

**Bylaws of the School of Communication Science and Disorders**  
**College of Communication and Information**

Approved by the majority of the faculty  
November 12, 2010

**I. School Organization**

**Section A. Membership**

1. Voting membership of the school shall be defined as all persons with academic rank who are responsible to the school for full-time annual appointments and who have been hired through endorsement of the majority of the faculty. This includes tenure-earning positions (Assistant Professors, Associate Professors, Professors), as well as Associates in/Assistants in Communication Science and Disorders, and Scholars/Scientists. The voting membership will henceforth be referred to as the school faculty.
2. Selected faculty (e.g. visiting professors, doctoral level grant personnel) may be invited to meetings at the discretion of the Director, may participate in discussions, and may serve as additional members of various committees at the request of the Director and with their concurrence. However, they will not be voting members.
3. A student representative will be selected annually by the voting faculty to attend meetings as appropriate. The student representative will not be a voting member.

**Section B. School Administration**

1. The Director shall be appointed by, and serve at the pleasure of, the Dean of the College of Communication and Information for a three year term and is eligible for reappointment for subsequent terms of the same duration. School voting faculty members will respond to requests from the Dean about their preferences for a Director by providing a summary of faculty discussion regarding potential Directors and the result of a faculty vote.
2. The person shall be the chief administrative officer of the school including all laboratories and clinics. The Director shall serve as its principal financial officer, authorizing all regular expenditures, preparing and presenting to the faculty an annual budget and an annual financial report at the end of each fiscal year, redistributing budgets at the end of a fiscal year, and meeting emergencies of all kinds, and in consultation with the appropriate committees will:
  - a. prepare an annual budget for submission to the Dean;
  - b. submit to the Registrar the schedule of classes for each term;
  - c. assign annual faculty responsibilities (AORs);
  - d. make an annual evaluation of the performance of each faculty member after conferring with the faculty evaluation committee
  - e. recommend to the Dean annual salary adjustments in light of the peer evaluations made by the faculty evaluation committee

- f. confer regularly with each faculty member with respect to professional goals and development; and
- g. conduct faculty meetings.

3. The Director may appoint or call for the election of a Director of the L.L. Schendel Speech and Hearing Clinic and others to assist in the performance of official duties. The Director shall coordinate the academic and laboratory programs of the school, reconciling the conflicting demands of the various programs and allocating resources (assistantships, adjunct appointments, capital outlay, and expense funds) to meet the needs of the school. The Director will serve on the various school committees and oversee the accreditation requirements. The Director shall serve as liaison officer and school representative (or shall designate such representative) to offices and bodies outside the school.

5. Any three members of the school faculty may at any time initiate a petition asking for a vote of confidence in the Director. When the Dean receives this request, he or she shall submit a secret ballot to the membership of the faculty. Two-thirds of the school faculty shall be required to vote no confidence prior to the expiration of a regular term of three academic years. Whenever this is certified, the Dean shall relieve the Director of administrative duties, appoint an acting Director, and initiate a search for a new Director whose initial appointment shall be for a term of three academic years.

### **Section C. Faculty Meetings**

1. School faculty meetings shall be held at the call of the Director. A minimum of one meeting each fall and spring will be held for all school faculty. If more frequent meetings of the school faculty are planned, a schedule will be posted at the beginning of the fall and spring semesters by the Director. Additional meetings may be scheduled by written request to the Director by three or more faculty members.

2. The Director of the school shall be the presiding officer (or in his/her absence, a person designated by the Director) and shall provide an agenda for the meeting. Faculty members may request in writing that items be included on the agenda.

3. Two-thirds of the school faculty shall constitute a quorum. (Members on sabbatical or leave do not count in the quorum.) If a quorum does not exist, the meeting may proceed but no votes may be taken.

4. Any meeting where votes are to be taken must be announced at least 48 hours in advance of the meeting. This requirement can be waived provided all faculty members are contacted and agree that the emergency nature of the situation requires such.

