

Part II, Standard 4. Full-Time and Part-Time Faculty

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Executive summary:

The SJMC seeks a healthy balance between faculty members who have academic and professional backgrounds, are male and female, represent many ethnicities and are well balanced in administrative roles. In addition, the school offers all faculty opportunities for professional development, such as newsroom and agency externships, financial incentives for developing new courses and attending teaching workshops, and research stipends, among others.

FIU offers competitive salaries, which allow us to recruit full-time faculty with extensive professional and promising academic credentials.

Moreover, the school's location in South Florida offers an attractive incentive for faculty looking to relocate into a diverse and culturally dynamic metropolitan area. The SJMC has also taken full advantage of our access to a thriving media and communication marketplace to hire and train adjunct faculty members who bring valuable skills and prestige to our undergraduate and graduate programs.

Our faculty have earned degrees at prestigious domestic and international institutions. While some have studied in more traditional, research-oriented graduate programs such as the ones at the University of Wisconsin-Madison, University of Iowa, University of Florida, University of Miami, and Pennsylvania State University to name a few, others have earned their advanced degrees at research universities that also have a tradition in professional mass communications, such as the University of Missouri, University of Oregon, University of Maryland, and University of Southern California, among others.

In addition, full- and part-time faculty have earned degrees at prestigious professional programs such as the ones at American University, Columbia University, Emerson College, and New York University, among others.

We strive to achieve balance also in terms of gender and ethnic representation. The ethnic backgrounds and genders of the 40 full-time and part-time faculty members are detailed in Table 7. Their professional and academic backgrounds are detailed in Table 2. In summary:

- 60 percent of full-time faculty members are female.
- 40 percent of full-time faculty members are minorities (33% Hispanic and 7% Asian).
- 60 percent of full-time faculty hold terminal degrees (Ph.D., Ed.D. or J.D.), while the others hold at least master's degrees.
- Both department chairs are female (permanent chair and interim chair), and both are of Hispanic descent.
- Dean and associate dean are male, and dean of graduate studies is female; dean is of Brazilian descent.
- The 30 full-time faculty members have an average of 15.4 years of professional experience; half of those have 12 years or more of experience.
- Faculty members average 12.4 years of teaching experience and half have 15 or more years of experience.

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

Educational credentials

SJMC full-time and part-time faculty have a mix of terminal and master's degrees--60 percent of the full-time faculty hold terminal degrees (Ph.D.s, Ed.D. or J.D.s). With the notable exception of a Pulitzer-prize winning photographer, all SJMC faculty, including all adjuncts, hold at least a master's degree. Faculty members have graduated from some of the top communications and advanced-degree programs in the world, including:

American University
 Columbia University
 Emerson College
 Fudan University (China)
 New York University
 Pennsylvania State University

Rutgers University
 Simmons College
 Southern Methodist University
 Universidade Federal do Pará (Brazil)
 University of Florida
 University of Iowa

University of Leicester (Great Britain)
 University of Maryland
 University of Miami
 University of Missouri

University of Oregon
 University of Southern California
 University of Wisconsin-Madison

All faculty hired by the SJMC, including all part time faculty, go through a rigorous credentialing process (a demand from SACS, the university's regional accrediting organization) before they even get into the classroom. That process, overseen by department chairs and associate dean Richards, includes an analysis of their CVs and transcripts by FIU Academic Affairs. In addition, department chairs have to request from Academic Affairs an analysis of credentials for full-time and part-time faculty for each class (or groups of classes, if they are similar) that verifies that those faculty members are qualified to teach the courses that are going to be offered. That credentialing process even applies to the dean and associate deans, if they are slated to teach courses.

Professional experience

Faculty members have been published in The New York Times, American Journalism Review, Columbia Journalism Review and other prestigious print and online media; have written non-fiction and fiction books; written and/or produced documentaries; and developed Web sites. One faculty member is an award-winning playwright, whose works have been performed all over the world. The dean and associate dean are 2014-2105 judges of the Scripps Howard National Journalism Awards. The chair of the Department of Journalism and Broadcasting has been a judge of the SPJ Sigma Delta Chi Awards for the past nine years and during the last four years has shared the honor with faculty colleagues. For the past three years, she has been a judge of the Florida Bar's Media Awards and was a judge of the Scripps Howard National Journalism Award in 2013.

The advertising and public relations department faculty include agency executives, an author of three books on advertising, a former vice president of Porter-Novelli, and a manager at J. Walter Thompson and Univision.

The journalism and broadcast department faculty include former producers for A&E, CBS, NBC, Univision, WBZ-TV, and Telemundo, as well as former reporters for UPI, The Miami Herald, The Houston Chronicle, and Philadelphia Bulletin. They have contributed to The New York Times, The Washington Post, The Chicago Tribune, and New York Post. One faculty member is an active columnist with La Nacion in Argentina and an instructor writes for Brazilian media.

2. Describe how the unit selects full-time and part-time faculty and instructional staff.

For professional courses, the school seeks faculty – both full-time and part-time -- who have distinguished records of professional achievement and who have demonstrated their ability as teachers or who have the potential to be outstanding teachers. A minimum of a master's degree in an appropriate field is normally required for these individuals. The mere fact of professional experience is not sufficient; the school seeks teachers with first-rate experience, as well as intellectual vigor and dedication to teaching.

For individuals who teach theoretical courses or perform scholarly research, the school seeks faculty with a doctorate in an appropriate field, demonstrated potential for scholarship and research, and relevant professional experience.

In filling faculty vacancies, the SJMC closely follows university guidelines regarding the recruitment of faculty in order that women and minorities are given every opportunity to be considered. (See APPENDIX H.) Every effort is made to advertise openings in channels that are particularly relevant to such persons. Similarly, SJMC search and screen committees, which must be approved by the university's Equal Opportunity Office, are selected to ensure that committee members include persons from groups who have traditionally been under-represented in American higher education.

The SJMC organizes a search and screen committee before any faculty position is advertised. The committee, along with the appropriate department chair and in consultation with the dean, develops a position description, an advertising strategy and specific advertisements. The chair of the search and screen committee is responsible for the administrative details of the search, such as responding to initial inquiries from candidates, calling committee meetings, communicating committee concerns to the department chair and/or dean. Traditionally, search-and-screen committees at the school have recommended three names to the chair for consideration. The appropriate chair works with the dean on final negotiations with a candidate who is offered a position, although the ultimate hiring decision must be approved by the university provost.

