

These are the bylaws for the School of Communication in the College of Communication and Information at Florida State University. These bylaws were last approved on December 5, 2025, by a majority of the applicable voting members of the school and on Dec 12, 2025 by the College and the Office of Faculty Development and Advancement.

I. Bylaws

A. Adherence with Other Governing Documents. At all times, department policy shall adhere to and be consistent with all university policies found in the FSU Constitution, the BOT-UFF Collective Bargaining Agreement (if applicable to the college), the Faculty Handbook, and the Annual Memorandum on the Promotion and Tenure Process issued by the Office of Faculty Development and Advancement.

B. Bylaws Revision. In every year ending in 5 or 0 the School Director shall appoint a special committee to review and update these Bylaws. Any school committee, including the Executive Committee, may initiate amendments or revisions at any time in the academic year.

C. Substantive Change Statement. Faculty and staff members are expected to be familiar with and follow the Florida State University Substantive Change Policy as found on the university web site <https://sacs.fsu.edu/substantive-change-policy/>

D. Amendments

- a. Proposed amendments shall normally be presented to a regular or special session of the School Assembly for information and preliminary discussion and placed on the agenda of the next session of the Assembly for debate and vote. If the second session referred to herein comes at least one week after introduction and preliminary discussion, a majority vote of the members present, and voting shall be sufficient to adopt the amendment.
- b. Emergency Amendments. In case of emergency as judged by the School Director and affirmed by majority vote of the Assembly, a two-thirds affirmative vote of the entire membership of the School Assembly shall be sufficient to adopt an amendment at the time of its first introduction. Such vote must be preceded by open discussion and debate in the Assembly. Voting tabulations can consist of a combination of votes cast during an assembly meeting and other voting mechanisms as described in all other voting-related sections of these by-laws.

II. Membership and Voting Rights

A. Faculty Membership. The faculty of the School of Communication shall consist of those persons who are full-time and tenured, holding tenure-earning appointments, specialized faculty, and visiting faculty members at the rank of Teaching Faculty I and above, Assistant Professor, Associate Professor and Full Professor.

B. Department Membership. In addition to the faculty defined in II.a above, the following are members of the School of Communication: postdocs, staff, visiting faculty, emeritus faculty, and those holding courtesy or adjunct appointments.

C. Faculty Voting Rights. Specialized faculty at Rank I and above, tenured, and tenure-earning faculty have the right to vote. While staff are not part of the voting faculty, it is the intention of the School that staff should be included in decisions affecting them and the broader school.

D. Non-faculty Voting Rights. Visiting professors appointed for less than an academic year, post-doctoral fellows, emeritus faculty, and those holding courtesy or adjunct appointments may participate in Assembly deliberations but shall not have the right to vote.

III. Department Organization and Governance

A. Faculty Meetings. The School Assembly shall meet in regular session at least once each semester during the regular academic year. It may meet on special occasions during the summer. For the summer meeting to take place, at least three-quarters of the faculty body need to be able to attend. If the meeting cannot take place, emergency decisions identified as such by the School Director, with the advice of the Dean, may be made by the School Director during the summer term. Dates and times of regular meetings shall be established by the School Director. The time designated shall be as free as possible from conflicting school classes and other activities.

Presiding officer. The School Director shall normally preside at meetings of the Assembly. In the absence of the School Director, they shall assign another member of the Executive Committee the responsibility of presiding.

Agenda. The School Director shall prepare and distribute to all faculty members an agenda for each meeting of the Assembly. Items may be added to the agenda on

request by individual members to the Director. Should the Director be reluctant to add an item, it can be added upon the written request by a group of any three members.

Minutes. The Director shall appoint a member or secretary to keep minutes for each meeting of the School Assembly. These minutes shall record members present, topics discussed, and include the results of all formal votes cast. The minutes will not attempt to summarize Assembly debate or arguments on either side of controversial issues.

Proxies or Absentee Ballots. Proxies or absentee ballots may be permitted only under the following unusual circumstances: A faculty member who feels strongly about an issue before the faculty and who for reasons of health or professional obligations must miss a critical meeting, upon receiving the School Director's permission to do so, may cast a proxy or absentee ballot. Faculty members wishing to use proxies or absentee ballots are encouraged to inform themselves and their colleagues on the issues.

Quorum. A quorum shall consist of a majority of the voting members of the School Assembly. In each of the School committees, the common law requirement of a majority of the membership shall prevail.

In all cases not covered by these Bylaws or by such Standing Rules as the Assembly or committees of the School shall establish, the parliamentary authority shall be the most recent edition of *Robert's Rules*.

The Assembly shall:

- a. receive reports from school committees, director of doctoral studies, director of master's studies and those faculty coordinating majors or emphasis areas. It shall take whatever action on these reports seems appropriate.
- b. not discuss specific cases of tenure, promotion, salary increments, nor serve as an appeals committee on grievances.
- c. discuss any other matter it chooses and offer its opinion or advice to the School Director.

B. Department Chair Selection. The initial term of office of the School Director shall be for three academic years beginning July 1st, renewable for two terms for a total limit of 9 years.

Six months before the end of the three-year term for the School Director, the Dean of the College shall consult the School Director concerning their willingness to renew. If the School Director wishes to be relieved, the Dean shall initiate proceedings for selection of a new School Director. If the School Director is willing to continue, the Dean may discuss with the faculty and, without the participation of the School Director, poll the faculty. A majority vote of confidence in the School Director shall constitute a recommendation to the Dean that the School Director be appointed for another term.

Whenever for any reason the office of School Director becomes vacant, or will soon become vacant, the Dean shall appoint a Search Committee broadly representative of the faculty. If a majority of the faculty approves and the nominee agrees to serve as Director, the Committee shall submit the name of its nominee to the Dean for approval. Upon approval of the Dean, this person shall immediately become Director-Designate and serve on the Executive Committee. Further, the Director-Designate shall assume the Director position on July 1st.

If the Director position becomes vacant due to unforeseen circumstances and there is a Director-Designate, the Director-Designate will immediately assume the Directorship. If there is no Director-Designate, the Dean will appoint an Acting School Director and will appoint a Search Committee as described in III.C Special (ad hoc) Committees.

Recall. Any five voting members of the School Assembly may at any time initiate a petition asking for a vote of confidence in the School Director. When this is received by the Dean, the Dean shall submit a secret ballot to the membership of the School Assembly. Relieving the Director of their administrative duties requires two-thirds of the voting membership of the Assembly to vote “no confidence” prior to the expiration of a regular term. Whenever this is certified, the Dean shall relieve the School Director of administrative duties, appoint an Acting School Director, and initiate a search for a new School Director, whose initial appointment shall be for a term of three academic years.

C. Department Leadership and Committees.

Director of Undergraduate Studies. The Director of Undergraduate Studies shall be appointed by the School Director and serve for a three-year term, with a year-to-year renewal option. The Director of Undergraduate Studies can be either a tenure-earning or tenured faculty, or a Specialized faculty, after having served at least 3 years as a full-time faculty member in the School. This Director will be responsible for informing students about the programs available at the school, including during advising sessions and orientations with undergraduate students. Other responsibilities will include coordinating curriculum development, assisting in updating program maps, assisting in

schedule building, assisting with limited admissions, remaining knowledgeable about undergraduate student policy, and other duties as needed. The Director of Undergraduate Studies will work closely with the College Student Support Team, the College Academic Support Specialists, the Curriculum Committee, as well as the School Director and the School Assistant Director. For their work, the Director of Undergraduate Studies will receive a one-course reduction per academic year.

Director of Doctoral Studies. The Director of Doctoral Studies shall be appointed by the School Director and serve for a three-year term, with a year-to-year renewal option. The Director must have received Graduate Faculty Status with Doctoral Directive Status before appointment. The Director will chair the Doctoral Studies Committee (see below) to enhance the quality and effectiveness of the doctoral program. The Director of Doctoral Studies will be responsible for recruiting, orientation, and tracking of doctoral students for the School's entire doctoral program. The Director of Doctoral Studies will also be responsible for overseeing the doctoral colloquium (as part of their course load), assisting the Associate or Assistant Director with scheduling graduate classes and setting TA appointments, and remaining knowledgeable about PhD programs and policy.