5. Minutes of the school meetings are to be recorded and distributed for review to the faculty. Minutes will be corrected and approved at the next meeting and will become part of the school archives.

## **Section D. Voting**

1. Voting in response to a call for the question is the preferred procedure for voting within the school. Any faculty member can call for secret ballot on school issues subsequent to faculty meeting discussions, or subsequent to information dissemination about the issues under vote.
2. A quorum must be present at any meeting where votes are taken. To carry, a motion requires a simple majority vote. A member who participates in discussion but is unable to attend a meeting when the vote is taken may vote by proxy. If in any given semester at least 2/3 of the faculty will not be employed (e.g., summer), provisions must be made the previous semester (when a quorum is present) for the conduct of school business during the semester when a quorum will not be present.
3. Voting members of the school who are on leave, sabbatical, or release time may vote on school issues with the understanding that they make an effort to inform themselves of the issue at hand.

## **Section E. Standing Committees**

Committee term of service will be August to July (unless otherwise specified.) Each standing committee will address strategic goals and objectives set by the faculty annually and in addition address the following assigned responsibilities:

### **1. Faculty Evaluation Committee**

The School Faculty Evaluation Committee shall consist of the committee Director from the prior year and at least three school faculty elected at large. The committee will include at least three members of the faculty in tenure-track positions of which at least two shall be tenured faculty. Plus, at least one member shall be in a non-tenure-earning position. The committee shall be established in January to serve for the calendar year. No faculty member is eligible to serve on the committee in the year in which he or she plans to seek promotion and/or tenure. The school Director shall appoint one of the elected committee members to serve as Director of the committee. The committee shall:

- a. Provide annual peer evaluations of all school faculty according to school guidelines for such.
- b. Make recommendations to the faculty regarding evaluation and merit procedures.

### **2. Promotion and Tenure Committee**

The School Promotion and Tenure Committee shall be a subcommittee of the faculty evaluation committee and consist of at least three members of the faculty in tenure-track positions of which at least two shall be tenured faculty. The committee shall be established in January to serve for the calendar year. No faculty member is eligible to serve on the committee in the year in which he or she plans to seek promotion and/or tenure. The school Director shall appoint one of the elected committee members to serve as Director of the committee. The committee shall:

- a. Assist candidates for promotion and/or tenure in assembling a folder that conforms to university guidelines and UFF agreements.
- b. Consider all faculty members below the rank of tenured full professor for promotion or tenure, or both, each year.
- c. Decide by majority vote whether to recommend promotion and/or tenure for each faculty member seeking promotion and/or tenure.

### 3. Curriculum Committee

The Curriculum Committee consists of at least four members of the school faculty appointed by the school Director to represent the diversity of curricular areas within the school. In addition, at least two appointed student representatives will serve on this committee. The faculty committee members shall serve for a sequence of three academic years. The school Director will appoint the Director of the committee. The Committee shall have the following primary functions:

- a. Define core curricular requirements for the undergraduate and master's programs in the school.
- b. Review present curricula, study needed changes and generate data for faculty consideration, and solicit feedback on proposed changes.
- c. Provide input into the scheduling of classes for each semester.
- d. Monitor curricular and practicum experiences to ensure that accreditation and certification standards are met.
- e. Prepare documents for curricular revision to be submitted to college and university committees.

### 4. Doctoral Program Committee

The Doctoral Program Committee is comprised of all school faculty members holding graduate faculty status as granted by The Florida State University. The school Director will appoint the Director of the committee to serve a three-year leadership cycle, commencing in the appropriate Fall Semester. In addition, the school Director will appoint one doctoral student to serve on the committee to participate in committee activities other than applicant and student reviews. The purposes of the committee are to:

- a. To review applications and make recommendations for admission to the doctoral program in Communication Sciences and Disorders.
- b. Define core curricular requirements for doctoral studies within the school.