Candidates for part-time or adjunct faculty positions must submit a resume, have at least a master's degree, and possess at least 10 years of professional experience in the subject they seek to teach. On a rare occasion, the SJMC will hire a part-time faculty member with a bachelor's degree and minimum of 10 years professional experience in the subject he or she will teach. The prospective faculty member must be interviewed by the chair and the chair must circulate his or her CV to faculty for comment before making the hire.

3. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

See APPENDIX I.

4. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.

Evaluation of Teaching

The teaching portion of a faculty member's assignment will be evaluated as follows: In line with FIU policies, the department expects that all faculty members will be 1) knowledgeable in their fields of study; 2) well prepared and well organized for all classroom or associated activities; and 3) successful in the presentation of knowledge. In addition to performing effectively in classes, faculty members are expected to be actively helpful to students outside class, provide academic, career counseling and advising, supervise internships and independent studies and, when necessary, supervise graduate projects.

Major items to be considered in evaluating teaching include the following:

- 1) Copies of evaluations by:
 - a. Students
 - b. Faculty
 - c. Chair of the department (at least once a year)

- d. Both student and chair evaluations are mandatory. Chair evaluations will result in a written report to and discussion with the faculty member. Peer evaluations are at the discretion of the faculty member but, if they occur, will also result in a written report.
- 2) Copies of course syllabi and samples of tests/exams, project assignments, etc.
 - 3) A brief description of activities that have enhanced a faculty member's ability and qualifications to teach, including new course development, new course preparation, new course materials, development of new teaching modes, attendance at teaching seminars or workshops, curriculum development or revision, or other innovations which would influence the determination of the quality of teaching.
 - a. Additional items to be considered which may modify the assessments are:
 - i. Formal studies or assessments from the Academy for the Art of Teaching for the purpose of improving ability; e.g., attendance at quality teaching seminars
 - ii. Grade distribution for each class
 - iii. Documented support from alumni and professionals currently working in the field regarding knowledge gained from courses taken from the professor
 - iv. Special honors, awards, or other recognition of teaching.

Evaluation of Scholarship

The School of Journalism and Mass Communication combines professional training of undergraduate and graduate students with a strong emphasis on research and scholarship for faculty on tenure-track lines. These research and scholarship activities must receive national or international professional recognition. As such, faculty are expected to have their research published in quality, refereed journals directly related to journalism, broadcasting, advertising, public relations, or mass communication. Faculty are also encouraged to present at conventions recognized as appropriate outlets for such scholarship. Such efforts should be evaluated and recognized by one's peers. In an effort to assist faculty, the department chair will keep a list of journals ordinarily acceptable for meeting such criteria, and the faculty will evaluate this list yearly. Because of the diversity of the field, however, no list can be considered comprehensive.

Articles published in quality academic journals not on the list or not directly related to journalism, broadcasting, advertising, public relations, or mass communication – i.e.: journals in law, politics, sociology, history, marketing, management, education, psychology, etc. – may also be acceptable for meeting research and scholarship requirements for tenure-track faculty provided the article itself is directly related to the mission of the school and the faculty member provides evidence of the journal's quality.

Evaluation of Professional, Community, and University Service

The service contributions of a faculty member may be made at one or more of several levels. At a minimum, any faculty member will be expected to take an active role in the committees of the School of Journalism and Mass Communication. All faculty members must share in this work. Service contributions may also be made through committees and elective bodies of the university. The term "service" may also include the following:

Maintaining a close relationship with scholarly or professional organizations representing his or her fields of interest; holding office or serving on committees at significant local, regional, national, and on international levels; giving presentations, sharing of professional and academic experience through speeches, papers, or panel appearances with nonprofessional community groups; and working for community organizations in the faculty member's area of expertise. Within this framework it is generally expected that greater weight will be given to those activities that involve volunteer services that represent a donation of time and skills to meet the needs of society. Service will be evaluated based on the significance of the contribution. Specific items to be considered in evaluating service include the following:

- Chairing or being a member of a committee of the university or the School of Journalism and Mass Communication.
- Holding office or serving in major local, state-wide, regional, national, or international scholarly or professional associations.
- Chairing convention or conference sessions or panels.
- Devising new ways to use academic knowledge outside the university in effective community service.
- Serving local schools or colleges and their students and faculty as a consultant, speaker, or adviser.
- Advising student organizations and/or alumni groups and contributing to student welfare.
- Actively participating in conferences, conventions, seminars, and professional meetings of major scholarly or professional organizations.
- Serving as a reviewer or referee for journals, granting agencies, or conferences.

Given the nature of Research University/High Research Activity institutions, tenured faculty are expected to extend their service efforts to university wide committees and activities and scholarly organizations and associations. Tenure-earning faculty are expected to focus their efforts on research and teaching and to perform limited service, primarily within the department and school.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Faculty workloads are determined in large part by the Collective Bargaining Agreement between the faculty union, United Faculty of Florida, and the state universities. They are also governed by the school, as detailed below. There is no guarantee of summer teaching and SJMC policy allows faculty who wish to teach during the summer months to be assigned to one or two classes. Here are typical teaching workloads.

Tenure-seeking and tenured faculty:

- 3/2 teaching assignment: 11 percent annually per 3-credit course; normally no more than 66 percent annually for all scheduled instruction
- Other instruction: 2 percent annually, including course development, independent study, and supervising student projects
- Research/scholarly/professional activities: 24 percent minimum
- Service: Up to 8 percent annually based on activities/service performed. In practice, faculty devote around 20 percent of time on service.

Note: The dean emerita member has a 1/1 load.

Non-tenure-seeking faculty

Type 1:

- 4/4 teaching assignment. 11 percent annually per 3-credit course. One faculty member has a one-course release each semester in exchange for being our director of technology.
- Research and creative work and service: 12 percent

Type 2:

- 3/3 teaching load: 11 percent per 3-credit course, normally no more than 66 percent annually for all scheduled instruction
- Research and creative activities: 8 percent
- Service: 26 percent

Faculty who petition chairs for additional time to do research can be given a 2/2 or 2/3 teaching assignments in order to make time to pursue a rigorous research/creative or professional activities agenda.

New junior professors on a tenure-track line can request a 2/2 assignment to become acclimated and begin a research agenda. Each is approved on a case-by-case basis. Other assignments are determined based on departmental needs.

Coordinators of master's degree program tracks are given a one-course release per semester to fulfill administrative duties.