Director of Master's Studies. The Director of Master's Studies shall be appointed by the School Director and serve for a three-year term, with a year-to-year renewal option. The Director must have received Graduate Faculty Status before appointment. The Director of Master's Studies will serve as a third member on each of the Master's Admissions and Advisory Committees (see below within III.C) The Director of Master's Studies will also be responsible for overseeing advising sessions and orientations with Master's students, overseeing the Master's curricula with the Master's Admissions and Advisory Committees for each area, assisting the Associate or Assistant Director with scheduling graduate classes and setting TA appointments, assisting in recruiting efforts, overseeing the master's colloquium (as part of their course load), and remaining knowledgeable about graduate student policy, BA to MA programs, and graduate certificates.

Executive Committee.

Part 1. Membership. The School Director shall preside over the four- to seven-member committee with a voice and a vote. Ex-officio voting members of the Executive Committee shall be the Assistant or Associate Director (if one is appointed), the Director-Designate (if there is one), the immediate past School Director, the Director of Doctoral Studies, the Director of Master's Studies, and the Director of Undergraduate

Studies. The School Director may appoint additional faculty members to the Executive Committee to represent fairly the various interests of the School.

The Executive Committee shall meet regularly on call of the School Director.

Part 2. Duties. The Executive Committee has as its charge the welfare of the School as a whole and serves as an advisory body to the School Director on policy matters. It makes necessary recommendations to the faculty.

Curriculum Committee

Part 1. Membership. This seven-member committee shall consist of five faculty, one undergraduate student, and one graduate student. The chair of the committee shall be appointed by the School Director. The remaining four faculty members shall be elected by the faculty. At least two members must be tenured or tenure-earning and hold Graduate Faculty Status. While it is not required, it is recommended that the Director of Undergraduate Studies serve as one of these four members. The student members may be either elected by student bodies or appointed by the School Director. Only the faculty members of the committee shall be voting members of the committee. The term for faculty members will be a 2-year staggered term so that the committee has continuity. The term for students will be 1 year.

The School Director shall be an ex-officio non-voting member of this committee, available for consultation but not expected to attend all committee meetings.

Part 2. Responsibilities. The committee oversees curriculum activities in the School. The committee shall oversee the development of new and revision of existing degree programs, majors, minors, and certificates. It shall review proposed changes, additions, and deletions to courses, course mapping, and other curricular matters. The committee shall determine the fit of proposals within the pertinent curricula, including School goals and needs, industry standards, program goals and needs, pedagogical objectives, course scheduling, and staffing.

The committee may render one of three decisions for submitted proposals - approve, revise, or deny. After approval, curricular changes that require faculty vote will be presented to the faculty at a separate meeting. A call with an agenda for such a meeting will go out to all full-time faculty members at least one week in advance. Those full-time faculty members who attend the scheduled meeting will be considered a quorum for the vote on agenda items of this meeting only. Revisions may be resubmitted for re-review. A written appeal for a denied proposal may be presented to the School Director one time per proposal. The School Director can either deny the appeal, at which point the

proposal is rejected, or approve the appeal, at which point the curriculum committee will work with the submitting person or persons on revising the proposal in question until it can be approved.

Part 3. Curriculum Committee members are expected to be familiar with and follow the Florida State University curriculum requirements as found on and linked from the University's Curriculum Hub: <https://fsu.sharepoint.com/sites/CurriculumHub/>

Doctoral Program Committee (DPC).

Part 1. Composition. The Director of Doctoral Studies shall chair this committee. The School Director shall be a nonvoting ex-officio member who may attend if they wish or are asked but are not counted in determination of a quorum.

Joining these ex-officio members on DPC will be three elected faculty members, elected by the faculty at the beginning of the fall semester. Eligibility for election to the DPC shall include all faculty that hold (Graduate Faculty Status) GFS. The director of the committee must have GFS with Doctoral Directive Status (DDS). The three elected faculty members shall serve two-year terms, which will be staggered so that the committee maintains continuity.

Part 2. Responsibilities. The DPC shall coordinate recruitment of doctoral students for all programs in the School, review applications for admission to the doctoral program, encourage doctoral student participation in the Communication Graduate Student Association (CGSA), make recommendations to the School Director and Associate or Assistant Director for funding of new and continuing doctoral students, and recommend to the School Director candidates for fellowship and assistantship awards.

The DPC will conduct reviews and make recommendations to the Director, Dean, and the Graduate School regarding initial and continuing Graduate Faculty Status for school faculty. School criteria for GFS shall be included and updated as needed as Appendix A of these School Bylaws.

Major professors will conduct an annual review of all doctoral students, with special attention to doctoral students who have not yet reached candidacy. In consultation with the major professor, the committee shall recommend termination of students not making satisfactory progress toward a degree. Students also may be dismissed for reasons other than GPA as stipulated in the Graduate Bulletin's Policy for Dismissing a Graduate Student for Reasons Other Than GPA (see the Graduate Bulletin) and/or

the School of Communication's Code of Conduct (see the Graduate Student Handbook).

In addition, the DPC will coordinate with the University GPC when their periodic review is conducted.

The DPC will revise and update as necessary the School's Doctoral Student Handbook and other documents for doctoral programs. It is responsible for long-range planning, for the maintenance of academic standards, and for bringing needed recommendations to the School Assembly.

Master's Admissions and Advisory Committees (MAAC).

Part 1. Composition. There will be two Master's Admissions and Advisory Committees, one with particular knowledge of the Strategic Communication curriculum and one with particular knowledge of the MCS/PIMC curriculum. Faculty will vote for two members from each curricular area (as indicated above) to serve on these committees. Members of this committee will serve for a three-year term, with a year-to-year renewal option. The third member for both will be the Director of Master's Studies.

Part 2. Responsibilities. These committees will review and vote on all admissions in their curricular area. Committee members will also meet with students in their curricular area for advising and to sign the Program of Studies forms. The Director of Master's Studies should sign off on the Program of Study after it has been reviewed by the other two members of the committee to ensure that the curriculum in that area is followed. These committees will also oversee the curricula for their particular areas.

Appeals Committee. When a student grade appeal is filed, the School Director will appoint a grade appeal committee following university procedures.

Promotion, Tenure and Evaluation Committee.

Part 1. Membership. All tenured faculty members shall be eligible to stand for election as members of the Faculty Promotion, Tenure and Evaluation Committee, with the exception of the School Director. All tenure-line members of the School Assembly may vote in the elections of PT&E Committee members. Elections will follow guidelines supplied by the Office of Faculty Development and Advancement.

A) The School Faculty Promotion, Tenure and Evaluation Committee will be composed of four members, elected by the faculty. Each year two members are elected for a two-year term (staggered two-year terms).

B) The School representatives for the College Promotion and Tenure Committee will be composed of two faculty members elected by the School Faculty.

Part 2. Promotion and Tenure Consideration for Tenure Track Faculty. Each year, the Promotion, Tenure and Evaluation Committee will undertake a preliminary review of materials and nomination of candidates being considered for tenure and/or promotion. This will include preliminary review of faculty not holding tenure and/or holding rank below that of professor. Evaluation shall include appropriate measuring instruments and in-class observations of teaching. In addition to teaching effectiveness, evaluation shall include research and service as described in the Faculty Handbook.

All the members of the Faculty Promotion, Tenure and Evaluation Committee shall evaluate all tenured and tenure track faculty with the exception of the School Director, who is evaluated by the Dean. Based on these evaluations and in consultation with the faculty member, the Faculty Promotion, Tenure and Evaluation Committee may recommend consideration for tenure and/or promotion. This process shall take place during the spring semester prior to the preparation of promotion/tenure folders during the summer and early fall semester. It is preliminary to and distinct from the formal recommendation process and vote in Fall semester. A recommendation that a faculty member be considered for promotion and tenure during this preliminary procedure does not obligate the Faculty Promotion, Tenure and Evaluation Committee to forward a favorable recommendation after reviewing the candidate's folder during the formal promotion and tenure process. If a candidate is recommended to prepare a binder, the School Director will work with the candidate to prepare the binder.

On the occasion of each annual review, the School Director shall apprise the faculty member of the requirements for promotion and tenure and evaluate their progress toward meeting those standards. Assistant Professors shall receive a tenure review in their third year. This review is a mentoring opportunity during which the Promotion, Tenure, and Evaluation Committee shall provide specific feedback and advice reflecting expectations for tenure and how the faculty member is progressing toward meeting those expectations. The faculty member shall meet with the Director to discuss the report. Tenure Review Report shall be included in the tenure binder. Assistant Professors hired with credit toward tenure shall have credited years included in the determination of the timing of the third-year review unless an alternative schedule is mutually agreed upon by the faculty member and Director and/or Dean.