- c. Define the sequential milestones significant to doctoral studies within the school (e.g., admissions examinations, admission standards, curricular requirements, the preliminary examination, the dissertation prospectus, the dissertation defense, and committee composition and role).
- d. Develop relevant policy to promote the efficient achievement of the milestones of the doctoral program.
- e. Establish, revise, and monitor the school policies concerning doctoral studies and doctoral directive and co-directive status.

#### 5. Graduate Advising Committee

The Graduate Advising Committee is comprised of a Master's Program Coordinator, Director of Clinical Education and at least two advisors. The school Director will appoint the Master's Program Coordinator, who will direct the committee, to serve a three-year leadership cycle, commencing in the appropriate Fall Semester. The purposes of the committee are to:

- a. To oversee the advising of students in the master's program in Communication Science and Disorders.
- b. Monitor the attainment of sequential milestones significant to master's students including curricular requirements, the comprehensive examination, the master's thesis requirements, and knowledge and skill competencies (e.g., portfolio completion).
- d. Ensure that graduate students receive an adequate orientation to the program and that requirements, policies, and procedures are communicated clearly through a graduate student handbook.
- e. The Master's Program Coordinator and Director of Clinical Education will liaison with appropriate faculty as needed to assist with preparation and monitoring of academic and/or clinical support plans when required for students who are on academic probation or when needed for students experiencing difficulties in academic or clinical work.
- f. The Master's Program Coordinator will liaison with the Director of the Admissions Committee, the Director of Clinical Education, the College of Communication and Information Dean of Student Affairs, and the school Director to coordinate advising activities as needed.
- g. The Master's Program Coordinator will liaison with the Curriculum Committee to ensure compliance with Academic Accreditation requirements and will assist the school Director with reports and applications required by accrediting agencies.

#### 6. Master's Admissions Committee

The Admissions Committee shall be comprised of three appointed school faculty members. The committee members shall serve for a sequence of three academic years. The school Director will appoint the Director of the committee. The responsibilities of the committee are to:

- a. Review applications and make recommendations for admission to the undergraduate and master's level programs in Communication Sciences and Disorders;
- b. Rank order undergraduate applicants based on GPA and letter of intent;
- c. Rank order master's level applicants based on GPA, GRE, questionnaire/ intent statement, and letters of recommendation.

#### 7. Admissions Appeals Committee

The Admissions Appeals Committee is mandated by the university to allow students to appeal denial for them to enroll in our undergraduate and graduate programs. Two appointed school faculty members shall serve on this committee and one Master's level graduate student. The faculty members on the committee shall appoint the student member. The responsibilities of this committee are to:

- a. Review the student's admissions materials,
- b. Provide the student an opportunity to present information that s/he thought that the school Admissions Committee may have overlooked or not considered adequately, and
- c. Present the student with recommendations in light of the information in the application materials and the student's presentation. The committee reports these recommendations to the school Director, the college Dean and the Dean of the Graduate School.

#### 8. Speech and Hearing Clinic Policy Board

The Speech and Hearing Clinic Policy Board is a group of at least five members selected from school faculty members and clinical supervisors and appropriate community and client representatives. The Director of Clinical Education will appoint members, with approval of the school Director. The Director of Clinical Education shall serve as Director of the Board. The Board will meet at least annually. The responsibilities of the Board are to:

- a. Review present policy of the clinic regarding the student practicum component of its mission.
- b. Review present policy relative to faculty participation in the operation of the practicum.

- c. Review present policy relative to issues with the professional service delivery model.
- d. Establish needed policy regarding the items listed above.

#### 9, Executive Advisory Group

The Executive Advisory Group is a group of faculty members appointed by the school Director to advise and counsel the Director as needed regarding critical issues within the school. Issues concerning budgets, financial planning, school governance, space utilization, and personnel growth and development are examples. Typically, the Director of the Clinic, the Master's Program Coordinator, and Directors of the Curriculum, Doctoral Program, and Admissions committees may be appointees to the group. Appointments and reappointments are made at the beginning of each Fall Semester or upon need throughout the year.

