

The new Collective Bargaining Agreement included changes to BOT-UFF POLICY 2: ASSIGNMENT OF RESPONSIBILITIES. The primary changes included shifting the assignment period to Summer/Fall/Spring (previously Fall/Spring/Summer), as well as formalizing the practice of beginning the assignment process with a request from faculty.

Four shared interests motivated these changes:

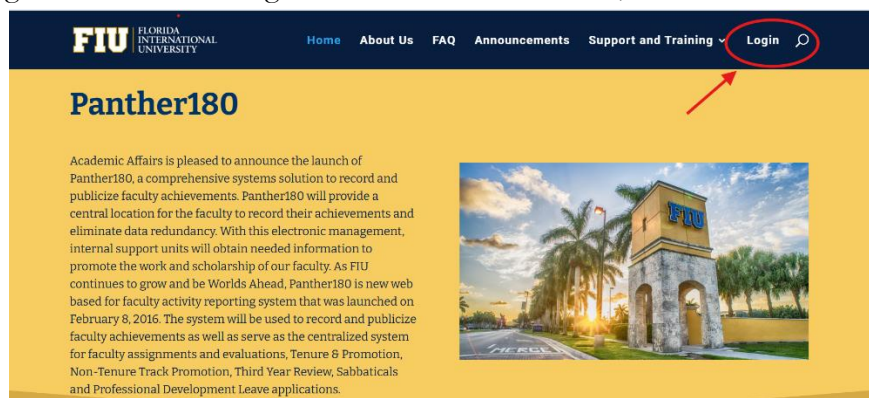
1. Having the summer work of 12-month faculty members reflected in their annual evaluations;
2. Institutionalizing best-practices—affording faculty across the university with a space to make requests related to the coming year’s annual assignment. In other words, to lay out the research/creative activities, teaching and service they plan to do for the coming year;
3. Institutionalizing best-practices—affording chairs across the university space to more meaningfully provide and finalize the coming year’s annual assignment;
4. Moving the annual assignment process to align with when more of the faculty are on contract (formerly, the assignments were set during the first week of July) to help facilitate a more effective process.

Some things to keep in mind:

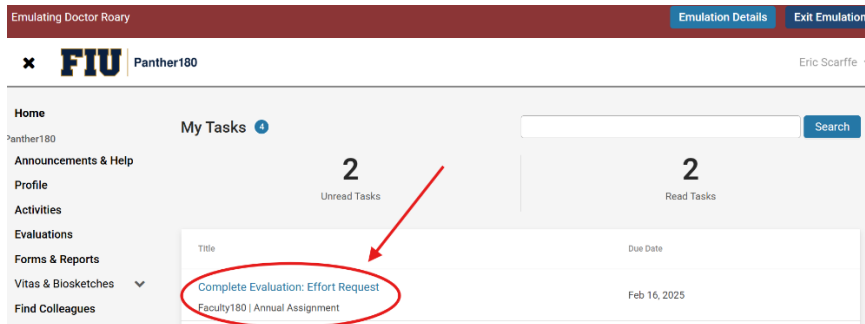
- It is important to document the work that faculty do. You should use this as an opportunity to clearly explain your planned work for the coming year in the areas of assigned duties (e.g. you may wish to indicate if you plan a course re-design, or which conferences you are hoping to attend).
- These requests are intended to capture the work you are hoping or planning to do in your areas of assigned work, in line with departmental/university expectations, needs, and policies.

Navigating the Panther180 Form

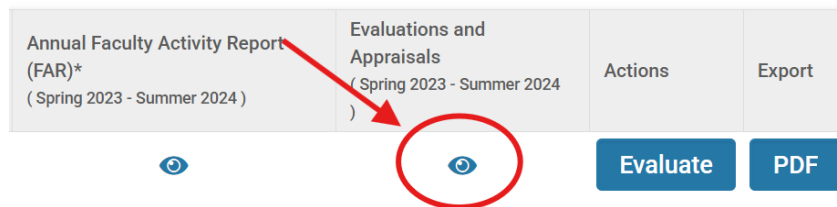
1. To access the form on Panther180, faculty should go to <https://panther180.fiu.edu/> and click on the “Login Button” on the right-hand side of the tool bar, and enter their FIU credentials.



