

Bylaws for the School of Design

Record of Substantive Revisions and Amendments to these Bylaws

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Sunset/Renewal Provision

These Bylaws shall sunset five (5) years after the last amended version.

These are the bylaws for the School of Design in the College of Fine Arts at Florida State University. These bylaws were last approved on 12/21/2025 by a majority of the applicable voting members of the School of Design and on 02/12/2026 by the College and the Office of Faculty Development and Advancement.

Preamble

These bylaws are created to assist the effective and efficient governance of the School of Design in fulfilling its current, stated mission. The program mission is as follows:

Program Mission

The School of Design's mission is to provide students the knowledge necessary to pursue careers as designers who create functional, sustainable and beautiful environments that positively impact human health, safety and well-being. To this end, the School of Design ^{will} imparts the values of human-centered and equitable design, evidence-based design processes and creative and critical thinking so that students create well-designed spaces where people live, work, and thrive.

I. Bylaws

A. Adherence with Other Governing Documents. At all times, School of Design's 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. Further policies that directly relate to the School of Design bylaws include (but are not limited to) school's promotion and tenure, curriculum, textbook adoptions, and syllabi information and format.

B. Bylaws Revision. Revisions shall be made on an on-going basis as needed and a revised version produced effective with the date of said revisions. Revisions to the bylaws require a majority vote of faculty with voting rights and the approval of Dean of the College of Fine Arts and become effective upon the date of that vote.

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/>

II. Membership and Voting Rights

The authority of the School of Design shall reside in its voting membership, hereafter referred to as the School Assembly and meetings where votes are taken are School Assembly meetings.

A. Faculty Membership. The faculty of the School of Design shall consist of those persons holding full-time appointments at the rank of Professor, Associate Professor, Assistant Professor, and Specialized Faculty. These persons are the School Assembly.

B. School Membership. In addition to the faculty defined in II.A above, the following are members of the School of Design: Staff, Adjunct Instructors, Visiting Practitioners, and Visiting Professors. These persons are the General Assembly.

C. Faculty Voting Rights.

Voting membership in the School of Design shall consist of the School Assembly made up of persons in full-time tenured, tenure-earning, or specialized positions.

D. Non-faculty Voting Rights.

Temporary, visiting, part-time, or adjunct appointees, including those who serve as teaching assistants may attend School Assembly meetings and shall have the privilege of the floor but may not vote. Outside consultants and members of the Advisory Council may request or be invited to participate in deliberations of the School Assembly and shall have the privilege of the floor but may not vote. Undergraduate and graduate students may request or be invited to participate in the deliberations of the School Assembly when agenda items are relevant and shall have the privilege of the floor but may not vote.

III. School Organization and Governance

A. Faculty Meetings.

Section 1. Meetings: The School Assembly shall meet in regular sessions with dates and times established by the Chair during each regular academic year and may meet in special sessions during the summer as deemed necessary for consistency in School operations and governance. Meeting dates and times shall be free from conflicting School classes or other scheduled activities with at least one-week notice.

Section 2. Special or Emergency Meetings: These meetings may be called by the Chair, or by written request to the Chair from three voting members of the School Assembly without the requirement of one week's notice. The Chair shall schedule the meeting at a time free from conflicting school classes or other scheduled activities.

Section 3. Supervision: The Chair shall preside over meetings of the School Assembly. In the absence of the Chair, another member of the School Assembly shall be designated by the Chair to preside over meetings.

Section 4. Agenda: The Chair shall prepare and distribute to all SchoolAssembly members a written agenda for each meeting. Any SchoolAssembly member may place an item on the agenda by notifying the Chair. Student representatives and Advisory Council members may request the addition of agenda items as deemed relevant to the meeting and approved by the Chair. Agenda items may be added during a meeting by majority approval of the voting membership. General announcements need not be placed on an agenda.

Section 5. Quorum: A majority of the SchoolAssembly members shall constitute a quorum. No policies or business requiring a vote shall be enacted without a quorum.

Section 6. Voting: The right to vote shall be limited to only SchoolAssembly members (per II. A). The Chair shall have one vote as a General Assembly member, and not just as a tiebreaker.

Section 7. Majority: Vote outcomes will be determined by a majority vote. A majority vote shall consist of a number greater than one-half of the quorum.

Section 8. Motions: Motions by individual General Assembly members must be introduced during an appropriate agenda item (or new business), seconded, discussion allowed and voted upon according to voting privileges established in these bylaws and Robert's Rules of Order. The Chair may select a SchoolAssembly member to act in the capacity of authority to ensure that appropriate procedures are followed. A majority vote is required for a motion to pass (per III.A.7).

B. School Chair Selection.

Section 1. Purpose: The Chair shall collaborate with the School Assembly in creating, upholding and promoting the mission and bylaws of the School of Design. The Chair shall also ensure that all relevant bylaws, standards or procedures as set forth in Article III will be upheld in the deliberations and decisions made by the SchoolAssembly.

Section 2. Duties:

A. Liaison: The Chair, or designated representative, shall serve as liaison between the School of Design and officers and bodies outside the School.

B. Strategic Plan: The Chair, in collaboration with the SchoolAssembly, shall oversee the development and implementation of any strategic plan(s) and periodic revision(s) for the School of Design.

- C. Faculty Development and Advocacy:** The Chair shall foster faculty professional development, including research and creative activities and service and advocate for faculty on matters of School, college, university, state, regional, national and international concern. The Chair, in concert with other tenured faculty, shall mentor faculty in preparation for promotion and/or tenure.
- D. Academic Programs and Faculty Duties:** The Chair shall coordinate the academic programs of the School of IDesign. Accordingly, in consultation with faculty members, the Chair shall be responsible for scheduling and designating faculty assignments and related responsibilities in a fair and equitable manner. Summer assignments shall also be the responsibility of the chair in consultation with the faculty. The Chair shall be responsible for the completion of the annual Assignment of Responsibilities form for each faculty member.
- E. Evaluation:** The Chair shall evaluate School Assembly members annually per University requirements. The Chair shall evaluate the Associate Chair annually, providing a written assessment that is discussed with the Associate Chair.
- F. Budget:** The Chair, working in conjunction with School Assembly members, shall set priorities and goals for financial allocations. The Chair may designate School Assembly members to be responsible for collecting data necessary to establish prioritized financial concerns.

Section 3. Selection of the Chair: The Chair is appointed by, and serves at the pleasure of, the Dean of the College of Fine Arts. The appointment is made upon the recommendation of the School Assembly following a formal nomination and review process. The term of School Chair shall be three years. A Chair may serve consecutive terms if they agree and the School Assembly supports their reappointment.

Section 4. Evaluation of the Chair: The Dean of the College of Fine Arts shall conduct an annual evaluation of the Chair each spring, as required in their supervisory role. The School Assembly may provide input or make recommendations to the Dean regarding the Chair's performance.

Section 5. Removal of the Chair: The Dean of the College of Fine Arts shall have the ability to remove the Chair. The School Assembly may make recommendations to the Dean or may take their concerns to the Dean.

Section 6. Appointment of Other Officers: The Chair shall appoint other officers to assist in the performance of official duties, provided such individuals are willing to assume the designated responsibilities. These appointments shall be done in a fair and equitable manner. These officers

serve at the discretion of the Chair and may be removed at the Chair's sole initiative.