Here is the SJMC policy on faculty teaching workloads:

POLICY 001B: Differentiated Faculty Assignment

Reviewed/Recommended by Faculty: 2/3/03

Reviewed/Approved by Dean: 2/4/03

Reviewed/Approved by Academic Affairs: 5/21/03

POLICY:

Part of the mission of the SJMC is to distinguish itself through faculty research, creative, and professional (r/c/p) activity, thereby supporting FIU's role as a Research University/High Research Activity. To accomplish this mission, the aim of the school is for all faculty to have a 2 + 2 teaching assignment, provided this option appropriately describes their annual performance in the areas of teaching, r/c/p activities, and service as specified below under Performance Documentation.

PROCEDURES:

As resources allow, first consideration for the 2 + 2 teaching assignment will be given to first-year tenure-earning faculty and to first-year professional-practice track faculty. This reduction will allow both groups to master teaching skills and will allow tenure-earning faculty to prepare for tenure. Other faculty will negotiate their teaching assignment on an annual basis. In all cases, and in all years, however, faculty must meet or exceed their r/c/p performance goals to remain on either a 2 + 2 or their assigned teaching load.

Faculty who are tenured or on the professional-practice track may choose to dedicate less of their efforts to r/c/p activities, by selecting a teaching course load greater than 2 + 2 (see table below). When tenure-earning faculty earn tenure and professional-track faculty have their contract renewed, they will normally remain on the same course load they had, provided their documented r/c/p productivity justifies a continuation of that assignment.

In percentage terms, possible assignments will normally be as follows:

Course Load	Teaching	Service Differential	R/C/P
2 + 2	44%	Up to 8%	48%
3 + 2	55%	Up to 8%	37%
3 + 3	66%	Up to 8%	26%

If a faculty member over a period of two consecutive academic years receives an unsatisfactory evaluation in the area of r/c/p activities, the faculty member may be assigned a 4 +3 or 4 + 4 assignment.

The percentage assigned per three-semester credit-hour course may vary from 11 to 13 percent, depending on the demands of the course. The other percentages may also vary marginally. All such variations must be approved in advance by the department chair and clearly documented in end-of-year activity reports.

To ensure equity among all faculty members, faculty evaluations – annual as well as for tenure, contract renewal and for promotion – shall be based on assigned duties. All faculty members are eligible for teaching-load reduction or increase and all are required to provide performance documentation, as described below.

- 1) Reasons for Teaching-Load Reduction or Increase:** All reductions in teaching loads must be for a specific purpose that is equivalent in time and effort required to the course(s) not taught. It is also recognized that some courses may require more time and effort to teach than others. The reason and purpose of the course-load reduction must be specified on the annual assignment-of-responsibility form completed by all faculty and approved by the chair.

Teaching loads may be reduced, with the concurrence of the department chair and dean, if a faculty member “buys” himself/herself out of a course with grant monies or for service activities on a program or project that directly relates to the mission of SJMC. Such activities may include, but are not limited to, coordinating a graduate program, serving as an officer for a national professional organization, or a combination of several service activities.

- 2) Performance Documentation:** Each year faculty members will commit, with the concurrence of the department chair, to a specific r/c/p output. The quantity and nature of this output will be based on the individual faculty members’ trajectory for achieving tenure, contract renewal, merit raises and/or promotion. R/c/p output must be documented in the end-of-year faculty activity report. For example, faculty must provide copies of articles published, letters of acceptance, or, for longer-term projects, a documented progress report with an acceptable, pre-agreed time-line.

ADMINISTRATION:

If the department chair, in consultation with the dean and the faculty member, determines that tenured or professional-practice track faculty members have produced significantly less r/c/p output than specified in the assignment of responsibility agreed upon at the beginning of the academic year, the faculty members’ assignment will be adjusted accordingly.

For example, a faculty member with a 2+2 teaching assignment may be re-assigned to a 3+2 or 3+3 assignment. If faculty members have demonstrated a significantly greater r/c/p output than expected under their current assignment, their assignment may also be adjusted. For example, a faculty member with a 3+2 assignment may be re-assigned to a 2+2 assignment.

6. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

1) Student Evaluations

Every course in the school is evaluated each semester. The evaluation instrument developed by the university as a whole is administered by the department chair or chair's representative. Policy 022, "Student Evaluations," from the SJMC Policies and Procedures Handbook is attached, as is the evaluation instrument used. In addition, the SJMC uses a qualitative student report. Both become part of the instructor's personnel file and are an important part of merit, tenure and promotion decisions. Faculty are also encouraged to use the evaluations diagnostically during the semester, with results seen only by the instructor.

Results of the evaluation are compiled by Institutional Research and returned to the departments. They are also placed on the FIU website. A five-point scale is used. Chairs calculate the means for agreed upon criteria. Exhibit A and B of the student evaluation form are below. Here is SJMC policy on student evaluations:

Policy 022: Student Evaluations

Reviewed/Recommended by Faculty: November 19, 2001
Reviewed/Approved by Dean: November 20, 2001

Students shall have the opportunity to evaluate their instructors and their courses each semester. Therefore, the School of Journalism and Mass Communication requires that all regular, adjunct and visiting faculty administer student evaluation sheets.

POLICY:

The student questionnaire, which all students in each class must fill out during the last three weeks of the semester, is designed to provide guidance to the instructor and the school about the faculty member's teaching ability and about the goals and objectives of the course.

PROCEDURES:

- 1) Administration:** The evaluation shall be administered through the dean's office. However, each department secretary or other SJMC personnel, under the chair's supervision, shall distribute and collect the evaluations, ensure that the forms are completely filled out, make copies of the written evaluations, and place the bubble-sheets in manila envelopes. Both copies of the written evaluations should be given to the chair; the manila envelopes should be submitted to the office of the dean. The faculty member must leave the room while the forms are being administered.
- 2) Use of Evaluations:** Scores for evaluations will be tabulated by the university and a printout provided to the department chair and the dean for each course packet submitted. A copy of this printout will be placed permanently in each faculty member's personnel file. A copy of the printout shall also be given to the faculty member. Written comments will be reviewed by the department chair and dean. The original written forms will be kept in the personnel file. A copy will be given to the faculty
- 3) Midterm Use:** Faculty may utilize these evaluation forms on a trial basis midway through the semester with results for their purview only.

ADMINISTRATION:

The associate dean shall be responsible for supervision.

