Employment

Professional activities outside of the University are valued insofar as they enhance the professional growth of the faculty member and thereby the learning experiences of students. Outside professional activities may also aid in faculty development and in bringing favorable recognition to the University. The University requires that employees' activities away from the job must not compromise the University's interests or adversely affect job performance and ability to fulfill all responsibilities to the University. The Stetson faculty believes that no member should engage in any outside activity that is beneath the dignity of the professional community, or so time-consuming as to detract materially from his/her ability to carry out his/her duties as a member of the faculty. If outside work activity does cause or contribute to job-related problems, such employment must be discontinued.

The Stetson University Outside Employment Policy specifies that faculty must report and obtain approval from the Dean of the School of Music for any employment outside of the employee's full-time appointment at Stetson University by October 1 of each new academic year. General requests for common opportunities for musicians, such as teaching private lessons or accepting local gigs, can be generally stated on the outside employment form without having to include detail about individual students or dates. In accordance with the university policy, even these common opportunities should not adversely affect a faculty's ability to fulfill responsibilities to the University.

Borrowing Equipment

Removal of any Stetson-owned equipment (i.e. stands, chairs, musical instruments of any type, etc.) from its faculty-appointed location on campus must be coordinated with

the faculty or staff member most directly associated with the upkeep of that equipment. Each instrumental area has a coordinator or a specific professor who oversees the use of the instruments/equipment in that area. Chairs, stands, and other ancillary equipment is managed by the music office and can receive such requests.

Printed Programs/Calendar Submissions/Performance Scheduling/Guest Artists

The Music School presents more than 200 recitals a year—each of which with a program that must be typed, proofread, copied, folded, and distributed by the Music Office. Therefore, the following guidelines apply to submission of a program copy.

All information should be proofread and double-checked for accuracy and submitted electronically at least two weeks in advance of the performance, preferably as an MS Word document via e-mail. If the information is not submitted before the two-week deadline, cuts may be made, as follows:

- Information turned in two weeks in advance – everything submitted will be included in the program.
- Information turned in one week in advance – program notes and translations will be omitted; only a roster, bios and program order will be printed. Bios will be printed if the bio information is submitted with the other program information, or if it has been previously submitted to the front office.
- Information turned in three working days in advance of the day of the concert– program order only will be printed.
- Information turned in two working days or less in advance of the day of the concert (i.e. Thursday before a Sunday concert; Wednesday before a Friday concert) will not be prepared by the music office.

Once the office has the program information, the faculty member(s) associated with the program will have reasonable time to review and edit that copy. No changes will be made to programs 48 hours prior to a performance unless faculty were not given ample opportunity by office staff to edit the program prior to that time. Programs not prepared by the music office must be approved by the Dean or Associate Dean.

Grading in Music Courses

All music courses are graded as A B C D F (with +/- options), except for Aural Training (A B C F with +/- options). Students may not take classes that are required for their major as pass/fail, thus eliminating that option for most classes in the School of Music. A music student may opt to take a music class pass/fail if it falls within the parameters stated within the catalog.

Presser Hall and McMahan Hall Room Reservation

To reserve a room other than your assigned classroom, check the room's availability online and enter your reservations or requests there. As coordinated by the music office, some rooms will be open-reservation and others will have permissions assigned to them. That is, once the request is submitted online, the appropriate office personnel will grant access. Several spaces will be made available on an open reservation basis so that faculty members can operate nimble, flexible programs without disrupting those events that follow rigorous routines.

Rehearsal Scheduling in H. Douglas Lee Chapel

Reservations for H. Douglas Lee Chapel are made only through the Dean's administrative assistant. Major ensembles (Choral Union, Stetson Women's Chorale, Stetson Men, University Symphonic Band, Symphony Orchestra and Jazz Ensemble) will be limited to two rehearsals in the chapel prior to performances. All other ensembles will be limited to one rehearsal prior to performances.

Voice Area Policies

Studio Assignments

Studio assignments are based on teacher requests made by incoming students and professor availability and preference based on load assignments. As a courtesy, each voice faculty member should be made aware of any agreements between professors and incoming students as soon as possible. During orientation, students are asked to fill out a Teacher Request Form. The voice area coordinator informs each teacher of any requests no later than the night before assignments will be made. If the requested teacher decides not to honor a request, that student's name goes back on the general list of students who did not request a professor. If a professor has made an agreement with an incoming student due to recruiting or recommendation and the number of students with this agreement exceeds that of the professor's load requirement, an exception may be made. Students who have not yet been assigned a studio are selected by each professor in a "round robin" procedure, with the order of the decision process being based on length of time at tenure-track position followed by length of time at lecturer/adjunct position. Once a professor fills his or her load requirement that professor must sit out subsequent rounds of the decision process until all other professors have filled their load requirements. If a professor wishes to teach students above and beyond his or her load requirement, including the exception above, that professor may join the decision process only after all other professors have filled their load requirements. If a professor has made an agreement to teach a student and believes this agreement to have a strong bearing on the student's decision to come to Stetson, the professor will be allowed to take an overload prior to the "round robin" procedure. The professor should inform her/his voice colleagues of this information as soon as the agreement has been made.

Repertoire Requirements for juries

First semester freshmen voice principles and performance majors will present at least six selections for the jury including at least two songs, one English and one Italian. Other repertoire may be comprised of vocal exercises (such as Vaccai or Lutgen). Second semester freshmen may have no more than two vocal exercises listed as repertoire and must have a total of seven selections. All other voice principles (those receiving two credit lessons) must have seven selections each semester, five of which must be memorized. Only one selection may carry over from a previous semester and count towards the total repertoire for the semester. Voice performance majors receiving three credit lessons must learn ten selections each semester, seven of which must be memorized. Two of these may be carried over from a previous semester. A lengthy aria or song may count as two selections. An opera role may count as one or two of these selections, depending on the length of the role. One selection from musical theater may be included in the repertoire requirement per semester.

Each teacher will keep a record of each student's repertoire using the form adopted by the voice faculty as a guide to ensure that each student has a balanced repertoire upon completion of the degree. This form will be brought to the senior recital hearing and shared with the teachers present. A copy of the form should be given to students who are graduating or transferring to another school. If a student changes to another studio, the form should be transferred to the new teacher.

Chamber Music Requirements for voice students

Voice students are encouraged to meet the chamber music requirement by programming chamber music on the junior and/or senior recital, in which case the chamber music will be coached by the studio teacher. If a student wishes to meet the chamber music requirement without performing it on the junior or senior recital, the student must enroll in Chamber Music MUSE 331 for one semester. All chamber music policies would then apply under the direction of the chamber music coordinator.