C. School Leadership and Committees.

Section 1. The School maintains these leadership positions:

- **Associate Chair**

- Duties: Communicates policies to students, manages grade deficiency process, gathers and manages school archive materials, plans and executes events, manages adjunct and specialized faculty teaching evaluation process, assists with accreditation processes, oversees publicity projects.
- Selection and eligibility: Selected by the Chair.
- Term: Three years with option for renewal at the invitation of the Chair.

- **Director of Graduate Studies**

- Duties: Oversees graduate student advising, communications and recruitment, oversees graduate curriculum, facilitates the graduate student assistantship program, manages policy, publications and reports, liaises with the FSU Graduate School, and leads the Graduate Policy Committee.
- Selection and eligibility: A tenured member of the School Assembly. Nominated by a member of the School Assembly and confirmed by School Assembly vote. School chair for the duration of an academic semester or year, as needed.
- Term: Three years with option for renewal if the member wishes and with the approval of the Chair.

- **Director of the Undergraduate Interior Design Program**

- Duties: Oversees the periodic review and adjustment of the School's undergraduate interior design curriculum. Works with the Director of Interdisciplinary design to oversee the Undergraduate Policy Committee. Liaises with the Associate Dean of Academic Affairs and the Office of Institutional Performance and Assessment. Brings Undergraduate Policy Committee recommendations to the School Assembly for approval and adoption. Oversees the First-Year assessment process for specialized admissions or directs a member of the Undergraduate Policy/Curriculum Committee to do so. Contributes to policy, publications, and accreditation reports.
- Selection and eligibility: A member of the School Assembly. Nominated by a member of the School Assembly and confirmed by School Assembly vote. Interim appointments may be made by the School chair for the duration of an academic semester or year, as needed.

- Term: Three years with option for renewal if the member wishes and with the approval of the Chair.
- **Director of the Undergraduate Interdisciplinary Design Program**
 - Duties: Oversees the periodic review and adjustment of the School's undergraduate interdisciplinary design curriculum. Works with the Director of Undergraduate Interior Design to oversee the Undergraduate Policy Committee. Liaises with the Associate Dean of Academic Affairs and the Office of Institutional Performance and Assessment. Brings Undergraduate Policy Committee recommendations to the School Assembly for approval and adoption. Contributes to policy, publications, and accreditation reports.
 - Selection and eligibility: A member of the School Assembly. Nominated by a member of the School Assembly and confirmed by School Assembly vote. Interim appointments may be made by the School Chair for the duration of an academic semester or year, as needed.
 - Term: Three years with option for renewal if the member wishes and with the approval of the Chair.
- **Director of Interdisciplinary Graphic Design Certificate**
 - Duties: Oversees the periodic review and adjustment of the certificate's curriculum. Liaises with the Director of Graduate Studies, the Associate Dean of Academic Affairs and the Office of Institutional Performance and Assessment. Brings curriculum recommendations to the School Assembly for approval and adoption. Manages policy, publications and accreditation reports. Oversees the recruitment process, coordinating recruitment and information with other units.
 - Selection and eligibility: A member of the School Assembly. Nominated by a member of the School Assembly and confirmed by School Assembly vote. Interim appointments may be made by the School Chair for the duration of an academic semester or year, as needed.
 - Term: Three years with option for renewal if the member wishes and with the approval of the Chair.

Section 2. The School maintains these committees:

- **Finance and Operations**
 - Purpose: The Committee shall be responsible for overseeing student awards, including identifying and recommending recipients for School scholarships, travel awards, and other external or internal competitions and awards. The Committee

shall also review and recommend allocations for technology grants, materials fees, and funded field trip requests; coordinate with the Advisory Council on funding campaigns; and oversee the management of the Schoolresource room. The committee will Liaise with the College Awards Committee as necessary.

- **Faculty Affairs**

- Purpose: The committee shall be responsible for overseeing the Promotion & Tenure (P&T) process, as needed; explores opportunities and advocates for faculty and instructors to be nominated for honors and recognitions, and shares potential funding opportunities and awards as relevant; liaises with Strozier Library; conducts peer teaching reviews as needed; monitors faculty mentorship; supports research; oversees the School's bylaws; manages changes to merit review processes; and serves on faculty search committees, as needed.
- Promotion and Tenure Subcommittee
 - Purpose: Conduct annual reviews of School Assembly members, generating annual Progress Towards Promotion & Tenure letters. These letters by the committee are referenced in preparing the annual evaluation letter by the School Chair. Evaluate dossiers of candidates seeking promotion and/or tenure and write a letter to the School Chair that comments on the strength and weaknesses of candidates' records, indicating the committee's support for the candidates.
 - Membership and selection process: Composed of three tenured members of the School Assembly from the area of Interior Design and at least one tenured or non-tenured faculty member from the area of Interdisciplinary Design. The committee members are nominated by the School Chair from the members of the Faculty Affairs committee and confirmed with a simple majority vote by the School Assembly.
 - Faculty members who go forward for promotion and/or tenure are not eligible to serve on the committee for that year. If no eligible faculty member is available within the School, the School Chair may appoint a faculty member within the College to serve.
 - Committee members shall recuse themselves from reviewing themselves and from generating letters for their own records. Any listing of committee members' names at the closing of a letter for a committee member shall include

"recused" following the applicable committee member's name.

- Term of service: Two years with an option for a second term if the member wishes and with the approval of the Chair.

- **Student Success Committee**

- Purpose: The Committee shall contribute to the development and maintenance of student handbooks; plan and coordinate career and other fairs; implement initiatives to increase recruitment and enrollment; support and advise student organizations; administer the Honors in the Major program; share relevant opportunities, such as external scholarships with students; maintains internship standards; coordinate with high schools for recruitment activities; and undertake other initiatives related to the success and engagement of current and prospective students.

- **Communications Committee**

- Purpose: The Communications Committee shall serve as the liaison to the College of Fine Arts communications team; develop and maintain protocols for social media and visual communications within School's common areas; foster relationships with external constituencies, including through alumni awards and related outreach; oversee the content and operation of School's monitors; and work with relevant staff to coordinate the maintenance and dissemination of the School calendar.

- **Curriculum Committee**

- Purpose: The Curriculum Committee considers curricular policies and procedures across undergraduate and graduate programs. The committee evaluates and votes on course proposals and curricular changes advanced by the Undergraduate Policy and Curriculum Committee and/or the Graduate Policy and Curriculum Committee. Membership consists of program and certificate directors, with terms of service corresponding to the duration of their appointed roles.

- **Graduate Policy and Curriculum Committee**

- Purpose: Oversees the periodic review and adjustment of the curriculum for the School's graduate programs of study and ancillary graduate activities for School Assembly review and approval; participates in graduate admissions process and

makes graduate admission decisions. Monitors and oversees standards for institutional effectiveness related to graduate programs and works with the SchoolAssembly to collect and document data required by the university and accrediting bodies

- **Undergraduate Policy and Curriculum Committee**

- Purpose: Gather information supporting the creation of proposals for undergraduate curriculum improvements for SchoolAssembly review and approval. Monitors and oversees the standards for institutional effectiveness as well as working with the Schoolassembly to capture data required by the university. Monitors and oversees relevant standards for accreditation visits and works with the Schoolassembly to ensure the collection and documentation of required accreditation documentation.