DO NOT BUBBLE IN. FOR INTERNAL USE ONLY.										JOU 5806 B51A		
H	H	H	5	4	9	0	0	5	0	1	LILLIANL KOPENHAVER	
A	N	A	0	0	0	0	0	1	0	0	Instructor's Name	
B	O	B	1	1	1	1	1	2	1	2	EXHIBIT A	
C	P	C	2	2	2	2	2	3	2	3		
D	Q	D	3	3	3	3	3	4	3	4		
E	R	E	4	4	4	4	4	5	4	5		
F	S	F	5	5	5	5	5	6	5	6		
G	T	G	6	6	6	6	6	7	6	7		
U	W	U	7	7	7	7	7	8	7	8		
V	X	V	8	8	8	8	8	9	8	9		
W	Y	W	9	9	9	9	9	0	9	0		
X	Z	X										

EXHIBIT A

	Very Good		Fair			
	Excellent	Good	Poor			
1. Description of course objectives and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2. Expression of expectations for performance in this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
3. Description of grading policies in the course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4. Consistency in following the course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
5. Preparation for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6. Use and management of class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
7. Knowledge of course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
8. Communication of ideas and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
9. Stimulation of interest in course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
10. Facilitation of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
11. Provide feedback about your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12. Availability to assist students in or out of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
13. Respect and concern for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
14. Fairness of instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
15. Overall assessment of instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
16. What grade do you expect to receive in this course?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> F	<input type="radio"/> P
17. Is this course required for your program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Applicable			
18. What is your class level?	<input type="radio"/> Freshman	<input type="radio"/> Sophomore	<input type="radio"/> Junior	<input type="radio"/> Senior	<input type="radio"/> Grad. Student	<input type="radio"/> Spec. Student
19. What is your current GPA?	<input type="radio"/> 3.0-4.0	<input type="radio"/> 2.0-2.9	<input type="radio"/> 1.0-1.9	<input type="radio"/> Not Applicable		

EliteView™ forms by NCS Pearson EM-253429-2-6 Printed in U.S.A.

Your brief response to the following questions will help the instructor to improve his or her teaching. These comments will not be shared with the instructor until after final grades are reported.

- **What did the instructor do that you thought helped you learn and should be continued?**

EXHIBIT B

- **What did the instructor do that you thought he or she should have done more of?**

- **What do you think this instructor should do differently?**

B. Other Evaluative Measures

SJMC faculty agreed in 1995 that additional factors should be considered when evaluating teaching. These factors are embodied in APPENDIX C, Policy 001, "Appointment, Tenure, Promotion and Annual Evaluation."

Major expectations to be considered in evaluating teaching are that the faculty will:

- 1) Be knowledgeable in their fields of study
- 2) Be well prepared and well organized for all classroom or associated activities
- 3) Be successful in the presentation of knowledge. In addition to performing effectively in classes, faculty members are expected to be actively helpful to students outside class, provide academic, career counseling and advising, supervise internships and independent studies and, when necessary, supervise graduate projects.

Both student and chair evaluations are mandatory; peer evaluations are at the discretion of the faculty member – but will take the format presented by the FIU Academy for the Art of Teaching. Chair observations will result in a written report to and discussion with the faculty member.

Special attention will be given to a brief description of activities that have enhanced a faculty member's ability and qualifications to teach, including new course development, new course preparation, new course materials, development of new teaching modes, attendance at teaching seminars or workshops, curriculum development or revision, or other innovations which would influence the determination of the quality of teaching.

Additional items to be considered which may modify the assessments are as follows:

- Course syllabi and copies of tests, projects assignments, etc.
- Formal studies or assessments from the Academy for the Art of Teaching for the purpose of improving ability, e.g., attendance at quality teaching seminars
- Grade distribution for each class
- Documented support from alumni and professors currently working in the field regarding knowledge gained from courses taken from the professor
- Special honors, awards or other recognition of teaching

A separate assessment will be given for supervising internships, independent studies and theses. This assessment will be made on the quality of the above work as documented by copies of the internship contract and student essay and the actual final submission for the independent student and theses or project. See Policy 027, "Faculty Credit for Independent Study, Internship and Professional Project" below.

A separate assessment will also be given for general academic advisement based on both qualitative and quantitative input from the SJMC Student Services Office, a review of randomly selected student files, as well as a perusal of graduation files, and the chair's observations regarding the faculty member's interest in career development, placements, etc.

Midway through each academic year, the chair meets with new faculty members to discuss his/her teaching and any problems he/she may have. New faculty, or faculty having problems with teaching, are encouraged to administer the student evaluation form mid-

semester to their classes to provide early feedback on teaching methods and to see how they can improve what they are doing. At the end of each semester, the chair meets with all faculty to discuss how they can improve their teaching methods, if necessary.

Also, when annual evaluations of faculty are conducted by chairs, not only are student evaluations considered, but syllabi, tests, handouts, etc., are also reviewed and weighed. The faculty member's syllabus is a contract between the faculty member and the student as to what information will be delivered in the course and how the student will be evaluated. An unclear or imprecise syllabus usually results in an unclear or imprecise course, so the chair works with the faculty member to revise the syllabus before each course is taught.

During the spring semester prior to the following academic year, all faculty members complete an "Assignment of Responsibility" form to detail their teaching, research, service and administration (if applicable) for the upcoming year. This form is used as the basis for review of the "End-of-Semester Activity Report."

At the end of each semester, every faculty member completes an "End-of-Semester Activity Report," and submits it to his/her chair. The report details the faculty member's completed teaching, research, service or administration (if applicable) for the semester. The forms for the fall and spring are the basis for the end-of-year evaluation by the department chairs of their faculty.

School of Journalism and Mass Communication

Policy 023: Independent Study

Reviewed/Recommended by Faculty: November 19, 2001

Reviewed/Approved by Dean: November 20, 2001

Independent study courses are a limited-use curricular offering to be utilized sparingly, in one of two cases: 1) when a student is pursuing a special topic not offered in the curriculum which is of interest to the student and the professor, or 2) when a student is due to graduate at the end of the semester and is unable to take a course which is required for the degree due to no fault of his/her own (Individuals will be registered for the specific class but complete it as an independent study).

FACULTY ASSIGNMENT OF RESPONSIBILITIES FORM SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Name:

Academic Rank:

Date:

The planned activities specified herein are based on information provided by the faculty member, on guidelines provided by the university, and on the department chair's judgment of the needs of the school. **Please type and limit yourself to the space provided.**

1) **Teaching** (Identify any courses taught on an overload basis.):

Courses: Title and Number

Term

Estimated Enrollment

(11% per 3-semester-hour course; normally no more than 66% for all scheduled instruction) Please list any new course development, new course preparations, new course materials, development of new teaching modes, attendance at teaching seminars or workshops, curriculum development or revision, or other innovations which would influence the determination of your teaching quality.