#### 10, Multicultural Committee

The Multicultural Committee shall consist of at least two faculty members and at least four students. The school Director shall appoint one of the faculty committee members to serve as Director of the committee. The committee shall have the following responsibilities:

- a. Investigate multicultural issues that may affect the success of our students in the academic environment,
- b. Provide orienting and bonding opportunities for undergrads from minority populations,
- c. Provide support such as mentoring or tutoring for students with culturally based learning style differences,
- d. Disseminate information to students and faculty in our school to enhance overall awareness of multicultural issues.
- e. Recruit students from traditionally underrepresented populations.

#### 11, Scholarships, Awards and Honors Committee

The Scholarships, Awards and Honors Committee shall consist of at least three school faculty members appointed by the school Director. The committee members shall serve for a sequence of three academic years. The school Director shall appoint one of the committee members to serve as Director of the committee. The committee shall have the following responsibilities:

- a. Developing guidelines for scholarships, awards, and honors administered through the school.

- b. Administration of school procedures including soliciting applications, nominations, and conducting elections when indicated.
- c. Solicit nominations and recommendations for available university, local, state and regional scholarships and awards from the general faculty and monitor their submission.
- d. Ensure that all scholarships, awards, and honors, are recognized at the annual college awards ceremony and at other appropriate venues.

### **Section F. Ad Hoc Committees**

School ad hoc committees may be established as deemed necessary by the faculty or the Director to conduct the business of the school. Members of these committees may be elected by the faculty or appointed by the school Director.

### **Section G. Faculty Senate Representative**

The school representative(s) to the Faculty Senate will be elected by the faculty for a term determined by the current university policy in collaboration with the College of Communication and Information bylaws.

### **Section H. Student Participation**

1. A Student Advisory Committee (SAC), representing undergraduate and graduate students, shall be comprised of majors in the school. The school Director shall appoint a school faculty member to serve as the SAC Faculty Liaison Advisor. The committee represents the student body and may advise the school of all matters pertaining to student welfare and concern. Four students, appointed by the SAC Advisor and the school Director, comprise the committee: A master's student in speech-language pathology, a senior student interested in audiology, a senior student interested in speech-language pathology, and a junior level student. The SAC should meet, at least, each semester with the SAC Committee's Faculty Liaison Advisor and any other faculty members the committee and Director deem appropriate. Appointments are made at the beginning of each Fall Semester and terminate at the conclusion of the following Spring Semester.

## **II. School Procedures**

### **Section I. Assignment of Faculty Responsibilities**

An annual assignment of responsibilities is required by the university. These written assignments are agreed on between the Director and the individual concerned and include assignments in teaching, research, and service. Evaluation of the faculty member will be made on the basis of these mutually agreed upon assignments.

Changes in the assigned responsibilities may be made if school or university needs arise. Such changes will be made only after consultation with faculty member and

Director and such changes will be made a matter of written record for the purpose of evaluation.

### **Section J. Faculty Evaluation**

See appendix 1 for the criteria and procedures for promotion and tenure.

1. Each faculty member prepares documentation in March of each year covering activities in the areas of teaching, research and service (and, where appropriate, administration) undertaken during the preceding calendar year according to university policy for submission to the Faculty Evaluation Committee (FEC) and the Director.

2. Annual Faculty Evaluation. Each faculty member other than the Director (who is evaluated by the Dean) will be evaluated annually by the Director, who will be advised in this by the FEC (members of the FEC will give advice on other members but not on themselves). The results of this evaluation are used as the basis for merit pay increase recommendations (see 'Merit Pay Increases' below) and the 'Annual Faculty Evaluation Summary'. This summary is filled out by the Director and discussed with the faculty member in accordance with university policy. It is then submitted to the dean and becomes a part of the faculty member's permanent file.