This letter will be included in the materials the Faculty Promotion, Tenure and Evaluation Committee sees when a candidate seeks tenure and/or promotion.

A narrative from the Faculty Promotion, Tenure and Evaluation Committee that summarizes the review (2nd, 3rd, or 4th, as the case may be) should come from the committee to the Chair or Dean. A suggested format, which may be modified or expanded, for such use is:

Summary of Meeting

The PT&E committee reviewed the candidate _____ for promotion (and/or tenure). A majority of the committee expressed that the candidate's binder provided evidence that the candidate (did not meet/met/exceeded) the norm for his or her discipline in the area of research (similar sentences can be used for teaching and service). Comments were made regarding the candidate's strength/weakness in the area of ____, as evidenced by ____.

Faculty members should consult the current School of Communication statement on Criteria for Promotion and Tenure and the statement on Annual Evaluation and Merit Procedures.

Specialized Faculty Promotion Committee.

Part 1 Membership. Specialized faculty members at the second and third rank shall be eligible to stand for election as members of the Specialized Faculty Promotion Committee. All specialized faculty members of the School Assembly may vote in the election. The Specialized Faculty Promotion Committee will be composed of three members, each elected for a two-year term, with two members elected in the fall of years ending in even numbers, and one member elected in the fall of years ending in odd numbers. If not enough Specialized Faculty are contracted full time, other full-time faculty may serve in their place following typical election procedures as outlined Elections Coordinator, Elections, Voting, Part 2 & 4.

Part 2. Responsibilities. The promotion process for specialized faculty is detailed in guidelines supplied by the Office of Faculty Development and Advancement. Recommendations for promotion begin with the specialized faculty member's supervisor. Specialized Faculty Promotion Committee members review the binders of nominated candidates using the criteria stated in the School of Communication

Specialized Faculty Promotion Procedures (see Appendix D). Action on the nomination of each candidate is recommended by secret vote of the Specialized Faculty Promotion Committee, which also prepares a report of the committee's recommendations to be included in the candidate's binder.

Mentoring Committee.

Part 1. Membership. This two-member committee shall be elected by the faculty, with one member elected yearly. One member will be elected from and will represent Specialized Faculty and Assistant Professors; the other member will be elected from and will represent Associate and Full Professors.

Part 2: Election of the member from the Specialized Faculty and Assistant Professors will occur in the fall of years ending in an even number. Election of the member from the Associate and Full Professors will occur in the fall of years ending with an odd number.

Part 3: Each elected member shall serve for two years; the returning elected faculty member will serve as Chair.

Part 4: The School Director shall be an ex-officio, nonvoting member of this committee, available for consultation but shall not be expected to attend all committee meetings. If for some reason an elected member is unable to serve their term, the School Director will appoint a replacement.

Part 5. Responsibilities. This committee shall update the "Faculty Check List" at least once annually and manage online resources. The committee will ensure that all newly hired faculty members are introduced to these resources. This committee will also survey current faculty members annually as to their experiences as mentors and mentees within the School of Communication and analyze the results. This committee will make recommendations regarding mentoring issues to individual faculty members and/or to the School Director and/or to the faculty at large.

Elections Coordinator, Elections, Voting.

Part 1. An elections coordinator shall be appointed by the School Director in the fall of each year. This coordinator shall be responsible for preparing ballots for all elections.

Part 2. Elections for committees will generally be conducted at the beginning of the fall semester, with some exceptions; elections for the College PT&E and the School and

College Curriculum and/or Academic Affairs committees may be conducted in the spring semester, and possibly others if necessitated by University deadlines.

Voting shall take place in one of two ways.

Voting may take place by secret paper ballot. Ballots will be distributed into faculty mailboxes and returned to the Office Manager's mailbox. A faculty member may choose to email their "paper" vote confidentially to the Office Manager instead.

Alternatively, voting may take place via confidential digital survey. An online survey will be created. The survey link will be distributed, and each person may vote one time.

Ballots or digital survey voting records shall be maintained for inspection for the academic year.

Part 3. When conducting elections for the various committees and the Faculty Senate, faculty will be allowed to vote for two candidates. The faculty member receiving the highest number of votes shall be elected to serve. The faculty member receiving the second highest number of votes will serve as alternate should the elected position become open, or as the second elected representative if an additional position becomes available.

Part 4. No faculty member shall serve on more than three of the following committees: Executive; Curriculum Committee; Doctoral Program; Promotion, Tenure and Evaluation; Specialized Faculty Promotion. The School Director may ask any faculty member to serve on additional committees if that is necessary to meet school needs.

DMP Coordinator. An elections coordinator shall be elected each year. This coordinator shall be responsible for managing DMP appointed staff, DMP budget, equipment, DMP specific student events, and other duties.

Special (ad hoc) Committees. The School Director may appoint special committees for such purposes as a search once a new faculty position in the School has been authorized. Ad hoc committees are discharged once their report has been received and acted upon.

Special (ad hoc) Evaluation Responsibilities. Each semester the School Director may appoint faculty members to evaluate adjuncts and teaching assistants. Ad hoc evaluation responsibilities are discharged once the evaluation report has been received and questions have been resolved.

D. Faculty Senators. Elections will be conducted at the beginning of the spring semester. Voting shall be by secret ballots when electing persons to the various committees and the Faculty Senate. The process will follow the procedures described under **Elections Coordinator, Elections, Voting**, Parts 2-4.

E. Faculty Recruitment. When there is an open line to fill, the School Director appoints a three-member search committee who will bring a recommendation, including a rank-ordered list for hiring with justification, to the full faculty for a vote.

F. Unit Reorganization. The members of the faculty of the School of Communication will have direct involvement in any efforts pertaining to a unit reorganization.

IV. Curriculum

Final approval of a new course or other curriculum changes (e.g., changes to course requirements or electives in a major or certificate) requires a majority vote of faculty who are present at the meeting that was called for this purpose. The date of the meeting, the outcome of the vote, and the motion or purpose of the vote shall be recorded and archived. Also see III.C Curriculum Committee.

V. Annual Evaluation of Faculty on Performance and Merit

A. Peer Involvement in Annual Performance and Merit Evaluation. Each faculty member's performance will be evaluated relative to his or her assigned duties. Each faculty member's performance will be rated annually using the following university rating scale:

- Exceeds Expectations
- Meets Expectations
- Official Concern
- Does Not Meet Expectations

Following a format agreed upon by the School, early each spring each faculty member provides information, a narrative summary, and self-evaluation of their teaching, research/creative, and service during the preceding calendar year (see Appendix F). Faculty members should address the criteria and provide the types of evidence on teaching, research/creative, and service as outlined in the School of Communication

statements on Tenure and Promotion or Specialized Faculty Promotion. The Director shall provide their materials to the Dean instead of the PT&E for their own evaluation.

The PT&E committee meets, reads these reports and the assignments of responsibility, discusses them, and then rates them in writing as to Teaching, Research/Creative, Service, Other, Spoken English, and Overall/Progress in Rank. Committee members provide scores and written feedback to the Director for tabulation. The Director will keep these scores confidentially until the end of that year's annual evaluation process at which point the raw scores will be shredded.

Individual committee member scores shall never be added to a faculty member's evaluation file.

If an individual's overall performance rating falls below "Meets Expectations," specific suggestions for improvement should be provided to the employee. There are two performance rating categories for individuals who are not meeting expectations, "official concern" and "does not meet Expectations."

A Performance Improvement Plan (PIP) is required when a non-tenured faculty member receives a "Does Not Meet Expectations" rating. Tenured faculty members may be placed on a PIP if they receive an overall performance rating of "Does Not Meet Expectations" on three or more of the previous six performance evaluations.

The School Director tabulates these scores for each candidate and provides a median and mean score to each faculty member in the annual evaluation/progress toward promotion letters.

The Director and a member of the PT&E Committee will meet with each individual faculty and provide an oral review of that faculty member. The Director will work with the PT&E Committee to equally distribute meetings among the members. Professors may request a meeting with the Dean present. Based upon review of the assignment of responsibility, binders, the meeting with the faculty member, and the PT&E scores and comments, the member of the PT&E Committee who attended the faculty review meeting drafts an annual evaluation letter for that faculty member, including comments on progress in rank. The School Director will finalize this evaluation and provide it to the faculty member and add it to the faculty member's file. The letter writer/School Director may choose to quote from PT&E comments if appropriate and will also provide the mean and median scores PT&E has given the faculty member in the categories of evaluation. The Director may adjust the PT&E's ratings in their annual evaluation based

on information about the faculty member's work that may not appear in the other materials the PT&E has seen.