2. After logging in, faculty should click on “Complete Evaluation: Effort Request.”



- By clicking on the eyeball under “Evaluations and Appraisals” faculty will be able to access their previous annual assignments as well as annual evaluations. Faculty are encouraged to review these assignments prior to filling out their request.



- When faculty are ready to proceed, they can click the “Evaluate” button to the right, and a popup window will bring you to the form.
- If faculty are going to be requesting the same distribution of effort for their assignment as the prior year, they may simply click the first box. If they wish to request a different distribution of effort, they should click the second box and provide a brief description and rationale for how they are requesting their distribution of effort to be changed for the coming year. Note that, in making annual assignments, chairs may exercise the considerations articulated in BOT-UFF POLICY 2: ASSIGNMENT OF RESPONSIBILITIES, SECTION C: Considerations in Assignment.

B Distribution of Effort

Faculty work is not easily quantified, and comparisons are necessarily rough. Nevertheless, it is important for annual assignments to approximate the amount of effort dedicated to the scheduled and non-scheduled activities that encompass faculty work—both for the purposes of evaluations and to maintain equity between faculty members.

For the upcoming AY, I am requesting...

The same distribution of effort as I was assigned last year
 A different distribution of effort

Rationale

If you are requesting a different distribution of effort (e.g., a different amount of effort for research), please provide details here and a brief rationale (more details may be provided below).

31 WORDS

- N.B. Even if faculty are requesting the SAME distribution of effort, they should continue to fill out the rest of the form.

Teaching Effort Request

In addition to instructional effort, many faculty engage in significant non-instructional activities (e.g., curriculum (re)design) that are essential to the success of the University and our students. The Teaching Effort Request provides space for faculty to articulate proposed/planned effort for teaching-related activities.

Proposed Courses/Instructional Effort

6. In many cases, the schedule for Summer and Fall have already been keyed into the system. If faculty already know what they are teaching in these semesters, they may simply record that information here. We acknowledge that it may be difficult to anticipate course offerings/preferences for next Spring; however, faculty are encouraged to provide reasonable details here to inform the assignment process.

*NOTE: If department's have an established form/process for making these requests, they may upload this in an attachment at the end of the document. For departments that do not, a space has been provided for you to register this information on the form.

C Instructional Effort

Please include relevant course information such as the course name and number, modality, meeting pattern, and time. Faculty may rank their requests in order of their preferences. If your department has a form/process in place for requesting course-assignments, you may upload this in the "Attachments" section (J) at the end of this form.

Instructional Effort

11pt B I U x₂ x² Ω <> e.g., Course Preferences Fall (Main Session): Preference 1: 96 WORDS

7. Non-Instructional Effort (e.g., curriculum (re)design) is another example of effort expended by faculty. If there are non-instructional activities for which faculty will be expending effort/would like that effort considered in their assignment, they should note this in the second box.

Non-Instructional Activities

11pt B I U x₂ x² Ω <> Please use the space below to request other teaching responsibilities/activities to be considered in the assignment. These include specific new course developments or major curricular (re)designs that could be included within the teaching assignment: 36 WORDS

Other Information You Would Like Considered

0 WORDS

Advising Load Request/Report

Departments categorize the effort associated with advising/supervision of students differently. Please consult with your department about how this effort is categorized. If your advising load is unknown, or not yet determined, faculty can leave this section blank. However, if faculty know, or have formally been assigned students for the purposes of supervision, they should record this information in the space provided.

D Advising Load

Please only list the number of students formally-assigned to you. Departments categorize the effort associated with advising/supervision of students differently. Please consult with your department about how this effort is categorized. If your advising load is unknown, or not yet determined, faculty can leave this section blank.