Voice Recital Requirements

All voice majors and principles will perform on student recital each semester after the first semester of the freshman year. Students giving a junior or senior recital or performing on the Giffin Vocal Competition or Concerto Competition are exempt from this requirement during the semester of the recital or competition. The junior and senior recital combined repertoire must cover French, German, Italian, and English repertoire. A maximum of two operatic arias may be performed on a full (50-minute) recital. One operatic aria is the general preference of the voice faculty. If two arias are programmed, they must represent different time periods. The senior recital needs to show balance in languages and time periods. The junior recital must include three languages (including English) with a maximum of one aria. The senior recital hearing must be passed completely at least two weeks before the recital date. The studio teacher should bring the completed repertoire record to the hearing, making sure her/his student has studied the required number of selections from each category. For students completing the senior recital early in the semester or for students who will be registered for a semester of voice following the recital semester, repertoire requirements may be completed during that time.

Non-performance majors petitioning to give a 50-minute recital must present a “double jury” at the end of the semester preceding the scheduled recital. A copy of the recital repertoire must be given to each faculty at the jury. The student will need to prepare twelve pieces, nine of which should be memorized with at least five of these from the proposed program. If the studio teacher feels the student should not give a full recital, it is the responsibility of the teacher to share this information with the student well in advance of the jury.

Performance majors during the year of the senior recital must learn a minimum of 16 new pieces. All other senior voice majors during the year of the senior recital must learn a minimum of twelve new pieces during the year of the senior recital. (BME students giving a senior recital in the fall must learn a minimum of six new pieces during that semester.) The studio teacher is encouraged to assign a song cycle or major work for each performance major as part of the senior recital repertoire suitable for the student’s voice classification.

Changing Voice Studios

On rare occasions a student majoring in voice may consider making a decision to change studios. If a student believes that he or she is not making progress, the most important step that should be taken is to have a conference with the studio teacher and voice these concerns. If the student has expressed all concerns to the teacher, and still believes that a change of studio is necessary, this process should be handled professionally as described in the “Policy for Changing Studio Teachers in the Vocal Area” available from the voice area coordinator.

School of Music Personnel Policies

Faculty Evaluation

All School of Music faculty members follow University policies, as posted on the Academic Affairs website, regarding faculty evaluation for their appropriate appointment or rank. Faculty members are expected to be familiar with the Academic Affairs (Provost's) website. Faculty members are accountable for all of the policies and procedures listed there. For tenured and tenure track faculty, the School of Music posts discipline-specific standards for the scholarship and creative activity portion of the review process. All such information is consolidated by Academic Affairs.

All tenured or tenure track School of Music faculty are required to complete a Faculty Annual Review (FAR) each calendar year, to include information on teaching, scholarship / creative activity, and service to the university and community over the year-long evaluation period as instructed. Visiting Associate Professors, Adjunct faculty, or other contingent faculty will be reviewed based on the policies posted at Academic Affairs, which essentially state that the dean oversees this process.

The associate dean and dean evaluate and respond as indicated by Academic Affairs to faculty materials submitted.

All classes, studios, and ensembles will have student evaluations completed at the end of each term. Faculty will receive a summary of information collected, including all comments made by students on these evaluations. The deans will also receive a copy of the student evaluations for all faculty members.

The student evaluations and FARs are important components in faculty evaluation, and are a significant consideration in any application for promotion or tenure, and compensation increases based on merit.

Administration Evaluation

The provost is responsible for coordinating periodic review of each academic dean at Stetson. The dean is responsible for evaluating the associate dean. The faculty of the School of Music may be asked to evaluate the work of the dean and the associate dean. The results of the faculty evaluations of administration will be summarized, shared with the deans (the dean will summarize and communicate the associate dean evaluations; the associate dean will summarize and communicate the dean evaluations), and filed in the provost's office.

Tenure and Promotion

Application for Tenure and Promotion

As mentioned above, the School of Music follows all University policies for faculty review and evaluation, including the tenure and promotion process. Academic affairs houses all information, rubrics and standards for the three areas evaluated (teaching scholarly/creative activity, and service/leadership). Here is some abbreviated, useful information, which is offered alongside the affirmation that all faculty members, regardless of rank or appointment, are accountable for the information posted by Academic Affairs in all matters of faculty review:

Upon initial employment, the faculty member appointed in a tenure-track position must begin collecting, selecting, and compiling supporting documentation for his/her application portfolios. Detailed information on the process for applying, deadlines for application, general University criteria and rubrics, and committee information can all be found in their most current version on the Academic Affairs website, maintained by the office of the Provost.

Standards and Evidence for Promotion and Tenure in the School of Music

Within the range of music intelligence, one may take on a role that focuses on skills in creating sound: composing, improvising, and performing. Other roles focus on attaining information and understanding musical concepts: music theory, musicology, and listening. Thus, a music faculty member who is composing, improvising,

performing, or accumulating information about music is actively engaged in pursuing musical intelligence and adding to the body of musical knowledge, and is thereby engaged in a scholarly activity or "scholarship."

Scholarship—research and creative activities—in the Stetson University School of Music should demonstrate a high standard of quality and competence. All faculty members should demonstrate currency in the discipline and area of specialization, including an ongoing program of professional research and creative activity. To that end, documentation of all programs, reviews, books, book reviews, articles, recordings, participation in commissions, professional offices held, and other professional activity must be maintained from the time of hire. Since close interaction with colleagues is especially important to creative/scholarly activity and teaching within the School of Music, the candidate for promotion or tenure should demonstrate an active engagement with fellow faculty in these pursuits.

Detailed rubrics aligned with the School of Music's vetted standards for tenure and promotion to Associate Professor, and for promotion to Professor, as posted by Academic Affairs, explain rigor, engagement, evolution, consistency, maturity, and recognition. Tenure-Track faculty members should calculate their daily and weekly activities in light of those rubrics and explanations so that over the time of the two-year and four-year review, and the tenure review, a compilation of evidence can support a successful advancement.

Information for New Faculty

Before Arriving on Campus

For the University to be prepared to arrange for payroll, email, ID, and other necessities, the university needs to have the following information on file before the new faculty member arrives on campus (if any of these documents were submitted during the application process re-submittal is not necessary):

- a curriculum vitae
- official transcripts from all degree-granting institutions from which you have graduated
- three letters of reference
- a letter or document officially applying for the position
- a signed appointment agreement

University-Level Logistics for New Faculty

Upon arrival to campus, please visit these offices:

1. Human Resources (516 N Woodland Blvd) — complete important employment documents, IRS forms, etc. Bring the official social security card, and expect to receive an official Stetson identification number (commonly called the 800 ID).

2. Hatter Card Office—receive the Stetson ID card, which serves many purposes on campus, including serving as a fob to enter buildings.
3. Public Safety (building at the corner of Michigan and Amelia) —receive a parking sticker and keys to any assigned office/studio space.

Music-Office Specific Logistics for New Faculty

In the music school, new faculty should contact three people:

1. Administrative Assistants in the front office: coordinates office space, keys for various rooms, copier codes, getting a phone and computer for the faculty member's office, and various other logistics. The dean's assistant will complete a new employee request form that will prompt IT to generate an email address. IT will contact faculty directly when these are set up.
2. Associate Dean: offers important training about my.stetson.edu, which houses critical academic and personnel information, including such varied topics as faculty pay stubs, entering student grades, and so forth.
3. Dean: discusses questions regarding the teaching assignment, compensation and any other concerns. Part time faculty compensation is not confirmed each semester until a final schedule and account of contact/teaching hours is received (submitted to the dean's assistant).