The evaluation will be conducted prior to the end of the spring semester, after the review by the FEC, and will be based upon performance over the prior calendar year (January 1st to December 31st). Research, service and teaching will be evaluated separately, and their relative contributions to the overall assessment will be weighted in accord with the faculty member's assignment of responsibilities. Teaching will be evaluated as detailed under 'Teaching Evaluation' below. Research will be evaluated in accord with the current standards in the profession. Service will be evaluated in accord with the degree and efficacy of its performance.

3. Teaching Evaluation. All untenured faculty will have their teaching observed each semester by a tenured member of the school. Tenured faculty should have their teaching observed by another tenured or non tenured faculty member at least annually. In cases where there is evidence (such as poor student evaluations) that a tenured member is encountering problems with his/her teaching, the Director can require that his/her teaching be observed by another tenured member with more frequency. In accordance with university policy, any member being observed must be given at least two weeks notice of the upcoming observation, and a report of the observation must be submitted to the faculty member within 10 working days of its occurrence. Performance on teaching will be evaluated annually by the Director based upon reports of such observation, results of student evaluations, review of syllabi and teaching materials, and recommendations by the FEC.

4. Annual Letters pertaining to progress toward promotion and/or tenure. Each April, the Director, in consultation with the FEC, writes letters (which are to be included with the annual evaluation summary) apprising all faculty below the rank of full professor of their progress toward promotion and/or tenure. In the case of the third year of service of

untenured tenure-track assistant professors, a particularly thorough review is conducted.

5. Merit Pay Increases. The Director has the responsibility of advising the dean concerning merit pay increases for members of the school. This advice will be based upon the following procedure. The Director, in consultation with the FEC, will first assemble a rank ordering of the faculty by reference to the overall assessment discussed under 'Annual Faculty Evaluation' and then follow this ranking in determining the advice forwarded to the dean.

#### **Section K. Teaching Load**

The normal teaching load in the school for a ranked faculty member actively engaged in research and service is four courses per year. The Director, in consultation with a faculty member, may alter this normal assignment in recognition of special circumstances. The teaching loads of non-ranked faculty are to be determined by the Director on a case-by-case basis.

#### **Section L. Assignment of Supplemental Summer Appointments**

The Director shall be responsible for making supplemental summer appointments. In accordance with university policy, by March the Director will request each member of the school to state in writing whether s/he is interested in receiving a supplemental summer appointment, and if so to give a list of course preferences. Attention to the needs of the students will be prioritized. Insofar as curricular requirements and financial resources allow, the Director will endeavor to ensure that as many faculty as possible teach their preferred courses, subject to the following proviso: priority will be given to those faculty who requested supplemental summer assignments in previous years but did not receive one in any of those years - the greater that number of years, the higher the priority. Faculty should not expect annual summer appointments.

#### **Section M. Academic Policies**

With respect to such matters as grading practices, posting and keeping of office hours, and the University Honor Code, etc., the school follows those procedures as stated in the *Faculty Handbook*.

#### **Section N. Hiring**

The Director is responsible for responding to the dean's request for hiring proposals. S/he will solicit the views of all the faculty of the school and take due account of these views in responding to the dean. Should the dean authorize the school to hire, the candidates are to be evaluated according to the following procedure: 1) The Director appoints an appropriate search committee including tenure and non tenure faculty. The committee solicits applicants, reviews the applicant pool and presents the information to the faculty. 2) The decision to interview is made by a majority vote of the ranked faculty of the school. 3) After the completion of the interviews, the faculty will discuss and vote to prioritize applicants to the dean who makes the final decision to recommend to the

university for hiring. 4), In the case of a new incoming faculty member who wishes to be appointed with tenure, the decisions about whether to recommend that the university make the appointment and grant tenure are made by majority vote of the full faculty (tenured associate professors vote even in the case of the appointment of a full professor).