- **Committee membership eligibility and selection:**

- Unless noted otherwise, all faculty members of the Schoolare eligible to serve on the Schoolcommittees with the option to include non-voting adjunct instructor(s) and/or student member(s) as determined by each committee's purpose and responsibilities.
- Faculty members are invited to self-nominate to serve on two of the committees. The committees' compositions shall reflect representation from both interior design and interdisciplinary design. The Chair approves the committees' membership.
- The number of members may vary according to the size of the unit and the scope of the Committee's responsibilities.
- Term of service: one year with an option for renewal if the member wishes and with the approval of the Chair for up to three years.

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- **Committee leadership**

- Committee members select the chair of the committee for one year with the approval of the SchoolChair.
- The exceptions are the Graduate Policy and Curriculum Committee and the Undergraduate Policy and Curriculum Committee.
- The Graduate Policy and Curriculum Committee is chaired by the Director of Graduate Studies. The term of committee service is determined by the Director of Graduate Studies' term of service.

- o The Undergraduate Policy and Curriculum Committee is co-chaired by the Director of the Undergraduate Interior Design Program and the Director of the Interdisciplinary Design Program. The term of committee service is determined by these director's terms of service.
- Other ad hoc committees as the Chair deems necessary.

D. Faculty Senators.

The School is represented on the Faculty Senate in accordance with the Bylaws of the College of Fine Arts §E.5.c. The Office of the Dean coordinates the election of Faculty Senate Representatives through ballot distribution. All eligible faculty are included on the ballot. Votes are tallied to determine representatives to the Faculty Senate. The College adheres to University standards regarding the number of individuals selected, individuals eligible for service, and voting eligibility

(https://facultyhandbook.fsu.edu/sites/default/files/Faculty_Handbook_2025-26_Final_12-1-2025.pdf) If the College is allocated more Faculty Senate seats than the number of academic units in the College, additional representatives will be elected by the Faculty to fill those seats. In addition, the Faculty will elect a representative to serve as an alternate Faculty Senator.

E. Faculty Recruitment.

1. Requesting Vacant Faculty Lines

The process for retaining and filling vacant faculty lines is overseen by the Dean, who ultimately maintains the final decision-making authority for their dissemination. To initiate the process, Chairpersons or Directors must submit a formal, written request to the Dean's Office using the Request for Allocation of Faculty Line form, which must include a detailed justification for the necessity of the position, relevant enrollment data, and a clear outline of how the proposed faculty line aligns with the strategic goals of the Unit, College, and University. Upon receipt of this comprehensive request, the Dean will conduct a thorough evaluation, weighing critical factors such as budget constraints, alignment with institutional priorities, and the overall benefit to the Unit. Finally, the decision will be communicated to the respective schools and departments via email, and no advertising or planning for the position should commence until this official approval has been received.

2. Faculty Recruitment Process

Upon approval of the Faculty Line Request Form by the Dean, the Chair appoints a search committee with a minimum of three School Assembly members. The search committee decides on a Chair through consensus and engages in the University-

sanctioned procedure for receipt of applications, interviews and similar actions. The search committee discusses the needs of the position with the School Assembly and drafts a position advertisement in consultation with the Chair and shared with the School Assembly. The Search Committee assembles criteria for evaluation of candidates.

The search committee makes available all received position applications to the School Assembly through the hiring process. The Search Committee keeps the faculty informed as it completes each phase of application review ~~and ranked recommendations.~~

Upon discussion of the criteria, the search committee ~~preliminarily ranks the applicants and~~ creates a list of candidates considered most appropriate for the position. Video or phone interviews are conducted to narrow the list of the candidates to recommend an on-site visit. The search committee solicits information from candidate references considered appropriate for the position.

The search committee then recommends to the Chair and the School Assembly up to three candidates to be invited for an on-site interview. The School Assembly votes on the suitability of this candidate pool. If affirmative, the search committee proceeds. If deemed unsuitable, the search committee reassesses the pool and adjusts its recommendation to the School Assembly or recommends that the search has failed.

On-site interviews can include the following activities: (1) face-to face interviews with the search committee and the Chair; (2) a classroom teaching demonstration; (3) presentation of scholarly and/or creative research; and (4) open interview or discussion meetings with faculty, staff and students. A list of those invited to visit and a complete visitation agenda is made available to the General Assembly. Following each candidate's visit, the search committee solicits feedback from the faculty, staff and students as appropriate.

After consideration of this feedback, the search committee submits a list of strengths and weaknesses of the candidate to the Dean. The Chair reports progress to the faculty as information becomes available.

The Chair announces a candidate's acceptance of the position to the School . The Chair then begins the process of integrating the new faculty member's teaching assignments into the curriculum.

F. Unit Reorganization.

Unit Reorganization of the School must be approved by a majority vote of the School Assembly. Members of the School Assembly desiring reorganization of the School should submit a request for the reorganization in writing to the Chair at least one week prior to the faculty meeting at which the request to reorganize is to be discussed and voted upon. The Chair will report all reorganization requests and the General Assembly decision at the next faculty meeting. If

reorganization is approved by majority vote, a committee of School Assembly members elected by a quorum of the School Assembly is formed to address reorganization. This Unit Reorganization Committee reports its progress to the School Assembly in a timely manner according to the needs of the specific request of reorganization.

IV. Curriculum

The School 's Undergraduate Curriculum Committee and the Graduate Policy Committee are responsible for developing policies and procedures proposals regarding curricular and program development based on requests and feedback received from the School Assembly, the School Membership and others such as the University and College, students or accreditation bodies (see §III.C.2). As the chairs of these committees, the Director of Undergraduate Programs and the Director of Graduate Studies act as the principal curriculum managers for the programs, explore the context of potential changes, make recommendations for programmatic and/or curricular initiatives/revisions to the School Assembly for their vote, and prepare annual reports and other reporting material as requested by the Chair (see §III.C.1).

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

Each year, members of the School Promotion and Tenure Committee review the Faculty Expertise and Advancement System (FEAS) records for the preceding spring, summer, and fall terms, evaluating the professional achievements of all assistant professors, associate professors, and specialized faculty who have not yet reached the highest rank. Through consensus discussion, the Committee creates a narrative review letter that summarizes their assessment of the faculty member's progress that year toward tenure and/or promotion. This letter also serves as a component in a faculty member's Third Year Review binder as applicable. Committee members recuse themselves from letters generated for their own records. This letter forms a part of a faculty candidate's Promotion and Tenure binder per University requirements.

Each year, all School Assembly members review the Faculty Expertise and Advancement System (FEAS) records and Assignments of Responsibility (AOR) for the previous calendar year (spring, summer, and fall terms) for all faculty members as part of the annual merit review process. Based on this information,

each School Assembly member shall complete a confidential questionnaire distributed by the Chair. The questionnaire shall ask each faculty participant to assess every member's teaching, research or creative activity, and service accomplishments for that year on a scale of 1 to 10, in accordance with the evaluation criteria for Promotion and Tenure as outlined in these bylaws. Faculty members do not assess their own records. These results are delivered to the Chair who drops the highest and lowest score for teaching, research and service for each faculty member and weights each score by percentage of the AOR assigned to each category. This process generates that year's rank order of achievements for all School Assembly members. This list is shared by the Chair with the College and University in the event that merit funds are available for distribution that year.

B. Criteria for Evaluation of Tenure-track Faculty.

See Appendix A: School of Design Tenure and Promotion Guidelines.

C. Criteria for Evaluation of Specialized Faculty.

See Appendix B: School of Design Specialized Faculty Promotion Guidelines.