Merit. When merit allocations are announced, the School Director will review annual evaluation scores from the faculty committee since the last merit award, and provide rank ordered recommendations to the Dean.

Meritorious performance is that which meets or exceeds the high expectations for the position classification and school/unit.

B. Criteria for Evaluation of Tenure-track Faculty. *See Appendix C.*

C. Criteria for Evaluation of Specialized Faculty. *See Appendix D.*

VI. Promotion and Tenure

A. Progress Toward Promotion Letter. Each year, every faculty member who is not yet at the highest rank for their position will receive a letter that outlines progress toward promotion and/or tenure.

B. Third Year Review for Tenure-track Faculty. Tenure-track faculty in their third year of service will receive an evaluation of their progress in meeting the department's expectations for promotion and tenure.

C. Modification of Tenure-Earning and Service Record. It may be necessary to modify a faculty member's tenure-earning and promotion service record due to special circumstances such as a leave of absence, an original mid-year appointment, an administrative assignment, or a personal circumstance that substantially impeded the progress toward tenure. The circumstances shall be defined as including, but not limited to: childbirth or adoption; personal injury or illness; care of ill or injured dependents; elder care; death of a closely related family member resulting in need for extended dependent care; lack of access to necessary facilities, equipment or other resources for an extended period of time due to natural disasters, health epidemics/pandemics, environmental issues, or other factors. Semester(s) during which a faculty member is on a compensated or uncompensated leave will not be creditable for the purpose of determining eligibility for tenure or promotion, except by mutual agreement of the faculty member and their dean. See FSU Faculty Handbook – Section 5 for more information.

D. Peer Involvement in Evaluation of Promotion and Tenure of Faculty.
Refer to II.C pertaining to PT&E Committee for tenured and tenure-earning faculty.

The process of evaluating specialized faculty for promotion shall follow similar steps as outlined in Step 2. Differences include:

- a) The Specialized Faculty Promotion Committee will review and make a recommendation on eligible candidates.
- b) The review process and preparation of materials shall take place during the same spring semester.
- c) Promotion criteria for specialized faculty are outlined in Appendix D.
- d) Annual evaluation and merit reviews of specialized faculty will follow the processes and criteria described in Appendix E.

D. Criteria for Promotion and Tenure of Tenure-track Faculty. *See Appendix B.*

E. Criteria for Promotion of Specialized Faculty. *See Appendix D.*

Appendix A: SCHOOL OF COMMUNICATION GRADUATE FACULTY STATUS POLICY

(Approved by unanimous faculty vote, December 2, 2009)

(Approved by the Dean of The Graduate School, December 7, 2009)

Florida State University Definition of GFS: Membership in the Graduate Faculty of the School of Communication authorizes faculty to teach all graduate level courses, to sit on all graduate level committees, to chair all graduate student dissertation committees, and to participate fully in all components of graduate education, research, and service. Limitation or removal of any of these authorizations from individual GFS faculty is delegated to the unit level authority where such assignments are made.

Florida State University GFS Limitations/Restrictions: Faculty holding GFS are expected to actively engage in graduate education through teaching, mentoring and research supervision. They should show evidence of research-based scholarship and/or creative work resulting in peer reviewed publications or equivalent work.

School of Communication GFS Nomination Criteria: The faculty member under consideration for nomination to Graduate Faculty Status must, subject to consideration of special circumstances, have

(1) completed a doctoral degree or equivalent from an accredited institution for higher learning,

(2) proven expertise in the teaching area, and

(3) evidence of scholarly creative/research activity through at least one peer-reviewed journal article

or book chapter, scholarly book, or juried creative work within a five-year period prior to GFS nomination. Extensive professional experience or expertise may be evaluated in lieu of this criterion. Except for rare exceptions, the Graduate School requires people with GFS to be full-time, tenure track faculty members.

School of Communication GFS Nomination Process: The nomination for GFS begins with the individual faculty member requesting in writing an evaluation by the Doctoral Program Committee (DPC). If the faculty member is found to be ineligible for GFS, then the DPC will communicate this information to the faculty member in writing, highlighting the criteria that must be met. If the DPC finds that the faculty member meets the eligibility criteria, then a formal nomination in writing will be made to the School Director. Then, the School Director will poll the then-current GFS faculty members. As noted in the FSU Faculty Handbook, appointment to GFS must be by affirmative supermajority

(2/3) vote of the GFS faculty of the School, with subsequent approval by the Director, Dean, and the Dean of the Graduate School.

School of Communication GFS Authority: Upon receiving GFS, the faculty member is eligible to

- (1) teach graduate courses within the School,
- (2) serve on and chair master's supervisory and thesis committees within the School (tenure-track faculty only), and
- (3) serve on doctoral supervisory and dissertation committees within the School (tenure-track faculty only).

Additional Criteria for Serving as University Representative on Doctoral Dissertation Committees: To serve as the University Representative on a doctoral dissertation committee outside the School of Communication, the faculty member must

- (1) hold GFS, and
- (2) be tenured (according to FSU policy).

No separate nomination process is needed to serve as University Representative; the status will be considered automatically conferred with tenure (for faculty holding GFS).

Additional Criteria for Directing Dissertations within the School of Communication (Tenure-track faculty): In order to direct doctoral dissertations (GFS with DDS) within the School of Communication, the faculty member:

- (1) must hold GFS,
- (2) must have served as a member of at least one completed doctoral dissertation committee,
- (3) should have successfully passed the third-year tenure review.

To be considered for this responsibility, the faculty member will follow the same general procedure as outlined in the School of Communication GFS Nomination Process described above. Also, tenure-track faculty members with this distinction are eligible to serve as the Director of Doctoral Studies, if other criteria are met. Finally, faculty appointed at the Associate Professor or Professor level will automatically be eligible to direct dissertations.

Graduate Teaching Status (GTS) will be open to teaching or research specialized faculty in the school, as well as instructional specialists, adjuncts and visiting scholars.

GTS confers the eligibility to teach graduate courses. Appointment to GTS is required for members of the specialized and non-tenure-earning faculty (SF) to teach graduate courses. GTS does not accord eligibility to serve, co-chair, or chair master's and doctoral committees nor to perform other functions of graduate education without further appointment. Subject to consideration of special circumstances, minimum qualifications are:

- (1) completion of the doctorate or its equivalent and/or
- (2) proven expertise in the teaching area.

Specialized faculty (SF) must hold co-Master Directive Status (MDS) or co-Doctoral Directive Status (DDS) to participate as an additional member on committees and/or co-direct a thesis or dissertation per the criteria outlined in the Faculty Handbook.

Additional Criteria for Co-Directing Dissertations within the School of Communication (SF faculty):

Specialized faculty members are eligible to serve as co-directors of doctoral dissertations along with a tenure-track faculty member who holds doctoral directing GFS. In order to co-direct doctoral dissertations within the School of Communication, the specialized faculty member must

- (1) hold Graduate Teaching Status (GTS) and co-DDS,
- (2) have served as a member of at least one completed doctoral dissertation committee, and
- (3) have served on the School of Communication faculty for at least three years.

To be considered for this responsibility, the GTS faculty member will follow the same general procedure as outlined in the School of Communication GFS Nomination Process described above.

APPENDIX B: CRITERIA FOR PROMOTION AND TENURE

School of Communication, Florida State University

(Approved by the Faculty, April 26, 2006)

Decisions to grant tenure and/or promotion are among the most critical in the life of a university. In general, Florida State University evaluates candidates for tenure and/or promotion based on their performance in teaching, research and/or creative accomplishments, and service. This document outlines specific criteria that the School of Communication Promotion, Tenure and Evaluation (PT&E) Committee will apply to candidates. These criteria are consistent with the *Collective Bargaining Agreement*, FSU's *Faculty Handbook*, and FSU's "University Guidelines for Tenure and Promotion." They serve both as a guide for the candidate as (s)he works toward tenure and/or promotion and as a standard of evaluation for members of the school PT&E committee. As such, they require careful, deliberate planning by each faculty member who expects to be considered for tenure and/or promotion, and responsible, objective and informed consideration by all who are involved in review and recommendations.