2) **Other Instruction:**

- a. **Professional Project:** Estimate number of graduate projects you will CHAIR and which will be completed this year. **(Maximum of 2% per project.)**
- b. **Independent Study:** Estimate number of students you expect to supervise this academic year. **(Maximum of .5% per IS.) The total for IS and IN cannot exceed 5%.**

3) **Academic Administration:** Duties as associate dean, department chair or special administrative assignment. (Each released class normally equates to 11%).

4) **Research/scholarly/professional activities:** Succinctly describe project(s) on which you will be involved this academic year. What tangible product will result? Be sure to specify which part of the project will take place during the current year. Also indicate next to any activity and/or consultancy, which are to be paid and which are pro bono. **(Normally a minimum of 20%).**

5) **Service: Activities listed shall not reflect occasions or offices for which you are paid. Also be specific in each category as to how much time each activity will take. (Normally no more than 8%):**

- a. **Service to school**
- b. **Service to university**
- c. **Service to professional/outside academic community**

[] I concur that the above described activities, determined in consultation with the chairperson, constitute my planned activity for the current academic year.

[] I do not concur for the following reasons:

Faculty signature _____

Date _____

Dean's Signature _____

**FACULTY END-OF-SEMESTER ACTIVITY REPORT
SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

Name:
Academic Rank:
Date:

Under the headings below, please report your activities for the past academic semester, referring to the Faculty Assignment Report you completed in the fall of this year. **Please type and limit yourself to the space provided or provide attachment.**

1) **Teaching:** Identify any courses taught on an overload basis. Do not list summer courses.

a,	Courses: Title and Number	Term	End-of-Term Enrollments
1.			
2.			
3.			
4.			
5.			
6.			

(11% annually per 3-semester-hour course; normally no more than 66% annually for all scheduled instruction) Please attach copies of all course syllabi and samples of texts/exams, project assignments, etc. List any new course development new course preparation, new course materials, development of new teaching modes, attendance at teaching seminars or work-shops, curriculum development or revision, or other innovations which would influence the determination of your teaching quality. Attach backup for your comments.

2) **Other Instructions:**

a. **Professional Project: Committee Chair:** List by name and SSN of graduate students whose projects you CHAIRED and which were completed this semester. Also attach a copy of the project to be forwarded to the SJMC Student Resource Center. (2% per project annually) **Committee Member:** Attach a copy of the professional project approval form and a statement of when the committee met with the student.)

b. **Independent Study:** List by name and SSN students enrolled for credit in independent study courses which you directed and which were completed this semester. Attach a copy of the contract and the completed project to be forwarded to the student's file. **(.5% per IS annually). The total for IS and IN cannot exceed 5% annually.**

3) **Academic Administration:** Duties as associate or assistant dean or department chair, or as academic coordinator for a program as approved by chair or dean. **(Each released class normally equates to 11% annually)**

4) **Research/scholarly/professional activities:** Succinctly describe projects with which you were involved this semester. Be sure to make clear when each part of the project took place; e.g. in the case of an article published this semester, make clear whether the research, writing, etc. was done this semester or prior to it, and indicate expected completion date and place of dissemination for works in progress. Attach specific materials which may include the following: the complete work (or copy of first full page of published work); a list of what was published with a copy of the title page; a letter from the publisher or a copy of the table of contents (if lengthy); a status report on the project, giving complete details on what was accomplished during the past semester. Also indicate which activities were paid **(A minimum of 11% annually).**

5) **Service: (Normally 1-8% annually based on activities/service performed).**

a. **University Governance:** Activities that provide advisory support to the general governance of the department or institution in accordance with the constitution of the institution, limited to participation in the legislative processes of the unit or institution and service on committees associated with these legislative processes. This includes department, SJMC, and university committee work. Back-up must include appointment letters, dates of meetings, statement of work done, amount of time

expended, etc. Do not list any activities for which you received remuneration. **(0-4% annually)**

1. Service to the school
2. Service to the university

- b. Public Service:** Extending the professional and/or discipline-related services of individuals to the community, the state, or the nation. This includes service in organizations related to the profession. The primary intent is to produce professional and/or discipline-related services, other than instruction, that are beneficial to groups and individuals. Do not list any activities for which you received remuneration. Back-up must include appointment letters, dates of meetings, statement of work done, amount of time expended, etc. **(0-4% annually)**

Faculty Signature _____ **Date** _____

Dean's Signature _____
Date _____

**FACULTY END-OF-SEMESTER ACTIVITY REPORT
SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

Name:

Academic Rank:

Date:

Under the headings below, please report your activities for the past academic semester, referring to the Faculty Assignment Report you completed in the fall of this year. **Please type and limit yourself to the space provided or provide attachment.**

1) **Teaching:** Identify any courses taught on an overload basis. Do not list summer courses.

a, Courses:		End-of-Term
Title and Number	Term	Enrollments
1.		
2.		
3.		
4.		
5.		
6.		

(11% annually per 3-semester-hour course; normally no more than 66% annually for all scheduled instruction) Please attach copies of all course syllabi and samples of texts/exams, project assignments, etc. List any new course development new course preparation, new course materials, development of new teaching modes, attendance at teaching seminars or work-shops, curriculum development or revision, or other innovations which would influence the determination of your teaching quality. Attach backup for your comments.

2) **Other Instructions:**

- a. **Professional Project: Committee Chair:** List by name and SSN of graduate students whose projects you CHAIRED and which were completed this semester. Also attach a copy of the project to be forwarded to the SJMC Student Resource Center. (2% per project annually) **Committee Member:** Attach a copy of the professional project approval form and a statement of when the committee met with the student.)
- b. **Independent Study:** List by name and SSN students enrolled for credit in independent study courses which you directed and which were completed this semester. Attach a copy of the contract and the completed project to be forwarded to the student's file. **(.5% per IS annually). The total for IS and IN cannot exceed 5% annually.**

3) **Academic Administration:** Duties as associate or assistant dean or department chair, or as academic coordinator for a program as approved by chair or dean. **(Each released class normally equates to 11% annually):**

4) **Research/scholarly/professional activities:** Succinctly describe projects with which you were involved this semester. Be sure to make clear when each part of the project took place; e.g. in the case of an article published this semester, make clear whether the research, writing, etc. was done this semester or prior to it, and indicate expected completion date and place of dissemination for works in progress. Attach specific materials which may include the

following: the complete work (or copy of first full page of published work); a list of what was published with a copy of the title page; a letter from the publisher or a copy of the table of contents (if lengthy); a status report on the project, giving complete details on what was accomplished during the past semester. Also indicate which activities were paid (**A minimum of 11% annually**).