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 school's expectations for promotion and tenure.

C. Peer Involvement in Evaluation of Promotion and Tenure of Faculty.

Each year, School Promotion and Tenure Committee members review all assistant and associate professors' yearly achievements, generating a narrative review letter, which serves as a component of a faculty member's Promotion and Tenure binder (see §V.A). An additional peer review occurs when a faculty member applies for tenure and/or promotion. This review is summarized in the tenured faculty summary of discussion narrative letter and the results of a secret ballot of tenured faculty members, both of which are added to the faculty member's Promotion and/or Tenure binder.

Each year, members of the School Promotion and Tenure Committee shall review the annual achievements of all faculty who have not yet attained the highest rank, generating a narrative review letter, which serves as a component of a faculty member's Promotion binder (see §V.A.). Additionally, the Associate Chair reviews the Specialized Faculty member's teaching each semester, generating a letter for the Promotion Binder. An additional peer review occurs when a specialized faculty member applies for promotion. This review is

summarized in the School Assembly faculty summary of discussion narrative letter and the results of a secret ballot of School Assembly members, both of which are added to the faculty member's Promotion and/or Tenure binder.

D. Criteria for Promotion and Tenure of Tenure-track Faculty.

See Appendix A: School of Design Tenure and Promotion Guidelines.

E. Criteria for Promotion of Specialized Faculty.

See Appendix B: School of Design Specialized Faculty Promotion Guidelines.

Appendix

Appendix A

School of Design Tenure and Promotion Guidelines

Promotion and Tenure Guidelines

School of Design

College of Fine Arts

Introduction

University Resources

University tenure and promotion requirements described in the Florida State University Faculty Handbook, Articles 14 and 15 of the BOT-UFF Collective Bargaining Agreement, the Office Faculty Development and Advancement annual memo on tenure/promotion, memos from the College of Fine Arts dean's office, and other sources described in these memos should be consulted for details regarding procedures, appeals, time frame, and suggested guidelines for preparation of the binder.

School of Design Guidelines for Promotion and Tenure

The School of Design recognizes the three traditional areas of expertise: teaching, research and/or creative activity, and service. Each of these areas must be supported by documentation, and each may be assessed for quality and quantity.

As a preface to the criteria listed below, the following has been taken from the FSU Handbook, Section 5: Faculty Development:

Over the years the promotion and tenure committees have normally looked for evidence related to national (or international) standing. For promotion to Associate Professor, the expectation has been that the candidate clearly is becoming recognized nationally and internationally as a scholar or creative artist in a field; for Professor, it has been that the candidate now has become so recognized. The evidence for this standing is different in different fields.

In addition to the university criteria, faculty in the School of Design must meet the following criteria:

- A. For promotion from Assistant Professor to Associate Professor, the following criteria must be met:
 - a. recognition of demonstrated effectiveness or strong potential to demonstrate effectiveness in teaching, research and/or creative activity, and service and recognized standing in the discipline and profession, as outlined below, and as attested to by letters from competent scholars outside the university;

- b. Master's degree, Ph.D., or equivalent; Any discipline-based professional certification (e.g., NCIDQ)
 - c. the candidate is clearly recognized nationally and is becoming internationally recognized as a scholar or creative artist in their discipline;
 - d. additional requirements for teaching, research and/or creative activity, and service as defined herein at the level of 'meets expectations' or higher.
- B. For promotion from Associate Professor to Full Professor, the following criteria must be met:
 - a. recognition of demonstrated excellence in teaching, research and/or creative activity, and service and recognized standing in the discipline and profession, as outlined below, and as attested to by letters from competent scholars outside the university;
 - b. Master's degree, Ph.D., or equivalent; Any discipline-based professional certification (e.g., NCIDQ)
 - c. the candidate has become recognized nationally and internationally as a scholar or creative artist in their discipline;
 - d. additional requirements for teaching, and service as defined below at the level of 'meets expectations' or higher.

Although the period of time in a given rank is normally five 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.

Eligibility Requirements

The three areas of teaching, scholarly and/or creative activity, and service are all evaluated separately using different criteria and instruments of measure. The candidate must meet the requirements in each category to be eligible for promotion or tenure.

Guidelines for Outside Letters

An essential part of the Promotion and Tenure process is the external review, in which the candidate's materials are submitted to outside reviewers for an evaluation and statement regarding their teaching, research and/or creative activity, and service. As such, the selection of writers for outside letters should be well considered. The goal is to give the candidate, committee, and chair shared responsibility for deriving the list of external reviewers. The two-step process outlined below enables a consensus pool of reviewers to be considered.

Although a minimum of three (3) letters of evaluation from outside reviewers are required by the university and the College of Fine Arts as part of the promotion and tenure process, both strongly advise that a minimum of five (5) letters be solicited. To ensure a list of five (5) letter writers are secured, the School of Design will follow the guidelines below for promotion to Associate Professor and/or Tenure and for promotion to Professor:

1. A list of ten (10) potential reviewers will be generated:
 - a. The candidate submits five (5) names to the Promotion and Tenure Committee with a brief bio and suitability statement;
 - b. The Promotion and Tenure Committee selects three (3) of these names (or at their option, two (2) from the candidate's list and another of their choosing that is not on the list);
 - c. The Chair creates a second list of reviewers that may contain unused names from the candidate's list or other, different potential reviewers;
 - i. The Chair will select three (3) reviewers;
 - ii. The Promotion and Tenure Committee will select a minimum of three (3) reviewers from the Chair's list. A fourth reviewer can be selected from the Chair's list or be another qualified person that is not on the list.

This strategy enables the candidate to choose 2-3 reviewers, the Chair to choose 3 and the Promotion and Tenure Committee to choose 4-5. This may provide the best chance that the minimum 5 reviewers will have been generated from each of the three parties

Relationship of Candidate to Letter Writers

See university tenure and promotion policies on the relationship of candidates to letter writers and the scope of outside letters.

Scope of inquiry in outside letters

The reviewers shall offer their judgment regarding the competency and significance of the individual's teaching, research or creative activity, and service as they relate to the discipline of interior design and shall clearly state whether they recommend promotion and/or tenure.

TEACHING

Excellence in Teaching is recognized as an essential criterion for faculty evaluation and advancement. This category emphasizes the importance of both high-quality teaching and advising at both the undergraduate and, when applicable, graduate levels. Each interior design faculty member contributes as an individual to the total educational program through specialized knowledge and expertise. High standards are expected and should be maintained.

Although a faculty member's classroom effectiveness is an important component of teaching, the impact of faculty on the student body outside the classroom is also important.

Faculty members should also consult university promotion and tenure policies for complementary and/or supplemental submittal guidelines and/or requirements:

<https://fda.fsu.edu/faculty-development/promotion-and-tenure>
https://facultyhandbook.fsu.edu/sites/default/files/Faculty_Handbook_2025-26_Final_12-1-2025.pdf

- A. The quality of a faculty member's teaching performance shall be measured against the following standards (subject to extenuating circumstances wherein the Chair has the discretion). These standards are to be consistently met and/or demonstrated each year during the promotion and/or tenure period under consideration unless noted otherwise. As a complement to the university 6-page summary, the candidate will need to provide summarized evidence of having met the minimum standards for each category in their annual evaluation which can then serve as the basis for their Summary of Accomplishments at the time of Promotion and/or Tenure review(s).