Each faculty member who serves on the PT&E committee ultimately applies his or her judgment to the record of those eligible for tenure and/or promotion. These criteria, if met, should enhance but not guarantee a candidate's likelihood of obtaining tenure and/or promotion. Furthermore, a faculty member who meets the school's criteria is not automatically guaranteed a positive vote at the School, College, and University levels.

I. Criteria for Promotion to Associate Professor and Tenure in the School of Communication

A. General

1. A doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization.
2. Recognition of demonstrated effectiveness in teaching, service, and scholarly or creative accomplishments.
3. Recognized standing in the discipline and profession.

B. Teaching and Student Committees

1. Evidence that the candidate's teaching "Meets" or "Exceeds" criteria approved by the School of Communication faculty, as indicated by:

- a) SPCI scores,
- b) syllabi contents,
- c) peer evaluations (where appropriate),
- d) graduate committee membership (where appropriate),
- e) undergraduate committee membership (where appropriate),
- f) supervision of internships/residencies, and
- g) university or external teaching awards.

2. Evidence that the candidate's courses are of appropriate intellectual rigor and demand, as assessed through syllabi, evaluations of student performance, and other course materials.

3. Demonstrated commitment to serving on undergraduate honors theses/projects, master's theses/projects, and/or doctoral dissertation committees.

C. Research and Creative Achievement

1. Evidence that the candidate's Research "Meets" or "Exceeds" the annual review criteria approved by the School of Communication faculty, as indicated by:

- a) refereed publications/creative activities,
- b) contracts and grants, and
- c) university or external research awards.

2. Evidence of an emerging national reputation and recognition based on the quality of research and creative achievement through journal articles, books, book chapters, and/or creative works.

3. A continued record of accomplishment in research and creative work showing a positive pattern of professional development. This record is demonstrated through the:

- a. Quantity of the Work: The binder of a typical candidate for tenure and promotion is expected to reflect an average of two publications and/or creative works for every year the candidate was in rank at FSU.

b. Process of review: Works should be blind, peer reviewed; juried; non-blind, peer reviewed; or invited. Generally, those works which are blind, peer reviewed and/or juried (i.e., with a reasonable chance of being rejected) will be afforded the greatest weight.

c. Status of Outlet: Status can be demonstrated through reporting of (when appropriate or available) acceptance rates for journals, festivals, and exhibits; reviews of or acknowledged reputation of the outlet or venue; significance of the work to the field; indexing (for scholarly journals, particularly ISI); and acknowledged reputation of the press (for books and book chapters) and editor(s) (for book chapters).

d. Authorship: The role of the candidate in each project should be clearly reported. In general, a candidate must demonstrate the ability to be an independent scholar/artist who has over time progressed beyond their dissertation work. Also, they should be a significant contributor to a majority of the works listed.

e. Scope and Quality of Work: Scope and quality can be established in a variety of ways including favorable critical reviews, citations, repeated showings of videos, repeated performances, circulation or audience figures, etc.

4. Research and creative work that is distinct, as much as possible, from teaching activities.

5. Confirmation of these criteria and standards of quantity and quality of work by outside letter writers. Candidates may provide the names of outside reviewers to the School Director. The School Director has the prerogative to select a combination of these and other reviewers in consultation with the candidate and the PT&E Committee. Outside reviewers of candidates for full professor are expected to be full professors employed at peer or “aspirational” (i.e., an institution with qualities to which FSU aspires) Research Intensive institutions. In addition, the School Director should be able to make a strong argument that the letter writer is a recognized authority on the candidate’s area of research or creative activity, especially if the letter writer is not employed at a research-intensive institution.

D. Service

1. Evidence that the candidate's Service "Meets" or "Exceeds" criteria approved by the School of Communication faculty, as indicated by service related to the University's mission through:

- a. the School,
- b. the College,
- c. the University,
- d. public schools,
- e. the community, and
- f. related academic/professional organizations.

2. Candidates are expected to have demonstrated an active, constructive role in their unit's and the overall discipline's service.

3. Evidence of service might include contributions to the School, College, University and academic profession through active membership on committees, as well as manuscript review for journals and conferences, and/or active membership in associations and divisions, and committees within those associations.

II. Criteria for Promotion to Professor in the School of Communication

A. General

- 1. A doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization.
- 2. Recognition of superior teaching, service, scholarly and/or creative accomplishments of high quality.
- 3. Recognized standing in the discipline and profession as attested to by three letters from competent scholars outside of the University.

B. Teaching and Student Committees

- 1. Evidence that the candidate's Teaching "Meets" or exceeds criteria approved by the School of Communication faculty, as indicated by:
 - SPCI scores,
 - syllabi contents,
 - peer evaluations (where appropriate),
 - graduate committee membership (where appropriate),
 - undergraduate committee membership (where appropriate),
 - supervision of internships / residencies, and

- university or external teaching awards.
2. Evidence that the candidate's courses are of appropriate intellectual rigor and demand, as assessed through syllabi, evaluations of student performance, and other course materials.
 3. Quantity and quality of contributions while serving as a chair, member, and/or outside member of committees for undergraduate honors theses/projects, master's theses/projects and doctoral dissertations. Candidates for full professor are expected to have directed doctoral dissertations (preferred) or served as an outside member on committees in their area of expertise.

C. Research and Creative Achievement

1. Evidence that the candidate's Research "Meets" or exceeds criteria approved by the School of Communication faculty, as indicated by:
 - refereed publications / creative activities, contracts and grants, and
 - university or external research awards.
2. Evidence of an established national and/or international reputation and recognition based on the quality of research and creative activity through journal articles, books, book chapters, and/or creative works.
3. Strong evidence that the scholarly research that has been published or appeared in refereed/peer-reviewed journals and/or evidence of creative work that has appeared in competitive or juried venues. Journals and venues should largely be what are considered top-tier for the field.
4. A continued record of accomplishment in research and creative work showing a positive and sustained pattern of professional development. This record is demonstrated through the:
 - Quantity of the Work: The binder of a typical candidate for promotion is expected to reflect a minimum average of at least one publication and/or creative works for every year the candidate was in rank at FSU. Years in which a candidate served in an administrative position (e.g., School Director) would not be included in calculating the average.
 - Process of review: Works should be blind, peer reviewed; juried; non-blind, peer reviewed; or invited. Generally, those

works which are blind, peer reviewed and/or juried (i.e., with a reasonable chance of being rejected) will be afforded the greatest weight.

- Status of Outlet: Status can be demonstrated through reporting of (when appropriate or available) acceptance rates for journals, festivals, and exhibits; reviews of or acknowledged reputation of the outlet or venue; significance of the work to the field, indexing (for scholarly journals, particularly ISI); and acknowledged reputation of the press (for books and book chapters) and editor(s) (for book chapters).
- Authorship: The role of the candidate in each project should be clearly reported. Also, (s)he should be a significant contributor to a majority of the works listed.
- Scope and Quality of Work: Scope and quality can be established in a variety of ways including favorable critical reviews, citations, repeated showings of videos, repeated performances, circulation or audience figures, etc.
- Research and creative work that is distinct, as much as possible, from teaching activities.

5. Confirmation of these criteria and standards of quantity and quality of work by outside letter writers. Candidates may provide the names of outside reviewers to the School Director. The School Director has the prerogative to select a combination of these and other reviewers in consultation with the candidate and the PT&E Committee. Outside reviewers of candidates for full professor are expected to be full professors employed at peer or “aspirational” (i.e., an institution with qualities to which FSU aspires) Research Intensive institutions. In addition, the School Director should be able to make a strong argument that the letter writer is a recognized authority on the candidate’s area of research or creative activity, especially if the letter writer is not employed at a Research Intensive institution.

D. Service

1. Evidence that the candidate’s Service “Meets” or exceeds criteria approved by the School of Communication faculty, as indicated by service related to the university’s mission through:
 - the School,

- the College,
 - the University,
 - public schools,
 - the community, and
 - related academic/professional organizations
2. Candidates are expected to have demonstrated an active, leadership role in service in their discipline/profession and at School, College and/or University level.
 3. Evidence of service might include contributions to the School, College, and/or University through mentoring and leadership on committees, and to the academic profession through leadership roles in professional associations (e.g., committee or division chairs, association-wide offices) or professional journals (e.g., editor, editorial board member).

APPENDIX C: Annual Evaluation and Merit Procedures for Tenure-Track Faculty

School of Communication, Florida State University

(Approved by the Faculty, February 6, 2013)

Annual evaluation provides the basis for merit pay considerations. These processes are governed by the FSU Faculty Handbook and the UFF/FSU Collective Bargaining Agreement (2012-2013).