Appendices

APPENDIX 1

Copyright Information

Copyright Information

Stetson University students and faculty abide by the copying guidelines published by the Legislation Committee of the Music Library Association (MLA).

Section 107. Limitations on exclusive rights: Fair use, from the Copyright Law, contains provisions for using copyrighted material.

The criteria for determining fair use are:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
4. The effect of the use upon the potential market for or value of the copyrighted work.

Guidelines for Educational Uses of Music

Permissible Uses

Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.

Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any altered or lyrics added if none exist.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

A single copy of a mechanical recording of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the

educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

Prohibitions

Copying to create or replace or substitute for anthologies, compilations or collective works.

Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

Copying for the purposes of performance, except when the performance or display is made by, at the direction of, or under the actual supervision of an instructor as an integral part of a class session offered as a regular part of the systematic mediated instructional activities of Stetson University or other non-profit educational institution.

Copying for the purpose of substituting for the purchase of music, except as in the statement directly above and the performance is directly related and of material assistance to the teaching content of the transmission.

Copying without inclusion of the copyright notice that appears on the printed copy.

For more information, see particularly sections 107 and 110 at <http://www.copyright.gov/title17/92chap1.html>

APPENDIX 2

Calendars and Deadlines

University Academic Calendar and Final Exam Schedule

The most up-to-date version of the university calendar, as well as the final exam schedule for the current semester, can be found on the Registrar’s website.

<http://www.stetson.edu/administration/registrar/>

University Calendar

The university calendar, including all lectures, performances, and other events affiliated with Stetson, is available on the registrar’s webpage (may require login from off campus).

School of Music Performances

A paper copy of the School of Music semester calendar is available in the front office and has all performances, special events, and other notable scheduling items included. Our performance schedule is available on the School of Music webpage.

<http://www.stetson.edu/music/calendar>

Promotion and tenure calendar
See Academic Affairs Website

Faculty Development (summer grants, Hand grants, sabbatical applications)
See Academic Affairs Website

School of Music Calendars (google docs)
<https://drive.google.com/folderview?id=0B2kHdMNBzdVJY21MZU8tS0RsT28&usp=sharing>

Roster Verification, Mid-Term Grades, and Final Grades Deadline
See Stetson Registrar Website

APPENDIX 3 FERPA, TITLE IX, and Various Policies for Stetson Faculty Members

Federal Requirements

- **Family Educational Rights and Privacy Act (FERPA):** This 1974 set of federal regulations applies to institutions that receive funding from the Department of Education. FERPA guarantees students the right to control the disclosure of information from their educational records. Please visit the Registrar's Office webpage for a detailed description of [FERPA](#) and how it applies to faculty members. A key point is that talking to a student's parents/guardians (or other individuals) about the student's academic performance is permitted only if the student has submitted a FERPA release form.
- **Workload Expectations:** According to federal regulations, each semester hour of academic credit require at least 15 hours of in-class time and 30 hours of out-of-class time, for a total of 45 hours per semester hour. Thus, for each unit (4 credits) of course work, students are expected to spend at least 180 hours for in-class and out-of-class course-related activities per semester. Although the amount of time students engage in out-of-class and in-class course-related activities is flexible, there is no flexibility in the total number of hours spent per semester. Please refer to the Stetson Catalog for a more detailed description of the [Stetson credit-hour policy](#).
- **Title IX of the Education Amendments of 1972:** This Federal civil rights law states, "*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*" Under Title IX, discrimination on the basis of sex can include gender discrimination, pregnancy and parenting discrimination, and sexual harassment and sexual violence, such as rape, dating violence, domestic violence, stalking, sexual assault, sexual exploitation, sexual battery, and sexual coercion. Stetson employs a Title IX Coordinator to oversee Title IX compliance activities at the University; to coordinate training, education, and communications; and to administer grievance procedures on behalf of faculty, staff, students, and other members of the University community. Title IX compliance is the responsibility of all employees at Stetson University, including those in a position of authority, such as professors. All employees, except those in a confidential role

(such as the University Chaplain, Health Services Staff, and Counseling Staff) are required to promptly report any and all incidents of sex discrimination, sexual harassment (including sexual violence), or sexual misconduct to the Title IX Coordinator or Deputy Title IX Coordinators immediately. Faculty members must complete the mandatory training as soon as possible. For additional details, please visit the Stetson [Title IX](#) webpage.

Key Sources of Stetson Information

- [Office of the Provost](#)
 - [Syllabus Template](#)
 - [Teaching at Stetson](#)
- [Office of the Registrar](#)
 - [Student Academic Policies](#)
 - [Student Forms](#)
 - [Stetson Academic Calendar](#)
- [Stetson Catalog](#)
 - [Undergraduate Student Policy](#)
- Organization, Policies, and Procedures Manual at <https://www.stetson.edu/other/policies-and-procedures/>
 - Consensual Relations Policy: See pages 29 to 31, Section 4.2.2.
 - Conflict of Interest Policy: See page 60, Section 4.4.20.

Syllabus Template: Please consult the [Syllabus Template for the required, optional, and recommended Stetson-specific components and content to include on a syllabus.](#) Please make available the syllabus and all other course-related documents electronically (preferably through Blackboard) to enable students to review the documents. To avoid potential miscommunication, communicate in writing (preferably through Blackboard) all in-class announcements and changes to the syllabus (e.g., due dates, assignment changes, etc.) as soon as possible.

Course Schedules and Class Cancellations: Stetson University policy requires all faculty members to be present to meet their teaching obligations and other activities, such as student advising during the fall and spring academic terms. Faculty members are expected to meet all of their assigned classes at the time and location specified on the published course schedule. The length of the various academic terms, the number of class meetings per term, and the weekdays, times, and duration of each class period must not be changed without the prior approval of the Dean. In cases of time conflicts with professional activities (e.g., attending conferences) or unanticipated events (e.g., illness or other emergencies), please communicate with the department chair and the students as soon as possible, preferably before the affected class period. Please consult with the chair to determine whether an alternate, comparable educational experience should be provided during the class period or whether students will postpone the class work to a later date.

Proctoring of Examinations: Faculty members are expected to be the proctor for all examinations. If professional travel or illness prevents them from proctoring, they should recruit a faculty colleague to take their place. Exceptions to the proctor being a faculty member must be approved by the Dean. Please note that administrative assistants may deliver an examination to a student and collect the completed examination when the student is working on a make-up or rescheduled exam. They may also administer an exam

to a student who has approved accommodations for extended time or reduced distraction and is working in a nearby room. However, administrative assistants may not administer examinations to an entire class. Under no circumstances may an undergraduate Teaching Apprentice or other undergraduate student handle any matter related to examinations (e.g., copying, administering, grading, etc.).