Exceeds Expectations:

A faculty member may be assessed as "Exceeds Expectations" in their yearly teaching evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

- A. Meets all the standards for a "Meets Expectations" rating,

AND

- A. Meets at least three of the items in List 1 below. If the items are not included in FEAS summaries, the candidate may need to offer a description of these items in an annual summary statement and also the Other Evidence section of the Promotion and Tenure materials (see above).

Meets Expectations:

A faculty member may be assessed as "Meets Expectations" in their yearly teaching evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

- A. Meets class regularly, punctually, and as scheduled, including giving the final exam during the final exam period, as appropriate;
- B. Schedules office hours and meets scheduled appointments;
- C. Demonstrates a current knowledge base for each course taught;
- D. Applies a methodology and pedagogy that adequately convey the knowledge base defined by the course objectives and course requirements as listed in each course syllabus;

- E. Provides evidence of demonstrated student progress measured against the achievement of objectives in each course taught. Student progress should be demonstrated according to the guidelines set forth in the course syllabus;
- F. Demonstrates course, classroom, lab, and studio organizational skill;
- G. Creates a fair and clearly stipulated evaluation system in each course that is capable of adequately measuring and demonstrating each student's achievement in the course;
- H. Submits grades on time, as well as textbook orders (as required by state legislation);
- I. Participates in studio project reviews.

The following items will also be considered but are not expected to be met on an each-semester basis:

- J. Subject to student availability, regularly participates as chair or committee member of a graduate thesis committee;
- K. Participates fully in program assessments in support of programs, school, college, and university program assessment goals including, but not limited to, CIDA, HLC, NASAD, SACS, and Quality Enhancement Reviews.

Official Concern:

A faculty member may be assessed as "Official Concern" in their annual Teaching evaluation if the faculty member fails to meet any one of the standards for "Meets Expectations" by the Chair. The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations

A faculty member may be assessed as "Does Not Meet Expectations" in their annual Teaching evaluation by the Chair if the faculty fails to meet any two or more of the standards for "Meets Expectations." A "Does Not Meet Expectations" rating in Teaching could result in a Performance Improvement Plan (PIP) with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of "Does not meet Expectations", the process for developing a PIP, and the ramifications if a PIP is not met.

List 1

1. Successfully manages an assignment of an overload of courses or students, as determined by the chair, and completion of the assignment without substantially diminished effectiveness;

2. Successfully accomplishes an assignment of an unusual number of different class preparations, management of multiple course sections, or other increased teaching load situation;
3. Completes a substantial revision, over 50% or more, of course materials or development of new courses;
4. Engages in teaching-related duties above and beyond those outlined in the faculty member's AOR. Examples would include:
 - a. Engaging in undergraduate and/or graduate DIS coursework;
 - b. Chairing an undergraduate Honors in the Major committee;
 - c. Engages in thesis related duties:
 - i. Chairing more than one (1) MFA thesis committee in a given academic year;
 - ii. Member of more than (2) MFA thesis committees in addition to those chaired;
5. Nominated for and/or receives teaching excellence recognition(s);
6. Displays evidence of an unusually high level of student achievement in scholarship, competitions, or student recognition at the regional, national, and international level. Examples include more than two national student awards; publications; competitions won; fellowships or assistantships awarded; professional positions won; invitations to present at state, regional, and national conferences; etc.
7. Development of innovative laboratory, classroom, or studio teaching materials as evidenced by peer review resulting in pedagogy presentation, publication, or other externally reviewed dissemination;
8. Publication of instructor guides, prescriptive process (step-by-step) texts or manuals, casebooks, or other teaching materials which are adopted by other schools or educational institutions (including pre-college).
9. Unusual and/or time-consuming teaching activities of benefit to the school (e.g., multi-day design charrettes, multiple or multi-day course field trips, engagement of multiple outside speakers, course collaborations with outside organizations, extensive accreditation standard adoption, or engaging students with professional regulation activities);
10. Extraordinary effort and/or success in the active recruitment of students that move beyond administrative responsibilities assessed by other measures.
11. Participation in intensive, multi-day and/or more than three teaching workshops, seminars, etc.;
12. Student evaluations (subject to university directives) higher than the university average;
13. Other activities the candidate wishes to bring forth as demonstrating instructor excellence as an example of exceeding expectations.

RESEARCH AND/OR CREATIVE SCHOLARSHIP

Excellence in Research and/or Creative Activity includes the discovery and dissemination or application of knowledge and the creation and performance or

production of works of design or artistic interpretations of design. Research and creative activity have equivalent contributions to make with respect to the expansion and application of knowledge, the quality of the instructional program, and the growth and professionalism of interior design, and thus are valued equally and without bias for promotion and tenure. A candidate can engage in research, creative scholarship, or a mixture of both.

Research may focus on issues concerned with the interface between humans and the built environment, including but not limited to, physical, aesthetic, sociocultural, and psychological aspects of the built environment, as well as design education in all its facets. Research may also encompass areas of visual communication and graphic design, particularly as they relate to how information, branding, and visual systems shape user perception, behavior, comprehension, and experience. Such activity should be empirical and based on experimental, theoretical, historical, and/or qualitative investigation, including case studies, action research, and ethnography. Inquiry about the profession, such as its credentialing, nature of practitioners, and related topics, is also permissible. Scholarly inquiry in the form of observation and/or evaluation of teaching and learning, critiques of built environments or significant interiors, philosophical papers, and critical literature reviews can also legitimately contribute to the common body of knowledge. Such inquiry may additionally address issues of visual communication and graphic design, including environmental graphic design (EVG) and its subdomains such as spatial branding, wayfinding systems, interpretive and exhibition graphics, visual literacy, UI/UX, and other forms of environmental or digital graphic expression that influence user perception and comprehension. Internal and external grant applications are encouraged as preliminary evidence toward the dissemination of scholarly work, though internal grants are not required.

Creative Scholarship is defined as creative endeavor within the domains of studio arts, product design, and interior design, visual communication and graphic design, architectural practice and environmental design. Such work may include the design of interior, exterior, and outdoor spaces; the specification of materials and finishes; facility management studies; feasibility studies related to interior design practice; and the creation of visual art objects, furnishings, accessories, textiles, architectural or interior renderings, graphic design applications, or contemporary and historic spatial recreations. Creative Scholarship may also involve graphic, spatial, interpretive, or digital applications that support built environments and user experience. Written and/or photographic documentation is required. In addition, creative scholarship may include visual communication and graphic design work, such as environmental graphics, wayfinding design, branding, exhibition design, digital or print communication materials, and other graphic artifacts. Written and/or photographic documentation is required.

It is intended that scholarly and creative activity be weighted equally. A candidate may show an emphasis on scholarly work, an emphasis on creative activity, or a combination of the two.

Evaluation of Research and/or Creative Scholarship, regardless of its nature, will be based on three criteria, all of which must be fulfilled:

1. Contribution to the expansion, application, and advancement of the relevant design discipline(s);
2. Success in meeting the rigors of external peer review, indicating its significance to the discipline; and,
3. Dissemination in a format that can be cited and retrieved.

Examples of dissemination include publication in design/research journals, papers delivered at conferences, exhibitions in juried shows, competitions, and reviews/critiques of design installations by recognized peers and practitioners. Such means of dissemination shall be regarded as analogous to publications in other fields.