At the beginning of the fall semester, the faculty will elect two members to the Faculty Promotion, Tenure, and Evaluation Committee (PT&E) to serve for a two-year term (staggered two-year terms).

These four members undertake annual evaluation ratings and also serve as the School of Communication faculty PT&E committee.

Following a format agreed upon by the School, early each spring each faculty member provides information, a narrative summary, and self-evaluation of their teaching, research/creative, and service during the preceding calendar year. Faculty members should address the criteria and provide the types of evidence on teaching, research/creative, and service as outlined in the School of Communication statements on Tenure and Promotion or Specialized Faculty Promotion. The Director shall provide their material to the Dean instead of the PT&E for their own evaluation.

The PT&E meets, reads these reports and the assignments of responsibility, and discusses them and rates them in writing as to Teaching, Research/Creative, Service, Other, Spoken English, and Overall/Progress in Rank. Committee members provide scores and written feedback to the Director for tabulation. The Director will keep these scores confidentially until the end of that year's annual evaluation process at which point the raw scores will be shredded.

Individual committee member scores shall never be added to a faculty member's Evaluation File.

These ratings use a four-point scale:

4. Exceeds Expectations: This describes an individual who exceeds expectations during the evaluation period by virtue of demonstrating noted achievements in teaching, research, and service, which may include several of the following: high level of research/creative activity, professional recognitions, willingness to accept

additional responsibilities, high level of commitment to serving students and the overall mission of the School, involvement/leadership in professional associations, initiative in solving problems or developing new ideas.

3. Meets Expectations: This describes an individual who demonstrates the requisite knowledge and skills in their field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the high expectations of the University.

2. Official Concern: This describes an individual who demonstrates the requisite knowledge and skills in their field of specialty but is not completing assigned responsibilities in a manner that is consistent with the high standards of the University.

1. Does Not Meet Expectations: Unsatisfactory – This describes an individual who fails to demonstrate with consistency the knowledge, skills, or abilities required in their field of specialty and/or in completing assigned responsibilities.

If an individual's overall performance rating falls below "Meets Expectations," specific suggestions for improvement should be provided to the employee. There are two performance rating categories for individuals who are not meeting expectations, "official concern" and "does not meet Expectations."

A Performance Improvement Plan (PIP) is required when a non-tenured faculty member receives a "Does Not Meet Expectations" rating. Tenured faculty members may be placed on a PIP if they receive an overall performance rating of "Does Not Meet Expectations" on three or more of the previous six performance evaluations.

The School Director tabulates these scores for each candidate and provides a median and mean score to each faculty member in the annual evaluation/progress toward promotion letter.

The Director and a member of the PT&E Committee will meet with each individual faculty and provide an oral review of that faculty member. The Director will work with the PT&E Committee to equally distribute meetings among the members. Professors may request a meeting with the Dean present. Based upon review of the assignment of responsibility, binders, the meeting with the faculty member, and the PT&E scores and comments, the member of the PT&E Committee who attended the faculty review meeting drafts an annual evaluation letter for that faculty member, including comments on progress in rank. The School Director will finalize this evaluation and provide it to the

faculty member and add it to the faculty member's file. The letter writer/School Director may choose to quote from PT&E comments if appropriate and will also provide the mean and median scores PT&E has given the faculty member in the categories of evaluation. The Director may adjust the PT&E's ratings in their annual evaluation based on information about the faculty member's work that may not appear in the other materials the PT&E has seen.

Merit:

When merit allocations are announced, the School Director will review annual evaluation scores from the faculty committee since the last merit award, and provide rank ordered recommendations to the Dean.

Meritorious performance is that which meets or exceeds the high expectations for the position classification and school/unit.

General:

If the faculty member is in agreement with the Director's annual evaluation of their work, they shall sign the summary evaluation form. The original shall be placed in the faculty member's official evaluation file by the Director. If there is disagreement, the faculty member first meets with the School Director to seek resolution. If that does not produce an outcome acceptable to the faculty member, they may appeal to the College Dean. If that outcome is not satisfactory to the faculty member, they may appeal to the Office of Faculty Development and Advancement, following procedures outlined in the Faculty Handbook and Collective Bargaining Agreement.

APPENDIX D: School of Communication Specialized Faculty Promotion Procedures

School of Communication, Florida State University
(Approved by the Specialized Faculty, April 16, 2014)
(Approved by a Majority of the School Assembly, May 6, 2014)

Criteria for Promotion, Specialized Faculty

Promotion in the specialized faculty ranks is attained through meritorious performance of assigned duties in the faculty member's present position. This document outlines specific criteria that the School of Communication Promotion, Tenure and Evaluation (PT&E) Committee will apply to candidates for Specialized Faculty promotion. These criteria are consistent with the *Collective Bargaining Agreement*, FSU's *Faculty Handbook*, and FSU's minimum requirements for specialized faculty promotion and policies for non-tenure track promotion. They serve both as a guide for the candidate as they work toward promotion and as a standard of evaluation for members of the school P&T committee. Specialized Faculty are encouraged to review the specific details in the Specialized Faculty Promotion Guidelines and Teaching Track Checklist provided by the Office of Faculty Development and Advancement.

I. Criteria for Promotion to Teaching Faculty II in the School of Communication

A. General

1. Master's degree and five (5) years at the "Teaching Faculty I" rank or bachelor's degree and seven (7) years at the "Teaching Faculty I" rank
2. Recognition of "demonstrated effectiveness" in the areas of assigned duties.

B. Teaching and Student Committees

1. Evidence that the candidate's Teaching "Meets" or "Exceeds" criteria approved by the School of Communication faculty, as indicated by:
 - a) SPCI scores,
 - b) syllabi contents,
 - c) peer evaluations (where appropriate),
 - d) graduate committee membership (where appropriate),

- e) undergraduate committee membership (where appropriate),
 - f) supervision of internships/residencies, and
 - g) university or external teaching awards.
- 2. Evidence that the candidate's courses are of appropriate intellectual rigor and demand, as assessed through syllabi, evaluations of student performance, and other course materials.
- 3. Evidence that the candidate's teaching demonstrated achievements and appropriate instructional activities selected from the following:
 - a. nomination for one or more teaching/career recognition awards
 - b. directed, coordinated, or staffed one or more short courses or workshops for external audiences
 - c. supervision of Teaching Assistants
 - d. supervision of Directed Individual Studies
 - e. supervision of Internships
 - f. served as a committee member for an undergraduate honor's thesis.

C. Service

- 1. Evidence that the candidate's Service "Meets" or "Exceeds" criteria approved by the School of Communication faculty, as indicated by service related to the University's mission through:
 - g. the School,
 - h. the College,
 - i. the University,
 - j. public schools,
 - k. the community, and
 - l. related academic/professional organizations.
- 2. Candidates are expected to have demonstrated an active, constructive role in their unit's service.
- 3. Evidence of service might include contributions to the School, College, University and academic profession through membership on committees or mentorship of student activities.

II. Criteria for Promotion to Teaching Faculty III in the School of Communication

A. General

1. Ph.D. (or terminal degree) or five (5) years of experience at the “Teaching Faculty II” ranks.
2. Recognition of “superior performance” in the areas of assigned duties.

B. Teaching and Student Committees

1. Evidence that the candidate’s Teaching “Meets” or “Exceeds” criteria approved by the School of Communication faculty, as indicated by:
 - a) SPCI scores
 - b) syllabi contents
 - c) peer evaluations (where appropriate)
 - d) graduate committee membership (where appropriate)
 - e) undergraduate committee membership (where appropriate)
 - f) supervision of internships/residencies, and
 - g) university or external teaching awards.

2 Evidence that the candidate’s courses are of appropriate intellectual rigor and demand, as assessed through syllabi, evaluations of student performance, and other course materials.

3. Evidence that the candidate’s teaching demonstrated achievements and appropriate instructional activities selected from the following:
 - a. nominated for an FSU teaching or advising award and submitted binder to the committee
 - b. received one or more teaching/career recognition awards
 - c. directed, coordinated or staffed one or more short courses or workshops for external audiences
 - d. supervision of Teaching Assistants
 - e. supervision of Directed Individual Studies
 - f. supervision of Internships
 - g. served as a committee member for an undergraduate honor’s thesis
 - h. proven ability to teach multiple courses within a discipline/major
 - i. independently developed and taught a new course in the School
 - j. other teaching-related activities, such as instructional innovation, involvement in curriculum development,
 - k. authorship of educational materials,

- I. participation in professional organizations related to the area of instruction.