Student Course Evaluations: Student course evaluation results are used in the annual merit reviews, as well as in the tenure and promotion processes. The questions on the evaluation form align with the five dimensions of teaching performance (Organization and Clarity; Feedback, Grades and Grading; Workload; Teacher Effectiveness; and Accessibility) described in the tenure and promotion standards. Summary reports contain the standard item-level responses (frequencies, means, and standard deviations), student comments, and graphs and tables that allow faculty members and administrators to evaluate results comparatively. A statistical measure of relative performance called a **z-score** compares an individual's course ratings with the average rating of all courses in that faculty member's comparison group (e.g., by school or division within the college and course level).

At the end of each course, students complete anonymous course evaluations. Stetson University has contracted with an outside vendor, IOTA Solutions, to administer online evaluations and generate reports for faculty and administrative uses. Two weeks before the end of fall and spring classes, students receive an e-mail with a URL link to the evaluation website and a request to complete the evaluations. As an incentive to encourage participation, students completing the evaluations receive access to their grades in that course as they are posted, which may be before grades are officially released. Because reliable course evaluations require a large percentage of student participation and at least 20 respondents, faculty members should urge their students to complete the evaluations. A few weeks after grades are processed, faculty members receive an e-mail with the URL link to access their course evaluation results. Department chairs have access to the evaluations for all faculty members in the department, and the Dean and associate dean(s) have access to the evaluations for all faculty members in their College/School. See Appendix 1 below for further details about the IOTA Solutions course evaluation system.

Many faculty members distribute their own mid-term evaluations to students about seven or eight weeks into the term to solicit feedback from which current students can benefit. Faculty members who decide to use mid-term evaluations are urged to save the results for inclusion in their annual Faculty Activity Reports (FARs) and to share the results and their responses to students' feedback with their classes.

Audio Recording of Class Lectures: In general, individual faculty members have the discretion to allow or disallow students' recording their class sessions. Students with disabilities may request audio recording as an Americans with Disabilities Act (ADA) accommodation through the Office of Academic Success, if it is determined that the audio recording of lectures addresses a barrier due to their disability. In such cases, instructors should have the student complete a [recording release](#) form. By signing the release form, the student acknowledges the faculty member's copyright of the lecture materials and agrees to use the recordings only for study purposes. If the faculty member believes that such accommodations would directly conflict with the learning outcomes of the course, please contact the Office of Academic Success to discuss these concerns.

Copyright Concerns: In making photocopies for use in class or in posting material on Blackboard, please be aware of copyright implications. For a detailed discussion, please refer to the guide on [Copyright and Fair Use Policies](#), authored by Ashley Chase of the Stetson Law Library, or consult a Stetson University Librarian.

Teaching Apprenticeship Program: Stetson University encourages qualified undergraduate students to serve as a Teaching Apprentice for an undergraduate course which they have already completed and in which they did well, under the teaching faculty member's supervision. Apprenticeships are expected to have educational value for the apprentice and to enhance the learning experience of students enrolled in the course. Apprentices learn directly from the professor, observe the professor's pedagogy, and work with students under the professor's supervision. Undergraduate apprentices should not be involved in conducting regular class meetings, lectures, or seminars; grading work, assigning or calculating grades, having access to students' grades; in any way handling confidential materials or work (e.g., copying or administering quizzes or exams, etc.); or performing work unrelated to the course. Please refer to the Provost's Office webpage for the [Teaching Apprenticeship Program](#) guidelines, including the minimum grade point average requirements for students to serve as a Teaching Apprentice.

Stetson Student Success Collaborative (SSC): This online software provides a comprehensive resource that not only makes advisors' lives easier, but also leverages data and analytics to improve student outcomes. SSC enables students and faculty members to efficiently schedule appointments with each other. Additionally, faculty members can review a host of helpful data points about a student in one location to more effectively mentor students; identify at-risk students and refer them to various University resources (tutoring, counseling, Success Coaching, etc.) to seek additional help; guide students to explore their academic options (especially students in Discovery or those thinking about changing majors); and, finally, follow up with students and close the loop by viewing students' usage of such support services and measure and optimize intervention effectiveness.

Values Day: This annual fall semester event celebrates Stetson University's commitment to its core values of personal growth, intellectual development, and global citizenship. Classes are canceled on Values Day in order to promote continuing dialogue among students, faculty, and staff and for them to share, learn, and appreciate our shared core values. The entire Stetson community is strongly encouraged to participate in this day of reflection, community, and action. Additionally, faculty members are urged to make presentations, discuss the importance of Values Day in their classes, and host workshops. For more details, visit the [Values Day](#) webpage.

Stetson Showcase: This annual spring semester event celebrates Stetson University students' academic excellence and achievements. Classes are canceled, so that student presenters can share their research through presentations, portfolios, posters, readings, music and theater performances, art shows, and multimedia work. They present their accomplishments in professional settings for audiences that include judges, faculty members, fellow students, and interested members of the community. Presenters and their faculty mentors are invited to an evening banquet with a key note speaker; those students whose presentations were judged to be best are awarded prizes. Faculty members are urged to consider course projects that can potentially be presented during Stetson

Showcase and to encourage their students' participation. For more information about the program's [history and background](#), see [the Stetson Showcase webpage](#).

Inclusive Excellence: This foundational concept underlies the University's mission, and it is brought to life in many ways. Program and course curricula provide critical opportunities to bring diverse and inclusive perspectives to our students' learning. From the authors chosen for required readings to examples given to illustrate key concepts, making intentional choices to present material that reflects students' diverse identities and experiences is highly valued at Stetson.

Classroom Etiquette: As a courtesy to fellow faculty members, at the end of each class, please clean the white boards, arrange the classroom furniture as it was upon your arrival, log off of the computer, and otherwise ensure that the classroom is neat.

Student Issues: Faculty members who experience any student problems or complaints (e.g., regarding grading, disruption of class, etc.) should discuss them with the department chair or associate dean. Similarly, students with concerns about a faculty member's course that the faculty member is not able to resolve should be referred to the department chair.

Grading and Grade Reporting

Grade Inflation: According to Stetson University *Catalog*,

The grade of A (+ or -) may be interpreted to mean that the instructor recognizes exceptional capacity and exceptional performance. The grade of B (+ or -) signifies that the student has gained a significantly more effective command of material than is generally expected in the course. The grade of C or C+ is the instructor's certification that the student has demonstrated the required mastery of the material. A student is graded C- or D (+ or -) when his/her grasp of the course essentials is minimal. The F grade indicates failure to master the essentials and the necessity for repeating the course before credit may be earned.

One of the most difficult parts of teaching is assigning grades, but critical evaluations of students are important components of an instructor's professional responsibility. Grade inflation (assigning an excessive number of high grades) is a concern throughout modern academia. Stetson has attempted to curb this trend. Although all students would like an A or B, all students do not deserve such grades. To assign too many A's and B's is to devalue the work of students who truly deserve such high marks.