5) **Service: (Normally 1-8% annually based on activities/service performed).**

a. **University Governance:** Activities that provide advisory support to the general governance of the department or institution in accordance with the constitution of the institution, limited to participation in the legislative processes of the unit or institution and service on committees associated with these legislative processes. This includes department, SJMC, and university committee work. Back-up must include appointment letters, dates of meetings, statement of work done, amount of time expended, etc. Do not list any activities for which you received remuneration. **(0-4% annually)**

- 1) Service to the school
- 2) Service to the university

b. **Public Service:** Extending the professional and/or discipline-related services of individuals to the community, the state, or the nation. This includes service in organizations related to the profession. The primary intent is to produce professional and/or discipline-related services, other than instruction, that are beneficial to groups and individuals. Do not list any activities for which you received remuneration. Back-up must include appointment letters, dates of meetings, statement of work done, amount of time expended, etc. **(0-4% annually)**

Faculty Signature _____ **Date** _____

Dean's Signature _____
Date _____

Faculty Evaluation Form

School of Journalism and Mass Communication

Name, Rank and Department: _____

Overall Ranking

1) **Teaching** (includes advising, internships, independent study and professional project supervision)

a. Performance:

b. Percentage of Activity:

2) **Research, Creative, Professional Activities:**

Performance:

3) **Service:**

Performance:

Percentage of Activity:

4) **Administration** (if appropriate):

Performance:

Percentage of Activity:

Total Average:

Explanation of Evaluation:

1) **Teaching:**

Research/Professional/Creative Activity/Scholarship:

1) **Service:**

2) **Administration** (if appropriate):

Needs Improvement:

Required Certifications:

a. **Spoken English-language Competency:**

- Proficient**
- Recommended Proficiency Test**

b. **Eligibility to Teach at the Graduate Level** (This is to certify that the degree earned, teaching performance and scholarship have been reviewed and deemed appropriate to teach graduate courses under SACS criteria)

- Yes**
- No**

Evaluator's Signature: _____ **Date:** _____

I hereby acknowledge that I have reviewed this evaluation and had the opportunity to discuss it with the evaluator.

Signature: _____ **Date:** _____

7. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

SJMC Academic Policy 001: Appointment, Tenure, Promotion, and Annual Evaluation

The process for promotion and tenure of tenure-earning faculty is found in APPENDIX C, Policy 001 (pp. 3-38, with appendices A-C, pp.39-41).

Policy 001A: Criteria for Appointment and Promotion of Professional-practice Faculty (non-tenure earning)

Reviewed/Recommended by Faculty: December 3, 2001
 Reviewed/Approved by Dean: February 15, 2002
 Reviewed/Approved by Office of Academic Affairs: February 15, 2002

OVERVIEW

A school whose distinctive mission is to enable students to practice in the mass media has an obligation to consistently expose both its faculty and its students not only to scholarly thinkers on the media but also to excellent practitioners.

Meeting that obligation requires the development of a stable, classroom-experienced faculty of highly skilled media practitioners to work at the school in synergy with traditional scholars.

The school cannot provide a consistently high level of practical wisdom and professional skill in its classrooms unless its hiring and promotion policies allow it to attract – and retain – first-rate professionals who are committed to excellent teaching.

Therefore, the School of Journalism and Mass Communication has established standards for the employment of professional-practice faculty, who are non-tenure earning faculty hired on renewable contracts of one to three years. They may be hired at, or promoted to, any of the ranks available to any other FIU faculty -- Instructor, Assistant Professor, Associate Professor, Professor – but with the contractual modifier “professional-practice.”

Teaching graduate courses and participating in the development or supervision of graduate programs will in most cases require that the professional-practice faculty members hold at least a master’s degree. Exceptions must be approved by the Provost’s designee, the Dean of the University Graduate School, upon recommendation by the SJMC Dean.

Teaching loads will be determined according to the SJMC Differentiated Faculty Assignments policy. Salaries and salary increases, including those for promotion, will be established in a manner identical to that used for academic-track faculty.

Tenured and tenure-earning faculty are expected to engage in research and creative activity that is published via refereed journal articles and papers, while professional-track faculty are expected primarily to publish in professional publications and in general-audience media. Professional-track faculty are also expected to contribute to the academic literature dealing with the pedagogy of mass communication.

Current SJMC faculty who wish to convert to a renewable-contract professional track appointment must apply by January 1, 2003. Conversion requires the approvals of the chair, dean and provost. Faculty with strong professional backgrounds who wish to remain on a tenure-earning line will be considered for tenure or promotion according to university policies in effect at the time of their candidacy.

STANDARDS BY RANK

At Time of Hire

Decisions on appropriate rank at time of hire will be based on the mix of professional and academic credentials of each candidate, including years of professional practice, quality of professional work, degrees earned, and teaching experience. The bachelor’s degree is required. Academic credentials that include at least a relevant master’s degree and university teaching experience are expected, but in rare circumstances--when a candidate does not hold the master’s degree--a candidate’s professional experience and achievements will be used to determine rank at the time of appointment.

At Time of Promotion or Renewal

Continuing academic and professional achievements will be required of any candidate seeking contract renewal or promotion. Basic criteria to be used to evaluate candidates for renewal at, or promotion to, each rank are as follows:

INSTRUCTOR, PROFESSIONAL-PRACTICE

- 1) **Role Description:** The major responsibilities of this position are to teach undergraduate courses, provide service to the school, and participate actively in the relevant profession through service and/or practice.
- 2) **Qualifications:** Normally, at least five years of successful professional experience and a master's degree in an area relevant to mass communication will be required, but full

consideration will be given to candidates with uncommon professional experience and a bachelor's degree. Such exceptions must be approved by the Dean of the University Graduate School upon recommendation by the SJMC Dean. Such exceptions must meet SACS criteria.

- 3) **Teaching:** Evidence that the candidate is a good practitioner, as well as support for the expectation that the candidate is committed to being a good teacher and adviser of undergraduates, particularly in beginning skills courses and team-taught courses, will be required for appointment.
- 4) **Professional and academic activity:** Evidence supporting a commitment to professional and academic activities aimed at maintaining professional skills, providing an adequate professional role model for students, and developing teaching competence, will be required for appointment.
- 5) **Service:** Qualifications to undertake service activities for the school and the profession at a satisfactory level of performance will be required for appointment.