In research and/or creative scholarship, continuity and sustained annual dissemination are essential expectations for all faculty. However, new Assistant Professors are expected to demonstrate steady progress toward the annual dissemination of scholarly work through presentations, publications, exhibitions, or other peer-reviewed or juried venues appropriate to their area of expertise. Recognizing the challenges faced by early-career faculty, reasonable flexibility is permitted during the first two years of appointment, particularly with respect to the timeline for submitting and publishing peer-reviewed journal articles.

Research and Creative Scholarship material to be submitted to the committee shall follow the university guidelines.

Exceeds Expectations:

A faculty member may be assessed as "Exceeds Expectations" in their yearly research and creative scholarship evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

- A. Meets all the standards for a "Meets Expectations" rating,

AND

- B. At least one item from List 2 below.

Meets Expectations:

A faculty member may be assessed as "Meets Expectations" in their yearly research and creative scholarship evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

The expectation is that the candidate shows incremental progress toward goals.

- A. Disseminates their research and/or creative scholarship annually at local, state, and regional venues (which are acceptable), but national or international peer reviewed conferences/conference papers or juried competitions are preferred, in keeping with School and University Promotion and Tenure requirements.
- B. Disseminates their research and/or creative scholarship annually in refereed publications, such as journal articles, book chapters, or competition catalogs, juried exhibitions, curated/invitational show or similar, at a first or second author-level (this expectation may change if the candidate is successfully working on a larger, multi-year project with measured outcomes, such as a scholarly book or external grant). The quality of these works shows an overall positive trajectory of progress as evidenced through such indicators that could include but are not limited to ascendant quality of publication outlet, quantity of productivity, frequency of invited works, or other indicator.
- C. Applies for the University First Year Assistant Professor Grant program, if applicable.

While productivity in research/creative scholarship is required in the first year, it is understood that this year may be needed to initiate studies or creative endeavors in subsequent years.

Official Concern:

A faculty member may be assessed by the Chair as "Official Concern" in their annual evaluation for Research & Creative Scholarship if the faculty member fails to meet either A or B listed in the standards for "Meets Expectations". The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations

A faculty member may be assessed as "Does Not Meet Expectations" in their annual Research & Creative Scholarship evaluation by the Chair if the faculty member fails to meet both A and B listed in the standards for "Meets Expectations" under Research & Creative Scholarship. A "Does Not Meet Expectations" rating in Research & Creative Scholarship could result in a Performance Improvement Plan (PIP) with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective

Bargaining Agreement for the ramifications of “Does not meet Expectations”, the process for developing a PIP, and the ramifications if a PIP is not met.

List 2. Research & Creative Scholarship

1. Publishes regularly in quality, refereed journals at an average rate of two or more manuscripts per year as first or second author
2. Publishes one or more scholarly books* as first or second author
3. Exhibits work in one or more invited, peer reviewed, or independently curated exhibitions
4. Receives an honor, award, or prize in a national or international design or research competition
5. Receives an internal grant to support scholarly work. This does not include travel funding.
6. Receives external grants and/or notable fellowships to fund their scholarly efforts
7. Receives one or more patents or similar distinctions for their scholarly efforts
8. Participates in a notable invited keynote or other scholarly presentation opportunity

* A scholarly book must be peer-reviewed and include at least one of the following characteristics:

- Contains original theories, methodologies, frameworks, or case studies.
- Presents empirical findings or new disciplinary knowledge.
- Advances the scholarship of teaching through innovative pedagogical models supported by research.

Faculty-authored books may be considered as contributions to research and/or teaching. The classification of such works shall be determined by the candidate, subject to review and confirmation by the Promotion and Tenure Committee and the School Chair in accordance with the established Promotion and Tenure Guidelines.

SERVICE

Excellence in Service is critical to the maintenance and growth of institutions ensuring accountability and service to constituents--students, citizens, agencies, business, and industry. Service refers to activities in the following categories: 1) professional or academic associations, 2) school, college, university service, and 3) public or community service. To help committees and the chair make determinations of Exceeds Expectations in service, candidates could be invited to submit a brief yearly summary of the extent and nature of service that moves beyond expectations for consideration.

Exceeds Expectations:

A faculty member may be assessed as "Exceeds Expectations" in their annual service evaluation if the faculty member successfully engages in all these actions as assessed by the Chair:

A. Meets all the standards for a "Meets Expectations" rating,

AND

B. Completes significant additional institutional service, professional service or service to the Community in one area from List 3.

Meets Expectations:

A faculty member may be assessed as "Meets Expectations" in their annual service evaluation if the faculty member successfully engages in school service equitably in relation to the other faculty in the school as assessed by the Chair.

Official Concern:

A faculty member may be assessed by the Chair as "Official Concern" in their annual evaluation for Service if the faculty member fails to meet the standards for "Meets Expectations" described under Service. The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations

A faculty member may be assessed as "Does Not Meet Expectations" in their annual Service evaluation by the Chair if she/he fails to meet the standards for "Meets Expectations" under Service in two consecutive years. A "Does Not Meet Expectations" rating in Service could result in a PIP with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of "Does not meet Expectations", the process for developing a PIP, and the ramifications if a PIP is not met.

List 3

Service to the Profession may include:

1. Active participation, including leadership roles, in professional associations such as, but not limited to IIDA, ASID, IDEC, EDRA, AIA

- a. Chair/President, National
- b. Board Member, National
- c. Chair/President, Local or Regional
- d. Board Member, Local or Regional
- e. Other Leadership Role (CIDA Board of Visitors, etc.)
- d. Member
- 2. Support of the quality of post-secondary educational programs and contributions to the common body of knowledge through service to accreditation organizations.
- 3. Reviews for scholarly journals.
- 4. Participating in peer reviews of creative scholarship.
- 5. Aid to developing professionals and the maintenance of standards for professional practice to the NCIDQ, NCARB, or equivalent.
- 6. Aid to the profession in governmental issues such as licensing and other educational issues, such as organizing student volunteers for legislative events or offering expert testimony to a committee.
- 7. Aid to the profession in the form of continuing education courses offered by the candidate.
- 8. Review and evaluation of P&T binders for candidates not within FSU.

Service to the Institution may include:

- 1. Active participation in Committees and endeavors at School Level
 - a. Standing Committee (Chair, Member)
 - b. Ad Hoc Committee (Chair, Member)
 - c. Advisor to Student Groups (ASID, IIDA, etc.)
 - d. Other School Activities (i.e., gallery shows, events, displays)
- 2. Active participation in Committees and endeavors at the College Level
 - a. Committees (Chair, Member)
 - b. Faculty Senator
 - c. Other College activities
- 3. Active participation in Committees and endeavors at the University Level
 - a. Committee (Chair, Member)
 - b. Other University activities

Service to the Community may include:

- 1. Civic or humanitarian activities
 - a. Service to governmental and nonprofit organizations regarding design issues.
- 2. Dissemination of special design expertise
- 3. Service to the wider community beyond the immediate educational setting to enhance the visual environment or protect the health, safety, and well-being of the public.

Note: Faculty should not receive monetary compensation for activities they wish to count as service.

Evidence of Service shall follow the university guidelines.