Mid-term Grades and Interim Grades: Approximately halfway through each semester, faculty members are required to submit mid-term grades electronically for all students through my.stetson.edu. Faculty members' syllabi should have a significant amount of graded work (e.g., papers, exams, assignments, etc.) completed and graded in time for them to evaluate each student's performance for the grade inventory. Faculty members' having students complete a significant amount of the graded course work and their evaluating and returning it to the students with constructive feedback prior to mid-term are consistent with [effective pedagogical practices](#). The timely submission of mid-term grades is critical to the University's ability to reach out to students who may be struggling and in need of assistance and to student persistence and retention. For selected student populations, such as student-athletes, faculty members are expected to respond to requests for information

about these students' academic progress, using SSC to do so, at intervals throughout the semester, not just at the mid-term and final grade points.

Final Grades: Final grades must be submitted electronically by the announced due date through my.stetson.edu. The deadline for submitting grades in the spring term for graduating seniors is earlier than the general deadline for submitting grades for all other students. It is critical for the faculty to adhere to these deadlines to enable the Registrar's Office to complete its processing and posting of students' grades. Any grades not submitted by the deadline can result in a failing grade for the student(s). Any student receiving a failing grade due to a missed deadline must be changed via a grade change form (see "Grade Changes").

Incomplete Grade: A faculty member may approve a student's request for an incomplete (I) grade to allow the student an extension of time to complete course work when that student's work is satisfactory in quality, but, due to circumstances unforeseen or beyond the student's control, the course work is or will not be completed by the end of the semester. (See <http://catalog.stetson.edu/undergraduate/student-policy/academic-affairs/grading-scale-interpretation/> for more information.) An incomplete grade is **not** intended:

- for students who stop attending the class (they should receive the grade they earned, based on the graded course work they completed and did not complete);
- for students who never attended the class (they should receive an F);
- to enable students to re-do work or to do additional work to raise a deficient or unsatisfactory grades; or
- to report absence from a final examination.

A [Request for Incomplete Grade](#) must be initiated by the student **before** the last day of classes and detail the course work not completed, the deadlines by which it will be completed, and the circumstances that led to the student not completing the course work in time. If the faculty member agrees to the student's request, the faculty member specifies reasonable deadlines for completing the unfinished course work, which must be no later than two weeks before the end of classes for the following semester, not including summer. The completed Request for Incomplete Grade form must be submitted by the faculty member to the Dean or the Dean's designee for approval. An incomplete grade may not be submitted electronically.

After a student completes the unfinished course work, the faculty member must submit a [Removal of Incomplete/Request for Grade Change](#) form to the Dean, or designee, by the end of the semester in which the incomplete is completed.

Grade Changes: Faculty members may not change a semester grade after it has been officially submitted, except when there is a clerical error in the grade calculations or to correct a grading error. This policy is designed, in part, to protect the faculty member from student pressure for grade changes. Once a grade has been entered, under no circumstances should a faculty member offer or agree to re-grade previously graded work or allow extra-credit or make-up work. Faculty members wishing to change a grade must submit a [Removal of Incomplete/ Request for Grade Change](#) form to the Dean or the Dean's designee.

Grade Disputes and Retaining Graded Work: Students are entitled to full and clear explanation of their grades, and they have the right to file a Grade Grievance, if they do not receive a satisfactory explanation of their grades from the faculty member. If the matter is not resolved satisfactorily, they should seek the help of the department chair (or, if the faculty member is the department chair, the Dean or Dean's designee). At that point, if students are still not satisfied, they may initiate the Grievance Process to seek clarification from the faculty member about how grades were determined. To initiate a formal grade dispute, students should submit a formal written appeal to the department chair, no later than 30 calendar days after the beginning of the following regular semester (not including summer). Please refer to the Stetson Catalog for a detailed description of the [Grievance Process](#). Stetson University policies expressly forbid any retaliatory action against a student using a grade grievance process.

Any graded material that is not returned to students (e.g., exams, research papers, assignments, etc.) should be retained until the above-stated deadline for students to file a grade grievance. In case of an appeal, relevant material for the grieving student must be retained until the student has exhausted all avenues of appeal. At the appropriate time, all student submitted work must be disposed of in a manner that maintains student confidentiality. Improper disposal of graded work containing students' identifications is a violation of FERPA.

Technology Support and Online Learning

- **Help Desk Services**
 - **Phone:** 386.822.7217
 - **Email:** support@stetson.edu,
 - **Web:** [Online Help Desk Ticket](#)

- **Classroom Technology Support:** Call the Help Desk for assistance: 386.822.7217.

- **Learning Management System:**
 - CANVAS is the learning management system Stetson University uses to support course management, including online and face-to-face teaching and learning.
 - **Training, Support, and Resources:** Contact Lisa Sawtell, Director of Online Learning and Educational Technology, by email at lsawtell@stetson.edu, or phone 386.822.7921.

Appendix 4
FAQ regarding IOTA Solutions Course Evaluations
(From the IOTA Solutions Website)

Why was this course evaluation instrument and reporting system developed?

As outlined in Stetson’s Tenure and Promotion policy, student course evaluations are an important means of showing progress towards meeting the standards for excellence in teaching. After the tenure and promotion policy was revised in 2010, it was clear that Stetson’s existing course evaluation instrument did not contain questions relevant to all of the new teaching standards. Thus, in 2011, the Course Evaluation Revision Task Force (CERTF) was charged with revising the existing evaluation instrument and reporting process to better align with the new tenure and promotion policy. Shortly thereafter, the Merit Review Task Force recommended that the new course evaluation instrument be used in the annual merit review process. Thus, we have approached the reporting function with a dual function in mind: to provide partial evidence towards meeting the standards for teaching excellence for tenure and promotion purposes and to provide a comprehensive, yet time efficient method for annual merit reviews.

How was the instrument developed?

First, we searched the literature to find aspects of teaching or ‘dimensions’ that aligned with the descriptions of the teaching standards (short and long forms) found in Stetson’s tenure and promotion policy. To be selected, dimensions also had to be correlated with student achievement and overall evaluation (i.e., good measures of teaching performance in other contexts). Five dimensions were chosen: 1) Organization and Clarity, 2) Feedback, Grades and Grading, 3) Workload, 4) Teacher Effectiveness, and 5) Accessibility. Dimensions were aligned to the T&P standards as shown in Table 1.

Table 1: Alignment of Standards for Teaching Excellence and Related Dimensions. Bolded standards are associated with dimensions.

Tenure and Promotion to Associate	
Standard	Dimension(s)
Command of subject matter	Not assessed via student course evaluations
Organization	Organization and clarity Feedback, grades, and grading
Rigor	Intellectual Challenge/Workload
Maturity	Cannot be assessed by single student(s) in single course Student course evaluations over time
Engagement	Teaching Effectiveness Accessibility

Promotion to Professor	
Standard	Dimension(s)
Command of subject matter	Same as above
Organization	Same as above
Rigor	Same as above
Maturity	Same as above
Engagement	Same as above
Impact	Teaching Effectiveness

Items related to chosen dimensions (Table 1) were identified from the literature and existing instruments. We chose this approach because using questions that have already been analyzed for validity and reliability in some context increases the likelihood of having a valid and reliable instrument.

Has the instrument been psychometrically evaluated?