D. Service

1. Evidence that the candidate's Service "Meets" or "Exceeds" criteria approved by the School of Communication faculty, as indicated by service related to the University's mission through:
 - a. the School,
 - b. the College,
 - c. the University,
 - d. public schools,
 - e. the community, and
 - f. related academic/professional organizations.
2. Candidates are expected to have demonstrated success in an active, leadership role in their discipline/profession and at School, College and/or University level. Evidence of leadership might include committee leadership, leadership in discipline-related organizations, or leadership of student activities.
3. Evidence of service might include contributions to the School, College, and/or University through mentorship and service on committees.

III. Criteria for Promotion to Instructional Specialist II in the School of Communication

A. General

1. Master's degree and five (5) years at the "Instructional Specialist I" rank or bachelor's degree and seven (7) years at the "Instructional Specialist I" rank
2. Recognition of "demonstrated effectiveness" in the areas of assigned duties.

B. Teaching (If assigned)

1. Evidence that the candidate's Teaching "Meets" or "Exceeds" criteria approved by the School of Communication faculty, as indicated by:
 - a. SPCI scores,
 - b. syllabi contents,

- c. peer evaluations (where appropriate),
 - d. undergraduate committee membership (where appropriate),
 - e. supervision of internships / residencies (where appropriate), and
 - f. university or external teaching awards.
2. Evidence that the candidate's courses are of appropriate intellectual rigor and demand, as assessed through syllabi, evaluations of student performance, and other course materials. Additional teaching-related evidence as appropriate will be considered.
 3. Evidence of Teaching might also include other teaching-related activities such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations related to the area of instruction.

C. Service

1. Evidence that the candidate's Service in the form of Administrative Duties as detailed in the position description "Meets" or "Exceeds" criteria approved by the School of Communication faculty, as indicated by service related to the University's mission through:
 - a. the School,
 - b. the College,
 - c. the University
2. Candidates are expected to have demonstrated an active, constructive role in their unit's service.
3. Evidence of Service in the form of Administrative Duties as detailed in the position description might include contributions to the School, College, and University

IV. Criteria for Promotion to Instructional Specialist III in the School of Communication

A. General

1. Master's degree and five (5) years at the "Instructional Specialist II" rank or bachelor's degree and seven (7) years at the "Instructional Specialist II" rank

2. Recognition of “superior performance” in the areas of assigned duties.

C. Teaching (If assigned) and Student Committees

1. Evidence that the candidate’s Teaching “Exceeds” criteria approved by the School of Communication faculty, as indicated by:
 - a. SPCI scores,
 - b. syllabi contents,
 - c. peer evaluations (where appropriate),
 - d. undergraduate committee membership (where appropriate),
 - e. supervision of internships / residencies (where appropriate), and
 - f. university or external teaching awards.
2. Evidence that the candidate’s courses are of appropriate intellectual rigor and demand, as assessed through syllabi, evaluations of student performance, and other course materials. Additional teaching-related evidence as appropriate will be considered.
3. Evidence of Teaching might also include other teaching-related activities such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations related to the area of instruction.

C. Service

1. Evidence that the candidate’s Service in the form of Administrative Duties as detailed in the position description “Exceeds” criteria approved by the School of Communication faculty, as indicated by service related to the University’s mission through:
 - a. the School,
 - b. the College,
 - c. the University,
2. Candidates are expected to have demonstrated active leadership in their unit. Evidence of leadership might include committee leadership, leadership in discipline-related organizations, or leadership of student activities.

3. Evidence of Service in the form of Administrative Duties as detailed in the position description might include contributions to the School, College, and University.

APPENDIX E: Annual Evaluation and Merit Procedures for Specialized Faculty

School of Communication, Florida State University

(Approved by the Specialized Faculty, April 16, 2014)

(Approved by a Majority of the School Assembly, May 6, 2014)

The School of Communication Specialized Faculty Evaluation (SFE) committee, acting as a “committee of the whole” shall undertake annual evaluation ratings.

Following a format agreed upon by the School, early each spring each Specialized Faculty member provides information, including a self-evaluation of their teaching, service, and research/creative activities, where applicable, during the preceding calendar year. Faculty members should address the criteria and provide the types of evidence on teaching, service, and research/creative activities as outlined in the School of Communication statements on evaluation and promotion of Specialized Faculty.

The SFE committee meets, reads these reports and the assignments of responsibility, and discusses them and rates them anonymously in writing, where applicable, as to Teaching, Service, Research/Creative, Other, Spoken English, and Overall/Progress in Rank. Committee members provide scores and written feedback to the Director for tabulation. The Director will keep these scores confidentially until the end of that year’s annual evaluation process at which point the raw scores will be shredded.

These ratings use a four-point scale:

4. Exceeds Expectations: This describes an individual who exceeds expectations during the evaluation period by virtue of demonstrating noted achievements or recognition in teaching, service, research/creative activities
3. Meets Expectations: This describes an individual who demonstrates the requisite knowledge and skills in their field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the high expectations of the University.
2. Official Concern: This describes an individual who demonstrates the requisite knowledge and skills in their field of specialty but is not completing assigned responsibilities in a manner that is consistent with the high standards of the University.

1. Does Not Meet Expectations: Unsatisfactory – This describes an individual who fails to demonstrate with consistency the knowledge, skills, or abilities required in their field of specialty and/or in completing assigned responsibilities.

If an individual's overall performance rating falls below "Meets Expectations," specific suggestions for improvement should be provided to the employee. There are two performance rating categories for individuals who are not meeting expectations, "Official Concern" and "Does Not Meet Expectations."

A Performance Improvement Plan is required when a Specialized Faculty member receives a "Does Not Meet Expectations" rating.

The School Director tabulates the rating scores for each candidate and provides a median and mean score to each Specialized Faculty member in the annual evaluation letter.

The School Director and the Associate/Assistant Director or Chair of SFE Committee will meet with each individual faculty and provide an oral review of that faculty member. Specialized Faculty III may request a meeting with the Dean present. Based upon review of the assignment of responsibility, binders, the meeting with the faculty member, and the SFE scores and comments, the Associate/Assistant Director or Chair of the SFE Committee drafts an annual evaluation letter, including comments on progress in rank. The School Director will finalize this evaluation and provide it to the faculty member and add it to the faculty member's file. The School Director and the Associate/Assistant Director or Chair of SFE Committee may choose to quote from SFE comments if appropriate and will also provide the mean and median scores the SFE committee has given the faculty member in the four categories of evaluation. The Director may adjust the SFE's ratings in their annual evaluation based on information about the faculty member's work that may not appear in the other materials the SFE committee has seen.

Merit:

When merit allocations are announced, the School Director will review annual evaluation scores from the faculty committee since the last merit award, and provide rank ordered recommendations to the Dean.

Meritorious performance is that which meets or exceeds the high expectations for the position classification and school/unit.

General:

If the faculty member is in agreement with the Director's annual evaluation of their work, they shall sign the summary evaluation form and return the original to the Director to be placed in the College file. If there is disagreement, the faculty member first meets with the School Director to seek resolution. If that does not produce an outcome acceptable to the faculty member, they may appeal to the College Dean. If that outcome is not satisfactory to the faculty member, they may appeal to the Office of Faculty Development and Advancement, following procedures outlined in the Faculty Handbook and Collective Bargaining Agreement.

Appendix F: School of Communication Annual Evaluation Form

Summary of Activities

Calendar Year XXXX

In addition to submitting this Summary of Activities Form, please place the following in your binders:

- For all courses taught in the XXXX calendar year:
 - o SPCI summaries (*not student comments*),
 - o Course syllabi,
 - Peer and/or administrators' review(s) of teaching, (if available),
 - Notifications (copies if available) of research / creative / grant / award accomplishments,
 - Current vita highlighting your two-year record in research and/or creative achievements as well as your teaching and service activities for the year, and
 - Any additional relevant material that will assist in the assessing of your work (e.g., reviews, unsolicited letter of nomination(s) for a teaching award, etc.).

Annual Evaluation Form: The goal of this summary of activities is to present information that is appropriate and fair for all members of the School of Communication. This summary will also help identify meritorious achievements in line with the University's annual evaluation system, the School's Evaluation Grid (**Appendix I**) and the School's promotion and tenure (P&T) guidelines. Faculty members are strongly encouraged to consult the P&T guidelines appearing in the School's By-laws, Appendix B.