**Section O. Amendment of Bylaws**

Any of the above operating procedures or specific policy statements referred to in the above may be changed at any time, by a two thirds majority vote of the resident voting faculty. A proposal for change must be circulated for at least one month in advance of voting on the issue.

**Section P. Sunset Provision**

These bylaws shall cease to apply after the November 2014 faculty meeting unless they are approved again by a ballot vote of a majority of the voting members of the faculty.

Revised: 11-12-10-10; Approved: 11-12--10

## Appendix I.

### School of Communication Science and Disorders Promotion & Tenure Policy

The School of Communication Science and Disorders expects every successful candidate to demonstrate a substantial commitment to both quality and quantity in teaching, research/creative activities, and public service. Promotion decisions shall be a result of meritorious performance and shall be based upon established criteria specified in writing.

The process of earning tenure generally lasts six years, during which the candidate's teaching, research, and service are evaluated by faculty peers. Annual evaluations are required and a careful and detailed evaluation will occur at the end of the third year, specifically to serve as the basis for advice to the candidate on the progress being made toward a positive tenure evaluation. At any time during the six-year probationary period, the individual can be notified, with specific advance notice, without cause, that his/her contract will not be renewed. Consistent with the *Faculty Handbook* and Collective Bargaining Agreement, promotion decisions are not merely a totaling of a faculty member's annual performance evaluations. Rather, the university, through its faculty and administrators, assesses the candidate's potential for growth and scholarly contribution as well as past meritorious performance.

Listed below are school criteria for evaluating (1) teaching, (2) research/creative activity, and (3) service. However, it is the intent of the faculty that decisions relative to job performance, merit, promotion, and/or tenure reflect the annual assignments of each faculty member.

General school criteria for Promotion and/or Tenure are based on the following:

#### **A. Teaching Criteria**

Candidates should contribute to improving educational outcomes of students in the school and the professional fields. Six categories are suggested for evaluating a faculty member's teaching.

1. Student teaching evaluations. For junior faculty members these ratings should compare favorably to the school mean for similar courses as the faculty member approaches tenure/promotion.
2. Peer evaluations of teaching.
3. Evaluation of the teaching statement and materials provided by the faculty member.
4. The faculty member's record of individual mentoring of students at the graduate and undergraduate levels.
5. Evidence of teaching scholarship. Examples of this would include personal preparation grants, articles published and refereed publications focused on teaching, and development of teaching materials.

## 6. Teaching awards.

### **B. Research/Creative Activity Criteria**

The faculty member is expected to contribute to the intellectual and scholarly vitality of the school and the field. Each faculty member should engage in sustained conduct of meritorious, independent, and original research or scholarship that makes a significant contribution to new knowledge. This research should result in a record of sustained publications in high quality peer-reviewed journals in the individual's area of endeavor. Quality rather than merely quantity of publications is important. In addition, the School of Communication Science and Disorders recognizes the critical importance of collaboration in research and scholarly activity; that is, the contributions of middle authors in multi-authored publications often represent high quality work. Thus, the specific contributions of the faculty member must be clearly specified for multi-authored publications.

By the time of tenure review or promotion, the faculty member should have completed and made available publications that represent research, scholarship, or other original contributions of such high quality as to gain favorable recognition within her/his discipline at the national level. Such recognition usually will be based on the unique and creative nature of the candidate's contributions.

The faculty member is expected to contribute products that represent research and creative output. The rate of productivity is expected to increase from the Assistant Professor to the Associate Professor level. To be promoted from Assistant Professor to Associate Professor with Tenure the typical expectation would be an annual average of 1.5 high quality products per year. To be promoted from Associate Professor to Full Professor requires sustained production of high quality research products with an increased number of the products in high impact publications. The faculty member should exhibit leadership in research efforts by being a senior author of a significant proportion of the independent or collaborative publications and/or creative products. Ultimately, research contributions need to be evaluated in terms of quality and impact. This evaluation will include recognition of the different audiences for scholarly products. Publications in scientific journals would be considered to have greater impact in one's field than publications in professional practice journals or books.