Yes. A pilot study was conducted during two terms: Spring and Summer 2012. Analysis of these data indicated construct validity of the five dimensions. We analyzed the relative weight of each of the dimensions. After the pilot, we removed several questions so that there are a total of 15 standard items on the instrument (3 per dimension). Optional questions are part of the instrument but are not included in this reporting system (because they do not appear on all evaluations).

Which items are included on the standard instrument?

The standard 15 items and the dimension to which they belong are shown below (dimension names in bold):

Organization and Clarity

1. The course material was presented in a clear manner.
2. The course was organized effectively.
3. The instructor was prepared for each class.

Intellectual Challenge/ Workload

4. The general workload was appropriate for this level course. **(Note, effective Fall 2013, this item was changed to: The class workload was rigorous.)**
5. The course challenged me to think deeply about the subject matter.
6. This course demanded intellectual effort.

Teaching Effectiveness

7. I am better able to communicate about the course subject matter as a result of this course.
8. I learned a lot in this course.
9. The instructor advanced my knowledge of course content.

Feedback, Grades, & Grading

10. The instructor explained how grades are determined in this course.
11. Students' work was graded in a reasonable amount of time.
12. The instructor made helpful comments on exams, assignments, and other performance measures.

Accessibility

13. The instructor was accessible to individual students.
14. The instructor welcomed students seeking help with the course.
15. The instructor was willing to meet with students outside of class.

How did the process for evaluating courses change?

In 2012, the University contracted with an outside vendor, IOTA Solutions to administer online evaluations and generate reports for faculty and administrative uses.

What does the new reporting function include?

Reports will still include the standard data, i.e., item-level responses (frequencies, means and standard deviations) as well as student comments. Reports now also include graphs and tables that allow faculty and administrators to easily evaluate results in a proper comparative framework, without reducing the complexity of the instrument to a single global score—a purpose for which this instrument was explicitly NOT designed.

What is the new 'comparative framework'?

It is a system which relies on a statistical measure called a 'z-score'. Z-scores are used to compare individual courses with the average rating of all courses in their comparison group. At Stetson, the comparison groups were determined by the Provost and Deans or Associate Deans. In the case of Business, Education, Humanities, Natural Sciences, and Social Sciences, pre-existing comparative frameworks were in place and duplicated here. For example, in Business, courses are compared within Departments and across the School. In the Humanities, courses are compared to other Humanities courses of the same level (e.g., all 100-level courses, etc.). Courses in Music are compared by Course Type (e.g., large ensemble compared to other large ensemble courses, etc.) Reports also show how course ratings change over time (a period of six years will be shown when data allows).

How do I know which comparative group is being used for my course?

It is automatically selected when you choose a course. When you look at the table headings, you will see the name of the comparison group that is being used. The only exception is for FSEM, JSEM, and HON courses, which should be compared both to similar course types (i.e., other FSEMs) as well as within the disciplinary grouping (all 100 level Philosophy courses). In the later case, you will have to select 'Humanities' as the disciplinary grouping.

Can I change my comparative group?

This type of change would require the approval of your Dean in consultation with the Provost.

I have no idea what all this statistical jargon means...can you explain a Z-score?

First, let's review some of the other statistical terms used in this document:

- A **mean** is the sum of all responses to an item for that course divided by the number of respondents.
- The **standard deviation** is a measure that shows the typical amount individual ratings differ from the mean. The standard deviation is an important part of Z-scores which are used to make comparisons by including information of both the average and the variability of ratings.

Ok, now that we've cleared those up, let's tackle the Z-score:

The Z-score is a measure of performance relative to others teaching similar courses. It measures how much your course mean differs from the mean of ratings of all similar courses in that disciplinary grouping. It uses standard deviation to show how your difference compares with the typical difference found with similar courses. Thus, the Z-score indicates the number of standard deviations that your course mean differs from the mean of ratings from all similar courses.

What does a Z-score indicate about my performance?

A Z-score of zero indicates that your course mean is equal to the mean of your particular comparison group. A Z-score = 1.0 indicates that your course mean is one standard

deviation above the mean of all such courses. If Z is a negative number, your course mean is below the mean of all courses.

How should Z-scores be interpreted?

Course mean ratings are considered satisfactory and partial evidence for meeting the standards for tenure and promotion if they have a Z score between +0.5 and -0.5. This range indicates 0.5 standard deviations above and below the mean. We used this delineation to analyze one semester of data and found that approximately 80% of Stetson courses fell within this range and that ~ 10% of Z-scores were $> +0.5$; thus, these are considered exemplary. Thus, using this system, we expect that ~ 90% of course ratings will be considered satisfactory or exemplary. Z-scores lower than -0.5 indicate a need for improvement; only ~10% of courses are expected to fall within this range. However, it is vital to note ratings from courses with less than 20 students are subject to high variability. For the many Stetson courses with <20 students, it is important to consider performance over time and to not over-interpret results from a single course offering.

What will I see in these reports?

Reports contain three major types of displays:

- 1) The first display is a table showing the course mean and standard deviation for each of the five dimensions. This table also contains the means and standard deviations from that disciplinary grouping which are used to calculate the Z scores for each dimension.
- 2) The second display is a graph in which bars show how far (in Z-score units) each dimension's mean rating is above or below the comparison mean. Dimensions are arranged from left to right in order of the amount of total scale variability that is explained by that dimension. This arrangement corresponds to the importance each dimension plays in producing overall ratings. Teacher Effectiveness explains 56% of the variation of all item responses so it appears as the first dimension on the left. Weights for the other dimensions are shown in parentheses: Accessibility (34%), Organization and Clarity (5%), Workload (3%), and Feedback, Grades and Grading (2%). *Please note that these weights are provisional pending the additional assessment of psychometric properties. Final weights are anticipated in mid Fall 2013.*
- 3) The third display is graphical and shows Z-scores for each dimension for each term. This graph is important for assessing performance in course ratings over time.

For the School of Business, one additional report is available that shows the mean, standard deviation and Z-score information from all courses of an instructor compared with all courses in the business School that semester.

Are all courses included in the assessment?

Courses with low enrollment (sample sizes smaller than 3) are not included in the reports but will continue to be evaluated as future reporting possibilities are anticipated. Also, no reports are generated for summer courses because they fall outside the annual contract period and are thus not evaluated for tenure and promotion purposes.

APPENDIX 5

Stetson Syllabus Template as composed by the Council for Undergraduate Associate Deans (CUAD) and including mandatory disability information

Syllabus Templateⁱ

(Updated August 2017)

Although a syllabus may take a variety of forms, the syllabus template below indicates the required, optional, and recommended Stetson-specific components and content to include on a syllabus. Faculty members are welcome to add other information as desired.

Faculty members should provide students with a syllabus on the first day of class and make it available electronically (preferably, by posting it on Blackboard), so that students who need to use software to review the document can do so.

REQUIRED COMPONENTS (unless otherwise specified)

General Information:

- Course title and number:
- Semester and year:
- Class location (building and room):
- Class meeting days and times:
- Instructor's name and title:
- Instructor's office location (building and room):
- Instructor's office hours:

Full-time faculty members are expected to hold a minimum of four open office hours each week, as well as to be available by appointment. Adjunct faculty members are also expected to hold regular open office hours or to otherwise make themselves available to students, with the number of hours commensurate with their Stetson teaching load.