Approved on February 14, 1997

Revised and approved on September 22, 2004

Revised and approved on March 1, 2013

Revised and approved on August 30, 2013

Revised and approved on June 16, 2017

Revised and approved on July 18, 2018

Revisions and provisionally approved January 22, 2021 for 1 year consideration

Revised and approved on January 28, 2022

Revised and approved on December 21, 2025

Appendix B

School of Design Specialized Faculty Promotion Guidelines

Specialized Faculty Promotion and Tenure Guidelines

School of Design

College of Fine Arts

References:

Faculty Handbook

https://facultyhandbook.fsu.edu/sites/default/files/Faculty_Handbook_2025-26_Final_12-1-2025.pdf. See pages 87-90

<https://facultyhandbook.fsu.edu/sites/g/files/upcbnu471/files/FacHandbook2021-Feb-24.pdf>

Collective Bargaining Agreement

https://hr.fsu.edu/sites/g/files/upcbnu2186/files/PDF/Publications/BOT_UFF_10_10.pdf
<https://hr.fsu.edu/sites/default/files/PDF/UFF%202025-2028%20Bargaining%20Agreement.pdf>. See page 60.

**faculty handbook language in italics*

Introduction

University Resources

University promotion requirements described in the Florida State University Faculty Handbook, Appendix J (Supplement to Article 14) of the BOT-UFF Collective Bargaining Agreement, the Office Faculty Development and Advancement annual memo on promotion, memos from the College of Fine Arts dean's office, and other sources described in these memos should be consulted for details regarding procedures, appeals, timeframe, and suggested guidelines for preparation of the binder.

School of Design Guidelines for Specialized Faculty Promotion

Specialized faculty ranks can be located Article in 9.10 of the BOT-UFF Collective Bargaining Agreement

The School of Design recognizes the three traditional areas of expertise: teaching, research and service. For specialized faculty in positions classified as teaching-focused, the areas of relevance for promotion are teaching and service. Each of these

areas must be supported by documentation, and each may be assessed for quality and quantity.

As a preface to the criteria listed below, the following is cited from the FSU Handbook, Section 5: Promotion of Specialized Faculty: Criteria for Promotion

When first employed, each faculty member shall be apprised of what is expected of him or her, in terms of teaching, research (as applies) and other creative activities and service, and any other duties involved. All faculty members shall be apprised of any change in the initial assignment of responsibilities.

Criteria for specialized faculty promotion focus on meritorious performance of assigned duties in the faculty member's present position, since these positions have assignments in specific areas (e.g., assignment in research or teaching only, rather than an assignment in all three areas of teaching, research, service), in addition to degree and time in service.

In addition to the university criteria, faculty in the School of Design must meet the following criteria:

A. Teaching Faculty Track

- a. *Evidence of well-planned and delivered courses*
- b. *Summaries of data from Student Perceptions of Courses and Instructors (SPCI) questionnaires*
- c. *Letters from faculty members who have conducted peer evaluations of the candidate's teaching*
- d. *Ability to teach multiple courses within a discipline/major*
- e. *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*
- f. *Master's degree, Ph.D., or equivalent; Any discipline-based professional certification (e.g., NCIDQ)*

B. Instructional Specialist Track

- a. *Evidence of contributions in support of instruction, as attested to by internal letters from faculty members at FSU*
- b. *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. *Master's degree, Ph.D., or equivalent; Any discipline-based professional certification (e.g., NCIDQ)*

While it is possible that a pattern of sustained meritorious performance of assigned duties could be assessed on the basis of a record shorter than five years of service, typically at least five years of evidence is needed. Thus, most specialized faculty members are considered during their fifth year of service.

School chairs and other supervisors should ensure that the record of any candidate who is recommended for promotion before that time contains enough evidence to justify consideration. Performance is reviewed in the annual evaluation process, which determines salary actions, retention, and recommendations for promotion.

Specialized faculty members who have been assigned an administrative code shall be subject to the normal promotion criteria and procedures for the applicable rank. They may not substitute performance of their administrative duties for qualifications in teaching or research. The duty assignments of such employees shall accord them an opportunity to meet the criteria for promotion; however, the number of years it takes a faculty member to meet the criteria in teaching or research and scholarly accomplishments may be lengthened by reduced duty assignments in those areas; the number of years over which such accomplishments are spread shall not be held against the faculty member when the promotion case is evaluated.

Eligibility Requirements

Promotion in the Specialized Faculty ranks is achieved through meritorious performance of assigned duties in the faculty member's present position. Faculty members holding regular or research appointments in the following positions are eligible to be considered in the promotion process for specialized faculty:

- (1) Promotion to the second rank in each track shall be based on recognition of **demonstrated effectiveness** in the areas of assigned duties.
- (2) Promotion to the third rank in each track shall be based on **superior performance** in the areas of assigned duties.
- (3) Promotion decisions shall take into account the following:
 - a. annual evaluations
 - b. annual assignments
 - c. fulfillment of the school/unit written promotion criteria in relation to the assignment
 - d. evidence of sustained effectiveness relative to opportunity and according to assignment

The candidate must meet the requirements in each category relative to their assigned duties to be eligible for promotion or tenure. Assessment of the degree of the candidate's achievement of these standards and the attendant ruling on promotion rests with the reviewers.

For evidence that is not included or clear in FEAS summaries, the candidate is to offer up to a 5-page description of these items in their summarized evidence statements.

Process and Evidence

See Article J, in the Collective Bargaining Agreement for process

https://hr.fsu.edu/sites/g/files/upcbnu2186/files/PDF/Publications/BOT_UFF_10_10.pdf
<https://hr.fsu.edu/sites/default/files/PDF/UFF%202025-2028%20Bargaining%20Agreement.pdf> and
 Section 5: Promotion of Specialized

Faculty <https://facultyhandbook.fsu.edu/sites/g/files/upcbnu471/files/FacHandbook2021-May-20.pdf>
https://facultyhandbook.fsu.edu/sites/default/files/Faculty_Handbook_2025-26_Final_12-1-2025.pdf

TEACHING

Excellence in Teaching is recognized as an essential criterion for faculty evaluation and advancement. This category emphasizes the importance of both high-quality teaching and advising at both the undergraduate and, when applicable, graduate levels. Each interior design faculty member contributes as an individual to the total educational program through specialized knowledge and expertise. High standards are expected and should be maintained.

Although a faculty member's classroom effectiveness is an important component of teaching, the impact of faculty on the student body outside the classroom is also important.

The quality of a faculty member's teaching performance shall be measured against the following standards (subject to extenuating circumstances wherein the Chair has the discretion). These standards are to be consistently met and/or demonstrated each year during the promotion period under consideration unless noted otherwise.

Exceeds Expectations:

A faculty member may be assessed as "Exceeds Expectations" rating in annual teaching evaluation if the faculty member:

A. Meets all of the standards for a "Meets Expectations" rating,

AND

B. Meets at least three of the items in List 1 below in the course of the five previous years or since their last promotion.

Meets Expectations:

A faculty member may be assessed as "Meets Expectations" in annual Teaching evaluation, which is considered minimum grounds for promotion in teaching if reviewers assess that the faculty member has engaged in all these actions:

- A. Meets class regularly, punctually, and as scheduled, including giving the final exam during the final exam period, as appropriate;
- B. Schedules office hours and meets scheduled appointments;
- C. Demonstrates a current knowledge base for each course taught;
- D. Applies a methodology and pedagogy that adequately convey the knowledge based defined by the course objectives and course requirements as listed in each course syllabus;
- E. Provides evidence of demonstrated student progress measured against the achievement of objectives in each course taught. Student progress should be demonstrated according to the guidelines set forth in the course syllabus;
- F. Demonstrates course, classroom, lab, and studio organizational skill;
- G. Creates a fair and clearly stipulated evaluation system in each course that is capable of adequately measuring and demonstrating each student's achievement;
- H. Submits grades on time, as well as textbook orders (as required by state legislation);
- I. Participates in school studio class project reviews.