Undergraduate	<input type="text"/>
Masters	<input type="text"/>
Doctoral (non-dissertating)	<input type="text"/>
Post-Docs	<input type="text"/>
Dissertating Students	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 11pt B <i>I</i> <u>U</u> \times_2 \times^2 </div> <hr/> <div style="border-bottom: 1px solid #ccc; padding: 5px;"> <p>Student Name, Role (Chair/Co-chair or Member), Date of Last Milestone, Anticipated Graduation Date</p> </div> <div style="text-align: right; font-size: small;">14 WORDS</div> </div>
Other Information You Would Like Considered	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 11pt B <i>I</i> <u>U</u> \times_2 \times^2 </div> <hr/> <div style="border-bottom: 1px solid #ccc; padding: 5px;"> <p>If you expect to supervise non-doctoral students on significant projects (e.g., a master's thesis) please provide this information here.</p> </div> <div style="text-align: right; font-size: small;">10 WORDS</div> </div>

N.B. For doctoral students formally assigned to faculty, they can quickly run a report and copy and paste this information by following these steps.

- a) Navigate to [BI Dashboard for Dissertation and Thesis Committees: https://bigdataonline.fu.edu/#/site/AIM/views/DissertationandThesisCommittees/DissertationandThesisCommittees?iid=1](https://bigdataonline.fu.edu/#/site/AIM/views/DissertationandThesisCommittees/DissertationandThesisCommittees?iid=1)
- b) Click on "Student Detail View" tab at the top of the page and close out of the true prompt on right side of screen (click "x")

FIU Analysis and Management

Dissertation and Thesis Committees

College/School
Plan Descr
Committee Type
Role
Committee Member Name

Committees by Role
Number of Committees by Program
Student Detail View

Dissertation and Thesis Comm... Student Detail View

Student Detail View

Calculation1

True

- c) Re-enter the “Dissertation and Thesis Committees” tab and drill down to yourself using the **Committee Member Name** field

The screenshot shows the top navigation bar with the breadcrumb "Explore / AIM / Dissertation and Thesis Committees / Dissertation and Thesis Committees". Below it are navigation icons (Undo, Redo, Revert, Refresh, Pause) and utility icons (View: Original, Alerts, Subscribe, Share, Download, Full Screen). The main header is "Dissertation and Thesis Committees" with the FIU logo. Below the header are four filter dropdowns: "College/School (All)", "Plan Descr (All)", "Committee Type (All)", and "Role (All)". To the right of these filters is a dropdown for "Committee Member Name" with "(All)" selected, which is circled in red. Below the filters are three tabs: "Committees by Role", "Number of Committees by Program", and "Student Detail View".

- d) Re-enter the “Dissertation and Thesis Committees” tab and drill down to yourself using the **Committee Member Name** field

This screenshot shows the dashboard with three views. The "Committees by Role" view is a horizontal bar chart showing the number of committees for various faculty members, categorized by role (Member, Major Professor, Co-Major Prof.). The "Number of Committees by Program" view is a treemap showing the distribution of committees across various programs like Psychology - PhD, Biology - PhD, Chemistry - PhD, etc. The "Student Detail View" is a table with columns for Student Name, Plan Descr, FIU Committee Mem, and Role. A red arrow points to the "Committee Member Name" dropdown menu in the top right of this view, which is currently set to "(All)".

This screenshot shows the "Student Detail View" table. The table has columns for Student Name, Plan Descr, FIU Committee Mem, and Role. The data shows a list of committee members for various programs, with roles including Member, Major Professor, and Co-Major Professor. A red arrow points to the bottom right corner of the table area.

Note: Please download your results using the PDF or Crosstab file formats.

Research Effort Request

Previously, faculty engaged in research/creative activities were asked to fill out “Goals” in Panther180 for the coming year. This will replace that process and provide a space for faculty to communicate with chairs about their plans/goals related to research/creative activities in the coming year—which can both inform the assignment and help connect faculty with available resources that could better enable their research.

8. In instances where faculty have definitive plans for research/creative activities, they are encouraged to provide some details about them here.

E Planned Research/Scholarship/Creative Activities

Please list your research/scholarly plans, including publications, grants, and other scholarly or creative activities. In some cases, the plan may include submitting an article for publication. In other cases, it may be drafting a new manuscript or beginning a new creative project.