- Instructor's office telephone number:
- Instructor's email address:
- If applicable, the teaching apprentices' and Student Peer Instructors' (SPI) names, office hours, telephone number, and other relevant information:
- Optional: The instructor's other contact information (e.g., cell phone number, fax number); information about how quickly a student can expect to get an email response from the faculty member; the department's or program's administrative assistant's contact information

Course Description:

- Course description

The course description should provide a brief narrative overview of the course, including its purpose and objectives; type of course and its instructional methods (e.g., lecture, seminar, hybrid, on-line, service-learning, etc.); number of units/credits; how the course relates to the goals of an academic program (e.g., departmental or program mission, whether it is a requirement or an

elective for a major, minor, and/or area study or interdisciplinary program, whether it is cross-listed, etc.). Additionally, the description **should state (and the instructor must comply with) the course workload requirements, as specified by the accrediting agency of the Southern Association of Colleges and Schools (SACS) Commission on Colleges; see <http://catalog.stetson.edu/undergraduate/student-policy/records-grades-registration/credit-hour-policy/> for details.**

- Pre-requisites and co-requisites (e.g., class standing, courses, skills, knowledge, etc.)
 - Learning outcomes
-

Faculty members should outline the student learning outcomes the course intends to produce—that is, what students will know, understand, and be able to do at the end of the course. A well-stated outcome has two components: substance (content/subject matter) and form (what actions the student will perform—compare and contrast, evaluate, analyze, apply, etc.). The learning outcomes should drive grading. Hence, when designing learning outcomes, faculty members should consider the evidence they will need to evaluate students' learning.

- **If applicable, the course's general education designation(s) and associated learning outcomes**
-

If the course fulfills one or more general education requirements, the associated learning outcomes should appear in the syllabus and the course content, instructional methods, student assessment, and the like should be designed to accomplish those learning outcomes. See the "General Education Rubrics" at

<https://intranet.stetson.edu/administration/provost/governance/councils-and-committees/ugec.php> for more information.

- ***Optional:*** The faculty member's teaching philosophy; information about how the course relates to the purpose of liberal study, Stetson's mission, and/or students' preparation for post-graduate study or careers; mention of how the course will use Blackboard

REQUIRED COURSE MATERIALS AND RESOURCES, AS APPLICABLE:

- Titles of textbooks and related materials that students are required and recommended to purchase or access and their authors, ISBNs, dates of publication, publishers, editions, and whether they can be purchased from the Stetson University Bookstore
- Information about required and recommended materials on reserve in the duPont-Ball Library, Internet resources, instructor's or course websites, and so forth
- Information about other required and recommended materials, equipment, and technology and their usage (e.g., laptop computer, computer software, Blackboard, clicker, subscription to periodicals, calculator, supplies, etc.)
- ***Optional:*** Links to publishers' online resources

COURSE REQUIREMENTS AND GRADING:

- Course requirements and components, their means of assessment, and their weights in determining the final grade

Faculty members should specify how learning will be assessed and indicate how attendance, participation, homework, projects, papers, presentations, performances, exhibitions, lab exercises, other types of assignments, quizzes, examinations, and so forth factor into final grades.

- **Final exam/project/assignment requirement**

Faculty members are required to give final examinations or equivalent final projects or assignments in all courses at the end of each academic term. The Registrar's Office schedules final examinations. Faculty members may not reschedule the day or time of the final exam or its equivalent. All students must complete a final examination or, at the discretion of the faculty member, an equivalent final project or assignment in each course. Students may not reschedule or miss any final examination without prior approval of the academic Dean. Students who miss a final examination without the academic Dean's prior approval are subject to failing the course, if so indicated on the syllabus. The academic Dean must approve any reasonable student request for rescheduling a final exam *before* faculty members can accommodate the student. Students scheduled to take more than two final exams in one day may request from the Dean's Office that one examination be rescheduled. No course-related activities (e.g., final exams or equivalent projects, assignments, student presentations, etc.) may be held on Reading Days.

- **Grading policy**

Faculty members should state their grading policy, including whether late assignments and/or make-up work will be accepted, and, if so, the circumstances and consequences which apply (e.g., the grade penalty per day for work turned in late, the conditions under which such work will or will not be accepted, etc.).

- **Grading scale**

Stetson University has no required uniform grading scale, and the instructor has discretion about whether to use a plus and minus grading scheme. The most widely used scale probably uses a ten-point distribution per letter grade (i.e., 90-100=A; 80-89=B; etc.), with the instructor determining the point values associated with plus and minus grades, if they are used. The syllabus should clearly state whether a plus and minus system is used and indicate what the grading scale is (i.e., what grade constitutes a given letter grade and its plus and minus ranges). See <http://catalog.stetson.edu/undergraduate/student-policy/academic-affairs/grading-scale-interpretation/> for the grade point value associated with letter grades.

- ***Optional*: Guidelines for assignments; full description of assignments; evaluation rubrics**

POLICIES:

- **Attendance policy**

Stetson University has no standard class attendance policy. Hence, it is incumbent on faculty members to state their expectations for attendance and their policy explicitly and unambiguously on the syllabus and, if applicable, to differentiate between excused and unexcused absences; whether and how absences, tardiness, violations of course policies, and so forth will affect grades; and the procedures students should follow to inform the instructor of an absence. If attendance counts toward the final grade, faculty members must keep accurate records of attendance; this information is helpful if students dispute their grades or face difficulties in the course. Even if attendance does not factor into the course grade, faculty members are strongly encouraged to keep attendance and to refer students who are absent frequently through the Student Success

Collaborate (SSC) software accessible through My.Stetson, so that the Office of Academic Success may reach out to them.

Instructors establish attendance policies to support academic excellence in their courses. Students who must miss classes, especially for Stetson-sanctioned activities, must discuss their absence in advance with the instructor and arrange to complete work that will be missed. Examples of sanctioned activities include, but are not limited to, participation in Stetson-authorized athletic competitions or musical performances. Stetson supports participation in and observance of religious and spiritual practices and will endeavor to make reasonable accommodation in the academic schedule to make such participation possible. The impact on academic excellence is always the central concern in any accommodation.

▪ **Statement on ADA accommodations**

Faculty members must include one of these two ADA compliance statements on the syllabus:

General syllabus statement:

"If a student anticipates barriers related to the format or requirements of a course, they should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, students must register with Academic Success through the Accessibility Services Center located at 209 E. Bert Fish Drive (386-822-7127; <http://www.stetson.edu/administration/academic-success/>) <http://www.stetson.edu/administration/academic-success/> and notify the course instructor of their eligibility for reasonable accommodations. The student, course instructor, and Academic Success will plan how best to coordinate accommodations."

Syllabus statement that addresses the student directly:

"If you anticipate barriers related to the format or requirements of a course, you should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, you must register with Academic Success through the Accessibility Services Center located at 209 E. Bert Fish Drive (386-822-7127; <http://www.stetson.edu/administration/academic-success/>) and notify the course instructor of your eligibility for reasonable accommodations. The student, course instructor, and Academic Success will plan how best to coordinate accommodations."