Assistant Professor, Professional-Practice

- 1) **Role Description:** The major responsibilities of this position are to teach undergraduate courses, provide service to the school, and participate actively in the relevant profession through service and/or practice, particularly through active participation in national/international professional associations, and to provide students with a role model for superior professional practice.
- 2) **Qualifications:** Minimum of a relevant master's degree and five years professional experience will normally be required for appointment. Exceptions must be approved by the Dean of the University Graduate School upon recommendation by the SJMC Dean. Such exceptions must meet SACS criteria.
- 3) **Teaching:** Qualifications for teaching a minimum of three undergraduate courses at a satisfactory level of performance, including at least two senior-level courses, as well as a commitment to participating fully in academic advisement.
- 4) **Professional and academic activity:** Demonstrable, continuing professional and academic activities at a satisfactory level of performance, the tangible products of which could serve as models of superior performance in professional practice for students.
- 5) **Service:** Qualifications to undertake professional service in all three areas--university, profession, and general public--at a satisfactory level of performance. Active participation in professional associations will weigh heavily in favor of contract renewals at, or promotions from, this rank.

Associate Professor, Professional-Practice

- 1) **Role Description:** The major responsibilities of this position are to teach undergraduate and graduate courses as appropriate, provide service to the school and the university, and participate actively in the relevant profession through service and/or practice, particularly through active participation in national/international professional associations, to provide students with a role model for superior professional practice, and to vigorously contribute to curriculum development and other systemic improvements within the school. Appointment at, or promotion to, this rank signifies accomplishments worthy of status as a member of the senior faculty.

- 2) **Qualifications:** Minimum of a relevant master's degree, significant professional experience of at least five years, a superior record of creative/professional activity and successful classroom teaching will normally be required for appointment. Exceptions must be approved by the Dean of the University Graduate School upon recommendation by the SJMC Dean. Such exceptions must meet SACS criteria.
- 3) **Teaching:** Evidence of the ability to teach a combined minimum of five undergraduate and graduate courses, if applicable, including at least three senior-level courses, with good student evaluations. Strong evidence of both a commitment and an ability to impart the highest professional standards in the classroom. Evidence of willingness to participate fully in student advisement and to be a role model to others in that regard. As a senior member of the faculty, an associate professor should take a leading role in curriculum development. Thus, a successful candidate for promotion to that rank will have shown a willingness to consult with colleagues and others in developing courses, teaching methods, standards of student performance, and methods of measuring outcomes to assure the effective delivery of professional skills to students.
- 4) **Professional and academic activity:** Required for appointment will be a demonstrated history of professional and academic activities that have earned broad public or peer recognition, and a commitment to continue such work while a member of the faculty. The products of this performance must be tangible and should serve as models of excellent professional practice for students. Normally, such activities would be distributed to a broad public through the mass media, but work aimed at a national audience of peers, such as feature-length articles in prominent reviews like *Quill* or *CJR*, will also weigh strongly. Products aimed at academic or professional peers should strive to broadly influence the quality of academic instruction in, or the practices of, the relevant profession. A record of substantial accomplishments in creative/professional activities implies national or international recognition. Such performance will be measured with respect to quality, importance, length of work, means of distribution, quantity, consistency over time, and relevance to the communication academy or profession, particularly in the candidate's specific area of competence. Both quality and quantity are important. However, quality is the major criterion. Indices of quality include (but are not limited to): public use of the work by leading media outlets or professional journals in the relevant disciplines; significant educational changes influenced by the candidate's work; use of the work as educational tools by institutions or in classrooms; peer recognition via national awards or other clear evidence of peer respect; citation of work by others in the discipline, or other evidence of broad influence; institutional or academic/professional association invitations to make presentations or serve on panels; consultancies endorsed by the relevant Chair; and significant external funding for continued creative/professional activity.
- 5) **Service:** A substantial record of professional service to the local, university and professional communities and active participation in professional associations, especially in leadership roles, is expected. Service activities are to be evaluated with respect to quality, quantity, consistency over time, relevance to the academic field and to the practice of communication, and with reference to the candidate's particular area of specialization. Service to the university also consists of serving on school and university committees and task forces.

Professor, Professional-Practice

- 1) **Role Description:** The major responsibilities of this position are to teach undergraduate and graduate courses as appropriate, and to provide leadership in service to the school and the university, and to the relevant profession through service and/or practice.

- 2) **Qualifications:** A minimum of a master's degree, a substantial history of successful classroom teaching, a record of continuous and clearly significant creative/professional activity, and a background of meritorious professional experience in a relevant field are normally required. Exceptions must be approved by the Dean of the University Graduate School upon recommendation by the SJMC Dean. Such exceptions must meet SACS criteria.
- 3) **Teaching:** Evident ability to teach a minimum of seven undergraduate and graduate courses, if applicable, with good evaluations. Strong evidence to support a prediction that the candidate will assume a leadership role in nurturing the teaching skills of less experienced faculty, and will bring the influence of wisdom to curricular and school policy decisions.
- 4) **Professional and academic activity:** A record of substantial accomplishments professional and academic activities that have received regional, national, or international recognition is expected of any person appointed or promoted to the rank of professor. The areas of performance and the ways in which they may be measured are essentially the same as for Associate Professor, but the quantity and quality of achievements is substantially higher for appointment or promotion to the rank of professor. At a minimum, it is expected that faculty appointed to or promoted to this rank will have published or produced or otherwise made tangible a quality of professional work that will stand as a role model for the most advanced practice of the media professions. The impact of their activities on the academy or the professions is also expected to be substantially greater, in both geographic breadth and in depth of influence, than that of an associate professor, especially in the area of direct leadership. Attending and participating in conferences and professional meetings of major scholarly or professional organizations and presenting papers, serving on panels, etc., is critical to this leadership role.
- 5) **Service:** A substantial record of professional service to the local, university and professional communities is vital for individuals who achieve the rank of professor. The faculty member should exhibit leadership within both the local and university communities, and one or more professional organizations.

Personnel Procedures for Professional Faculty:

Appointments, Promotion and Contracts

Appointments:

Appointments to the professional-practice faculty of the School of Journalism and Mass Communication, and the rank associated with such appointments, shall be made consistent with university policies and the Collective Bargaining Agreement.

Contract Renewal and Non-renewal:

Offers of renewal or notice of non-renewal of contract shall be made by the dean, in consultation with the department chair, in keeping with all relevant provisions of university policies and the Collective Bargaining Agreement.

Promotions:

- 1) Promotions require peer review and will be based on evidence of continuing achievements in teaching, professional activities and service commensurate with the rank applied for. Professional-practice faculty who seek promotion must make a formal application demonstrating that the faculty member meets the criteria for the higher rank.

Such application will be made on a timetable agreed upon by the Provost's Office (below).

- 2) Professional-practice faculty, upon annual written request beginning with the second year of employment, shall be apprised annually, at the time of their annual evaluation. The appraisals are not binding upon the university.