Florida State University encourages progress, advancement, and sustained performance in rank for all faculty; therefore, regardless of rank or years in rank, members of the School of Communication are expected to continue developing in the areas of teaching, research/creative scholarship, and service. The School's Evaluation Grid and the School's promotion and tenure (P&T) guidelines represent the faculty's collective perspective on what activities and achievements reflect that development.

This form allows faculty members to contextualize their activities. This is particularly important for the research / creative areas. Specifically, in addition to the quantity of the various research / creative activities and achievements, the review process, status of outlets, authorship, scope, and quality of work are important evaluation elements (**Appendices I, II**). Further, providing context is strongly encouraged for collaborative projects (e.g., role, percent effort, etc.).

Please note, the School's Teaching, Research and Service Evaluation Grid is not an exhaustive listing of all activities in which faculty members may be involved. If an activity is not listed and the faculty member would like for it to be considered in the annual evaluation, then a space is provided in which to make that case as well.

Finally, faculty members have generally earned high scores (resulting from the PT&E Committee members' evaluation scores) on at least two of the three categories (teaching, research/creative/grants, service) to be considered for merit. As indicated in the School of Communication's Bylaws, final determination of merit lies with the Dean based on the PT&E Committee/ Director's rank ordered recommendations.

School of Communication Annual Evaluation Form_ Summary of Activities

I. Faculty Member's Name:

II. Faculty Member's Most Recent 2 Years Assignment of Responsibilities (in %)

	<i>Teaching & Advising</i>	<i>Research/Creative Achievement</i>	<i>Service & Leadership</i>	<i>Other</i>	<i>Total</i>
Spring XXXX					100%
Fall XXXX					100%
Average XXXX					100%
Spring XXXX					100%
Fall XXXX					100%
Average XXXX					100%

III. Faculty Teaching, Research, Service Evaluation Grid for XXXX:

A. TEACHING

Using the Faculty Teaching Evaluation Grid (ATTACHED BELOW), please list all activities and accomplishments under the appropriate headings. For XXXX, SPCI reports are not required.

Note: To calculate the median (Mdn) across SPCI items 1-11, you can use a calculator such as <https://www.calculatorsoup.com/calculators/statistics/mean-median-mode.php>

Note: To calculate response rate, report the number of students who responded out of the number of students in the class. Report as a percentage and/or #Students Responded / #Students in Class

COURSES TAUGHT IN SPRING SEMESTER XXXX

Course #	Course Title			Enrollment	Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=	

Course #	Course Title				Enrollment	Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=		

Course #	Course Title				Enrollment	Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=		

COURSES TAUGHT IN FALL SEMESTER XXXX

Course #	Course Title				Enrollment	Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=		

Course #	Course Title				Enrollment	Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=		

Course #	Course Title				Enrollment	Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=		

ADDITIONAL TEACHING IN LAST CALENDAR YEAR

	Level of instruction	Spring XXXX List Student Names	Summer XXXX List Student Names	Fall XXXX List Student Names
DIS	Graduate			
	Undergraduate			
Supervised Research	Graduate			

	Undergraduate			
Supervised Teaching	Graduate			
	Undergraduate			
Residencies	Graduate			
Honor's Theses (UG)	Chair			
Honor's Theses (UG)	Member			
Master's Committee(s)	Chair			
	Member			
PhD Committee(s)	Chair			
	Member			
Outside Committee(s) (student name/ dept)	Member			

TEACHING: SUMMER SEMESTER XXXX (Optional for 9-month faculty)

Course #	Course Title			Enrollment		Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=		

Course #	Course Title			Enrollment		Response Rate		
SPCI #13 (by %)	5:	4:	3:	2:	1:	Mdn across SPCI items 1-11=		

CONTEXTUALIZE YOUR TEACHING. In this section, reflect upon your teaching activities and accomplishments for the year, including any teaching awards or teaching award nominations. Furthermore, if you participated in additional teaching activities not previously listed, including experiential and interdisciplinary teaching activities/courses and any activities you participated in to improve or complement your teaching (e.g., book clubs, workshops) please provide details. In case of teaching collaboration(s), please explain your role in the team as well as your specific contributions. (This area can be expanded as needed).

B. RESEARCH /CREATIVE/GRANTS/AWARDS ACTIVITIES AND ACHIEVEMENTS:

Please highlight your two-year record in research and/or creative achievements in your FEAS CV, including contract and grant submissions. You also can list your achievements here, though this is optional.

CONTEXTUALIZE YOUR RESEARCH / CREATIVE ACTIVITIES

Please see **Appendix II** when providing additional details about your research and creative activities. In this section, reflect upon your research / creative activities and accomplishments for the year. Furthermore, if you participated in additional research activities not previously listed, please provide details. In the case of research collaboration, please explain your role in the team as well as your specific contributions. Highlight interdisciplinary work in this narrative as well. (This area can be expanded as needed).

C. SERVICE:

Please highlight your service for the year in your FEAS CV.

CONTEXTUALIZE YOUR SERVICE-RELATED ACTIVITIES In this section, reflect upon your service activities and accomplishments for the year. Furthermore, if you participated in additional service activities not listed in your FEAS CV, please provide details. In case of service collaboration, please explain your role in the team as well as your specific contributions. (This area can be expanded as needed).

IV. ADDITIONAL COMMENTS:

APPENDIX G

FSU School of Communication

Faculty: Teaching, Research and Service Evaluation Grid

Approved by the School of Communication Faculty: 12/5/2025

	Meets	Exceeds
TEACHING:		
SPCI: Ratings of 3 or higher: FACE-TO-FACE CLASSES:	70% Student ratings of 3 or higher on SPCI item # 13 across all classes and/or Median of 3 across SPCI items #1-11 across all classes	70% Student ratings of 4 or higher on SPCI item # 13 across all classes and/or Median of 4 across SPCI items #1-11 across all classes
ONLINE AND HYBRID CLASSES or FIRST TIME COURSES:	60% Student rating of 3 or higher on SPCI item # 13 across all classes and/or Median of 3 across SPCI items #1-11 across all classes	60 % Student rating of 4 or higher on SPCI item # 13 across all classes and/or Median of 4 across SPCI items #1-11 across all classes
SYLLABUS:	Syllabus includes all University / School-required information Evidence of content and rigor appropriate for course.	

PEER EVALUATIONS: NOTE: Not everyone will be peer reviewed	Peer Evaluation, if any: Average ratings of 3 or higher on relevant items--excluding items that are "NOT APPLICABLE"	Peer Evaluation, if any: Average ratings of 4 or higher on relevant items--excluding items that are "NOT APPLICABLE"
GRADUATE COMMITTEES: NOTE: Tenure line faculty only	Chair / Member of 1 or more Graduate Thesis /Dissertation /Creative Project Committee(s)	Member of 1 or more Graduate Thesis / Dissertation / Creative Project Committees AND Successfully Directed (Chaired) 1 Graduate Thesis / Dissertation / Creative Project Committee
UNDERGRADUATE COMMITTEES:		Member of 1 or more Undergraduate Honors Thesis Committee AND Successfully Directed (Chaired) 1 Undergraduate Honors Thesis
UNIVERSITY OR EXTERNAL TEACHING AWARD(S):		Nominated for teaching award(s)

	Meets	Exceeds
RESEARCH:		
BEFORE TENURE:	2 refereed publications / creative activities per year (total of 4 in a 2-year review window)	2 - 3 refereed publications / creative activities per

		year (total of 5 in a 2-year review window)
AFTER TENURE: * Invited publications and creative activities will be contextualized	1 refereed publication / creative activity per year (total of 2 in a 2-year review window)	1 - 2 refereed publications / creative activities per year (total of 3 in a 2-year review window)
CONTRACTS AND GRANTS: * External contracts and grants will be contextualized		PI or Co-PI of contract / grant proposal submitted
UNIVERSITY OR EXTERNAL RESEARCH AWARDS:		Nominated for research award (s)

	Meets	Exceeds
SERVICE*:		
BEFORE TENURE:	2 service-related activity per year, at least one within the School	3 service-related activities per year, at least one within the School
AFTER TENURE:	3 service-related activities per year, at least two within the School and/or College	4 service-related activities per year, at least two within the School and/or College
SPECIALIZED FACULTY:	2 service-related activities per year, at least one within the School	3 service-related activities per year, at least one within the School