The following items will also be considered but are not expected to be met on an each-semester basis:

- J. Participates fully in program assessments in support of programs, school, college, and university program assessment goals including, but not limited to, CIDA, NASAD, SACS, and Quality Enhancement Reviews.

Official Concern:

A faculty member may be assessed by the Chair as "Official Concern" in their annual teaching evaluation if the faculty member fails to meet any one of the standards for "Meets Expectations" by the Chair. The Chair shall endeavor to assist the faculty member in correcting any performance deficiencies reflected in the evaluation. The Chair may informally coach or counsel faculty with the goal of improving performance. Such advice is not disciplinary, nor may it be part of the evaluation file.

Does Not Meet Expectations:

A faculty member may be assessed as "Does Not Meet Expectations" in their annual Teaching evaluation by the Chair if the faculty fails to meet any two or more of the standards for "Meets Expectations." A "Does Not Meet Expectations" rating in Teaching could result in a PIP with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of "Does not meet Expectations", the process for developing a PIP, and the ramifications if a PIP is not met.

List 1

1. Successfully manages an assignment of an overload of courses or students, as determined by the chair, and completion of the assignment without substantially diminished effectiveness;
2. Successfully accomplishes an assignment of an unusual number of different class preparations, management of multiple course sections, or other increased teaching load situation.
3. Completes a substantial revision, over 50% or more, of course materials or development of new courses;
4. Engages in teaching-related duties above and beyond those outlined in the faculty member's AOR. Examples would include:
 - a. Engaging in undergraduate and/or graduate DIS coursework.
 - b. Chairing an undergraduate Honors in the Major committee.
 - c. Participating in a graduate-level thesis committee member or co-chair.
5. Nominated for and/or receives teaching excellence recognition(s);
6. Displays evidence of an unusually high level of student achievement in scholarship, competitions, or student recognition at the regional, national, and international level. Examples include more than two national student awards; publications; competitions won; fellowships or assistantships awarded; professional positions won; invitations to present at state, regional, and national conferences; etc.
7. Development of innovative laboratory, classroom, or studio teaching materials as evidenced by peer review resulting in pedagogy presentation, publication, or other externally reviewed dissemination;
8. Publication of instructor guides, prescriptive process (step-by-step) texts or manuals, casebooks, or other teaching materials which are adopted by other schools or educational institutions (including pre-college).
9. Unusual and/or time-consuming teaching activities of benefit to the school. (e.g., multi-day design charrettes, multiple or multi-day course field trips, engagement of multiple outside speakers, course collaborations with outside organizations, extensive accreditation standard adoption, or engaging students with professional regulation activities);
10. Extraordinary effort and/or success in the active recruitment of students that move beyond administrative responsibilities assessed by other measures.
11. Participation in intensive, multi-day and/or more than three teaching workshops, seminars, etc.
12. Student evaluations (subject to university directives) higher than the university average;
13. Other activities the candidate wishes to bring forth demonstrating instructor excellence as an example of exceeding expectations.

RESEARCH

Research is an optional component of a specialized teaching faculty line. These efforts should be recognized but are not a requirement.

SERVICE

Excellence in Service is critical to the maintenance and growth of institutions ensuring accountability and service to constituents--students, citizens, agencies, business, and industry. Service refers to activities in the following categories: 1) professional or academic associations, 2) school, college, university service, and 3) public or community service. To help committees and the chair make determinations of Exceeds Expectations in service, candidates could be invited to submit a brief annual summary of the extent and nature of service that moves beyond expectations for consideration.

Exceeds Expectations:

A faculty member will receive an "Exceeds Expectations" rating in service if the faculty member:

- A. Meets all the standards for a "Meets Expectations" rating, AND
- B. Completes significant additional institutional service, professional service or service to the Community in one area from List 3 in the course of the five previous years or since their last promotion

Meets Expectations:

A faculty member will receive at least a "Meets Expectations" evaluation in service, which is considered minimal grounds for promotion, if the faculty member engages in school service equitably in relation to their assignment of responsibilities, which may include activities listed below:

Administrative Service

Includes ongoing responsibilities aimed at facilitating excellence in instructional delivery across the school, as well as student recruitment and advising:
Activities of this nature could include, but is not limited to:

1. Recruitment of prospective students,
2. Student advising,
3. Course scheduling and classroom preparation,
4. Curriculum dissemination, and
5. Technology oversight

Official Concern:

A faculty member may be assessed by the Chair as "Official Concern" in their annual evaluation for Service if the faculty member fails to meet any one of the standards for "Meets Expectations" described under Service. An "Official Concern" rating in Service will result in an improvement plan with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair.

Does Not Meet Expectations

A faculty member may be evaluated as "Does Not Meet Expectations" in their annual evaluation for Service by the Chair if she/he fails to meet the standards for "Meets Expectations" under Service in two consecutive years. A "Does Not Meet Expectations" rating in Service could result in a PIP with a timeline for improvement and consequences for failing to meet the desired targets developed through consultation with the Chair. See BOT-United Faculty of Florida (UFF) Collective Bargaining Agreement for the ramifications of "Does not meet Expectations", the process for developing a PIP, and the ramifications if a PIP is not met.

List 3

Service to the Profession may include:

1. Active participation, including leadership roles, in professional associations such as, but not limited to IIDA, ASID, IDEC, EDRA, AIA
 - a. Chair/President, National
 - b. Board Member, National
 - c. Chair/President, Local or Regional
 - d. Board Member, Local or Regional
 - e. Other Leadership Role (CIDA Board of Visitors, Committee Chair or Co-chair, etc.)
2. Support of the quality of post-secondary educational programs and contributions to the common body of knowledge through service to accreditation organizations.
3. Aid to developing professionals and the maintenance of standards for professional practice to the NCIDQ, NCARB, or equivalent.
4. Aid to the profession in governmental issues such as licensing and other educational issues, such as organizing student volunteers for legislative events or offering expert testimony to a committee.
5. Aid to the profession in the form of continuing education courses offered by the candidate.

Service to the Institution may include:

1. Active participation in Committees and endeavors at School Level
 - a. Standing Committee (Chair, Member)

- b. Ad Hoc Committee (Chair, Member)
 - c. Advisor to Student Groups (ASID, IIDA, etc.)
 - d. Other School Activities (i.e., gallery shows, events, displays)
- 2. Active participation in Committees and endeavors at the College Level
 - a. Committees (Chair, Member)
 - b. Faculty Senator
 - c. Other College activities
- 3. Active participation in Committees and endeavors at the University Level
 - a. Committee (Chair, Member)
 - b. Other University activities

Service to the Community may include:

- 1. Civic or humanitarian activities
 - a. Service to governmental and nonprofit organization regarding design issues.
- 2. Dissemination of special design expertise
- 3. Service to the wider community beyond the immediate educational setting to enhance the visual environment or protect the health, safety, and well-being of the public.

Note: Faculty should not receive monetary compensation for activities they wish to count as service.

Evidence of Service shall follow the university guidelines.

Revised and Approved December 21, 2025