Planned Research/Scholarship/Creative Activities	<p>+ 11pt B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>Type of Activity (e.g., journal article, book manuscript), Planned Outlet (specific journal, publisher, or organization), Expected Date of Completion/Submission</p> <p>20 WORDS</p>
	<p>+ 11pt B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>0 WORDS</p>

9. For grant-related activities (including known grant-sponsored research, grant-funded research proposals currently under consideration, or anticipated grant-proposal) faculty are encouraged to note that information in the following boxes.

N.B. Unless faculty have been contacted by their grant-funding agency or ORED, they should proceed to input expected grant effort as previously planned/anticipated.

Grant-Related Activities	<p>+ 11pt B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>Include planned effort for proposal writing and granted funded projects. For any grant funded projects, please indicate the division of E&G vs. grant funded salary support.</p> <p>Proposal Writing, Grant Funded Projects (w grant ID), Source of Salary Support (E&G % / External %)</p> <p>42 WORDS</p>
	<p>+ 11pt B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>0 WORDS</p>

Service Effort

Understandably, service on departmental, college, university, and professional committees may not be known at this time, especially for elected positions. Nevertheless, it is important for this work to be reflected and considered in annual assignments. Please indicate the roles and responsibilities you anticipate, or would like to perform, in the coming year as it relates to your service assignment in the following set of boxes.

10. If you are requesting a **new service assignment**, which is greater or less than regularly associated with faculty assignments (10% effort) please provide a brief rationale unless you.

F Service and Community Engagement

Your service responsibilities include contributing to the orderly and effective functioning of the Department, the College, the University, your profession, and the community. Participating in commencements and faculty convocations is an important role of the professoriate. Please provide a brief listing of your service/community engagement.

Service/Community Engagement Expectations	<p>+ 11pt - B I U x₂ x² [align] [list] [link] [undo] [redo]</p> <p>Ω <></p> <p>Type (Department, College, University, Profession/National/International, Community Engagement) Title/Name/Committee/Etc., Your Role, Term of Service/Duration</p> <p>19 WORDS</p>
Rationale (if applicable)	<p>+ 11pt - B I U x₂ x² [align] [list] [link] [undo] [redo]</p> <p>Ω <></p> <p>If you've requested an assignment higher or lower than 10%, please state your rationale here (e.g., I am a research faculty member on a 100% research assignment).</p> <p>27 WORDS</p>
Other Information You Would Like Considered	<p>+ 11pt - B I U x₂ x² [align] [list] [link] [undo] [redo]</p> <p>Ω <></p>

Clinical Effort

In addition to tenured/tenure track and teaching faculty, clinical faculty should also have this effort reflected in their annual assignments. In some cases, this effort overlaps with the categories above. Nevertheless, faculty should articulate the activities related to their clinical effort in the boxes below.

N.B. Non-Clinical faculty may leave this section blank.

G Clinical

Please list any roles or activities for which you are proposing clinical effort	<p>+ 11pt - B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>0 WORDS</p>
Other information you would like considered	<p>+ 11pt - B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>0 WORDS</p>

Administrative Effort

Generally, faculty with administrative assignments have a formal role (e.g., Graduate Program Director). If the Department Chair has given you some other administrative appointment, please consult with your Supervisor/Chair (if necessary) before completing this section.

N.B. Faculty who do not have an administrative component associated with their effort may leave this section blank.

H Administrative

Generally, faculty with administrative assignments have a formal role (e.g., Graduate Program Director). If the Department Chair has given you some other administrative appointment, please consult with your Supervisor/Chair about the expectations of the appointment.









Please list any roles or activities for which you are proposing administrative effort	<p>+ 11pt - B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>0 WORDS</p>
Other Information You Would Like Considered	<p>+ 11pt - B <i>I</i> <u>U</u> \times_2 \times^2 </p> <p>Ω <></p> <p>0 WORDS</p>

Other Information

Any additional information faculty would like considered for the purposes of their annual assignment can be captured here.

I Further Thoughts or Comments

Include any final thoughts or comments on your proposed assignment (n.b. include only information not already provided).

Further Thoughts or Comments	+ 11pt B <i>I</i> <u>U</u> x_x x^2      
	 
	0 WORDS 