### **C. Service Criteria**

1. Service to the school, college, university, and the community is expected commensurate with the faculty member's assignment. Evidence of such service should be compiled and evaluated as part of the annual review process.
2. The faculty member also should submit evidence of service to professional organizations and groups.

### **D. Annual Evaluations**

1. Annual evaluation should be submitted as part of the review and should include independent peer evaluations and Director evaluations.
2. Faculty members who have a “less than satisfactory” annual evaluation for any year in the evaluation period should attach written explanation.

**E. Additional Criteria and Procedures:**

1. Recommendation for Promotion to Assistant Professor--No requirements beyond those stated above and those stated in the FSU *Faculty Handbook*.
2. Recommendation for Promotion to Associate Professor--Particular emphasis is placed on development of research skills and publication in appropriate research journals or the development of other creative skills if the faculty member is using creative development time for other pursuits. Recommendations shall be based on the materials presented in the faculty member’s binder that will be prepared by the Faculty Evaluation Committee with the assistance of the candidate and School Director in accordance with university procedures. The candidate must receive a simple majority vote of the school tenured faculty.
3. Recommendation for Promotion to Professor—The candidate should show evidence of national visibility in area of expertise. This can include publication of journal articles, acquisition of external funding, publication of books, development of assessment and therapy materials, or other similar evidence that matches the faculty member’s academic assignment. Also, the candidate should show evidence of participation in and direction of theses and dissertations and graduate education. Recommendations shall be based on the materials presented in the faculty member’s binder that shall be prepared by the Faculty Evaluation Committee with the assistance of the candidate and School Director in accordance with university procedures. The candidate must receive a simple majority vote of the school tenured faculty.
4. Recommendation for Award of Tenure--The candidate must receive a simple majority vote of the school tenured faculty.
5. The tenured faculty shall act as the School Promotion and Tenure Committee for voting on the promotion and tenure decisions of all tenure track faculty. After the vote by the tenured faculty, the School Director shall write a letter of recommendation based on material in the binder and the vote of the tenured faculty. The tenure and/or promotion candidate shall then have five working days to review the binder and sign the cover sheet before it is forwarded to the College of Communication and Information Promotion and Tenure Committee. If the candidate wishes to write a response to any items in the binder, this response is to be written during the five days before the candidate signs the cover sheet of the binder. Once the candidate signs the binder it will be complete.

These criteria are to be applied in concert with the following University criteria for promotion outlined in the *Faculty Handbook* and the *Collective Bargaining Agreement*:

1. Promotion to the rank of assistant professor shall be based on recognition of demonstrated competency in teaching, service, and promise of scholarly

development. Promotion shall be considered automatic upon completion of the doctorate, but full documentation for promotion of faculty member receiving doctorate shall be submitted with other promotion nominations.

2. Promotion to rank of associate professor shall be based on recognition of demonstrated effectiveness in teaching, service, definite scholarly or creative accomplishments, and recognized standing in the discipline and profession.
3. Promotion to the rank of professor shall be based on recognition of superior teaching, service, scholarly or creative accomplishments of high quality and recognized standing in the discipline and profession as attested to by three letters from competent scholars outside the University.
4. Although the period of time in a given rank is normally five or six years, demonstrated merit, not years of service, shall be the guiding factor. Promotion shall not be automatic, nor may it be regarded as guaranteed upon completion of a given term of service. Early promotion is possible where there is sufficient justification.
5. The criteria for awarding tenure shall be the same as those for promotion to the rank to which the candidate is being considered for promotion or the rank held by the candidate if the candidate is not being considered for promotion.