▪ **Statement on academic integrity and Stetson's Honor Policy and Honor Code (See <http://www.stetson.edu/other/honor-system/>.)**

Faculty members are urged strongly to include a statement of their commitment to intellectual honesty and their expectation that all work submitted in the course will be each student's own, that any contribution from others will be clearly acknowledged, and that unauthorized assistance on exams or papers will be neither given nor received. In other words, faculty members should describe Stetson's and their expectations for academic integrity, state that students are expected to abide by Stetson's academic Honor Policy, and mention how violations to the Honor Code will be handled.

Sample statement:

The Stetson University Honor System (see <http://www.stetson.edu/other/honor-system/index.php>) states:

- *Stetson University expects its students to be actively involved in their education and seeks students who expect a superior academic experience. In addition, the university seeks*

students of high integrity, who value honesty and wholeness of purpose in all endeavors.

- *Academic dishonesty invalidates this experience, in that it rejects the substance of the academy (that of learning and inquiry) and substitutes for it a superficial focus on externalities (e.g., passing the course, getting the diploma, etc.). Further, breaches of academic integrity rob both the individual and the institution and are antithetical to all that the university represents.*
 - *The Honor Pledge is the central statement of the university's Honor System. All students are expected to subscribe to it upon entrance to the university. All students are also asked to reaffirm the pledge on a regular basis by writing the word "pledged" in front of their signature when submitting exams and papers.*
- **Optional:** Inclusion on the syllabus of the Honor Pledge (see <http://www.stetson.edu/other/honor-system/honor-pledge.php> and below); of a statement on netiquette; and/or of student professionalism (e.g., expectations regarding the classroom code of conduct, usage of technology and electronic devices, students' entering and leaving the classroom during the period, etc.)

Honor pledge:

"As a member of Stetson University, I agree to uphold the highest standards of integrity in my academic work. I promise that I will neither give nor receive unauthorized aid of any kind on my tests, papers, and assignments. When using the ideas, thoughts, or words of another in my work, I will always provide clear acknowledgement of the individuals and sources on which I am relying. I will avoid using fraudulent, falsified, or fabricated evidence and/or material. I will refrain from resubmitting without authorization work for one class that was obtained from work previously submitted for academic credit in another class. I will not destroy, steal, or make inaccessible any academic resource material.

"By my actions and my example, I will strive to promote the ideals of honesty, responsibility, trust, fairness, and respect that are at the heart of Stetson's Honor System."

Course Schedule:

- **Weekly or daily schedule**

The course schedule may contain considerable detail (e.g., topics covered each day, daily reading assignments and course activities, and the like) or be more flexible (e.g., present a weekly schedule), depending, in part, on the faculty member's pedagogy and experience in teaching the course. However, it should include the due dates for major assignments, exam dates (including the final exam date and time; see the final exam schedule at

<http://www.stetson.edu/administration/registrar/>), and the dates of other important events (e.g., mid-term grade due date, day-long campus-wide events that may affect the class schedule, such as University holidays and breaks, Values Day and Showcase, etc.), along with a note about which dates are tentative and which are firm. If the course schedule or any of the information it contains about assignments, exams, and so forth are tentative, the faculty member should state on the syllabus how and when the firm deadlines will be communicated to the students. Note that at least one major graded student work (e.g., exam, assignment, project, etc.) should be given and used as the basis for assigning students' midterm grades. See the academic calendar at <http://www.stetson.edu/administration/registrar/academic-calendars.php> for important dates.

- ***Optional:*** A statement that the course schedule is subject to change or a similar disclaimer that the faculty member reserves the right to change the syllabus in other ways (e.g., requirements, distribution of points, procedures, etc.), as necessary, along with information about how the faculty member will communicate any changes to the students (e.g., via email, announcements on Blackboard, etc.).

RECOMMENDED INFORMATION

Campus Resources and Services Available to Students at no Additional Cost:

- The Hollis Family Student Success Center offers study spaces for groups and individuals, Success Coaches (peers or staff members who can help with issues such as time management, note taking, test preparation, and the like), tutoring, the Writing Center, Stetson Peer Instruction (SPI), and academic advising support. (See www.stetson.edu/academic-success.)
- duPont-Ball Library (See <https://www2.stetson.edu/library/>.)
- Writing Center (See <http://www.stetson.edu/other/writing-center/>.)
- Disability resources and ADA accommodations (See <http://www.stetson.edu/administration/academic-success/resources/disability.php> and <http://www.stetson.edu/administration/academic-success/resources/faculty.php>.)
- Counseling Center (See <http://www.stetson.edu/administration/counseling-center/>.)

Sample statement:

“College can be extremely stressful for students, especially if it is their first time away from home for an extended period of time or if they are facing other pressures. Thus, students may find it helpful to consult the University Counseling Center. Here is the contact information:

- *Phone number: 386-822-8900*
- *Location: The office is located in the gray house behind the Hollis Center pool, at the corner of University Avenue and Bert Fish Drive.*
- *Office hours: Weekdays from 8:00 a.m. to 4:30 p.m.*

- *If a student experiences a mental health emergency after hours, they can call Public Safety (386-822-7300) and ask to speak with the on-call counselor.*

The Counseling Center staff members are qualified professional counselors, trained to support and guide students through difficult transitions, experiences, and feelings. Counseling is confidential and free of charge for all currently enrolled Stetson University students.

- **Tutoring and Student Peer Instruction (SPI), if applicable (See <http://www.stetson.edu/administration/academic-success/tutoring-spi.php>.)**

Other Relevant Policies:

- **Student grievance policies (See <http://catalog.stetson.edu/graduate/student-policy/grievance-policy/>.)**
- **Family Educational Rights Privacy Act, or FERPA (See <http://www.stetson.edu/administration/registrar/ferpa/index.php>.)**
- **Title IX (See <http://www.stetson.edu/other/title-ix/>.)**
- **Other undergraduate student policies (See <https://catalog.stetson.edu/undergraduate/student-policy/>)**

ⁱ This template is based in part on one designed by TCU's Koehler Center for Teaching Excellence and on sample syllabi; it is intended to help Stetson faculty members create a syllabus that contains useful information to enhance student learning. For this template, members of Stetson's DeLand campus Council of Undergraduate Associate Deans (CUAD) modified TCU's template and incorporated elements from sample syllabi, along with text from the following Stetson University resources: the Registrar's Office (<http://www.stetson.edu/administration/registrar/media/academic-policies.pdf>), the Provost's Office (<http://www.stetson.edu/administration/provost/faculty-resources/teaching.php>), the 2017-18 Stetson University Catalog (<http://catalog.stetson.edu/>), and a document prepared by Professor Mitchell Reddish of the Department of Religious Studies.

This document focuses on Stetson University syllabus components and content. For a useful companion document about enhancing the accessibility of syllabi through their design, rhetoric, and other elements, see <https://accessiblesyllabus.tulane.edu/>.