The decision to award tenure shall be a result of meritorious performance and shall be based on established criteria specified in writing. The decision shall take into account the following:

1. annual performance evaluations;
2. the needs of the school/unit, college/unit, and university;
3. the contributions of the faculty member to the academic unit; and
4. the contributions the faculty member is expected to make to the institution.

## Appendix 2.

### CRITERIA FOR PROMOTION OF NON TENURE TRACK FACULTY MEMBERS School of Communication Science and Disorders, Florida State University

This document outlines specific criteria that the School of Communication Science and Disorders (SCSD) Promotion and Tenure (P&T) Committee will apply to candidates for non-tenure track promotion. These criteria are consistent with the *Collective Bargaining Agreement*, FSU's *Faculty Handbook*, and FSU's minimum requirements for non-tenure track faculty promotion and policies for non-tenure track promotion. They serve both as a guide for the candidate as (s)he works toward promotion and as a standard of evaluation for members of the school P&T committee.

#### **I. Criteria for Promotion to Associate in Communication Science and Disorders in the School of Communication Science and Disorders**

##### A. General

1. Master's degree and three (3) years at the "Assistant in" rank or Bachelor's degree and five (5) years at the "Assistant in" rank
2. Recognition of demonstrated effectiveness in teaching and service.

##### B. Teaching and Student Committees

1. Evidence of established and consistently strong performance in teaching, as assessed through student and peer evaluations. More specifically, student evaluations of teaching should indicate:

- a. A median score of two or lower on Item 8 "Overall Assessment of Instructor" of the SUSSAI evaluation form for the candidate in nearly every class taught during the three years immediately preceding candidacy for promotion.

- b. A median score falling on the positive end of the scale for nearly all other instruction-related items on the state-required SUSSAI measure, as well as nearly all instruction-related items on the university-approved SPOT evaluation form, for the candidate in nearly every class taught during the three years immediately preceding candidacy for promotion.

- c. Evidence of steady (or improving, as the case may be) SPOT and SUSSAI ratings over the three years immediately preceding candidacy for promotion. Improvement is particularly expected in classes taught multiple times.

And/or

d. Evidence of positive feedback and comments on the SCSD-based Clinical Educator Evaluation Form.

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.

C. Service

1. Candidates are expected to have demonstrated an active, constructive role in their unit's service.

Evidence of service might include contributions to the college, university and academic profession through membership on committees, or leadership in student activities.

**II. Criteria for Promotion to Research Associate in Communication Science and Disorders in the School of Communication Science and Disorders**

A. General

1. Ph.D. (or terminal degree) or ten (10) years experience at the "Assistant in" and/or "Associate in" ranks.

2. Recognition of superior teaching and service.

B. Teaching and Student Committees

1. Evidence of established and consistently strong performance in teaching, as assessed through student and peer evaluations. More specifically, student evaluations of teaching should indicate:

a. A median score of two or lower on Item 8 "Overall Assessment of Instructor" of the SUSSAI evaluation form for the candidate in nearly every class taught during the three years immediately preceding candidacy for promotion.

b. A median score falling on the positive end of the scale for nearly all other instruction-related items on the state-required SUSSAI measure, as well as nearly all instruction-related items on the university-approved SPOT evaluation form, for the candidate in nearly every

class taught during the three years immediately preceding candidacy for promotion.

- c. Evidence of steady (or improving, as the case may be) SPOT and SUSSAI ratings over the three years immediately preceding candidacy for promotion. Improvement is particularly expected in classes taught multiple times.

And/or

- d. Evidence of positive feedback and comments on the SCSD-based Clinical Educator Evaluation Form.

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.

#### C. Service

1. Candidates are expected to have demonstrated an active, leadership role in service in their discipline/profession and at school, college and/or university level.
2. Evidence of service might include contributions to the school, college, and/or university through mentoring and leadership on committees, or in leadership in student activities.