Peer Review:

University policy, as set forth in the Tenure and Promotion Manual (page 6, paragraph 3), allows only tenured faculty to vote on promotions, but requires local units to establish written policies specifying who may vote on particular types of promotion applications when the department has fewer than three tenured members who hold the position to which the candidate is applying.

For promotion within clinical positions, whose ranks parallel those of traditional academic lines (e.g., Instructor Librarian, Assistant University Librarian, Associate University Librarian, University Librarian), the Tenure and Promotion Manual (page 22, paragraph 5) requires each college/unit to develop appointment and promotion guidelines.

Accordingly, the committee charged with formulating an SJMC policy for hiring and promoting professional practitioners was guided by the cited paragraphs in formulating a collegial peer review policy for the promotion of professional-practice faculty:

- 1) Peer reviews for promotion of professional-practice faculty shall generally follow the format used for academic-track faculty with respect to outside letters, departmental committee and chair review, and application portfolio.
- 2) Additionally, a school-wide Professional-Practice Faculty Review Committee will conduct a formal review of each promotion application.
- 3) The review committee will consist of two tenured members, two professional-practice members, and a chair selected from the professional-practice faculty. If the school has sufficient numbers of faculty in each category who hold a rank at or above the rank to which the candidate is applying, selection to the committee must be from those ranks. Otherwise, selection of members may be made from the entire faculty within each category. The chair will vote only in case of a tie.
- 4) Members will be selected by school-wide vote of the faculty, using the selection method traditionally used to select members for the SJMC Personnel Committee, and the review committee will follow the procedures for deliberation as practiced by the Personnel Committee.
- 5) The Professional-Practice Faculty Review Committee will report its vote and explanation of that vote in writing to the chair of the candidate's department. The chair will, in turn, make a written recommendation to the SJMC dean. The dean will make a written recommendation to the provost.

Professional Practice Track Faculty Review Schedule:

- October 15: Notify chair of desire to go for promotion
- January 15: Files due to chair
- January 30: Files sent out to reviewers
- March 15: Departmental vote
- March 25: PPTFR Committee vote
- April 1: Chair's recommendation to the dean
- May 1: Dean's recommendation to the provost

As described detail in Standard 7, Section 8, there have been no state-funded pay raises for faculty and staff in most years since the last reaccreditation. In 2013, the Florida legislature approved a salary increase in 2013 of \$1,000 for faculty making more than \$40,000 and \$1,400 for faculty earning less than that. All faculty were given an opportunity for a \$600 bonus that a maximum of 35 percent of employees would receive. Professional staff received similar increases.

8. Describe faculty members' activities outside the unit in service to the campus or university.

The SJMC values faculty service to the campus and the university and faculty are encouraged to seize opportunities to serve. Service covers a broad range of activities and contributions, such as service to the Faculty Senate or the United Faculty of Florida. Other faculty devote themselves to interdisciplinary work. The following summarizes some of the faculty's contributions:

JOURNALISM, BROADCAST MEDIA and DIGITAL MEDIA STUDIES

Alejandro Alvarado

Adjunct professor and former program director of Spanish-language master's program in multimedia journalism

During his tenure in the program, professor Alvarado promoted the unit, the campus and the university giving local, national and international interviews to the mainstream and Hispanic media. He was interviewed by news agencies AP and EFE, Univision's news show "Al Punto"; Miami's weekly newspaper New Times; America TV; Soy TV; V-me (Spanish-language public television); Univision Radio; Actualidad Radio; and many other publications.

Fred Blevens

Professor

From 2009 to 2014, Blevens served on the University Graduate Council, the Faculty Senate body charged with reviewing all proposals to add or change degree programs at the master's and Ph.D. levels. The council also reviews all graduate certificate programs and all proposals to change graduate admission requirements in each academic unit. From 2012 to 2014, Dr. Blevens was elected and re-elected chair of the council. Under his leadership, the council added doctorate degrees in law, medicine and four other disciplines, and then became one of the first universities in the United States to set standards for the implementation of online graduate degree programs.

Blevens also served on the Academic Policies and Personnel Committee, a Faculty Senate body charged with reviewing and revising policies ranging from academic dishonesty to promotion and tenure. During this period, the committee conducted a massive audit of faculty governance, attempting to determine how academic units adhered to the university constitution and the constitutions of their various units. The committee helped develop new policies and procedures for campus safety, revised the process by which administrators are evaluated, and took a role in the university's efforts to improve student retention and graduation rates.

During all years under review, Blevens has served on the admissions committee in the Honors College, where he is a fellow. The committee determines admission to several hundred students each year from applications that often reach 1,500. Also during the review period, Blevens has been a frequent contributor to programs related to global learning and team-based learning.

Leonardo Ferreira

Worlds Ahead Scholar and Associate Professor

Ferreira served as SJMC liaison to the Latin American Caribbean Center in 2013-2014. He was a member of the Organizing Committee of the 31st Journalists and Editors Workshop for the SJMC and the Latin American and Caribbean Center at FIU.

Robert Gutsche

Assistant Professor

Gutsche has served as a trained ally with the university's LGBTQA Safe Zone program and as a reviewer for the 2013 Florida Undergraduate Research Conference.

Katherine MacMillin

Assistant Professor

Assistant professor MacMillin's work on an AIDS documentary in March 2008 led to a collaboration with FIU's world-renowned HIV/AIDS scholar, Dr. William Darrow of the Robert Stempel School of Public Health and Social Work, and participated in his community-based participatory research project to reduce disparities in HIV disease in Broward County.

Over the years, Darrow has asked MacMillin to judge his graduate student presentations on HIV/AIDS where she gave critiques on their proposals and presentations. "The Stigma Stops with Me" was presented to over 100 FIU students and it was accompanied by a panel of the students who produced the show and experts on HIV-AIDS from the Miami-Dade Department of Public Health.

Lilliam Martinez-Bustos

Assistant Professor

Martinez-Bustos has served in several capacities at the university level. She has been a representative to the Faculty Senate and that organization's Steering Committee. She has also served in several university committees such as the Honorary Degrees and Awards Committee and the FIU Undergraduate Council.

Martinez-Bustos is an SJMC founding member of IGNITE, the university's faculty and staff fundraising campaign. At the campus level, she has served for several years on the planning committee of Women Who Lead, an annual, daylong conference designed to further enhance the leadership development of female students at FIU.

Juliet Pinto

Associate Professor

Pinto has been a member of the Lillian Lodge Kopenhagen Center for the Advancement of Women since 2012, helping to provide input, develop a mentoring program and writing grant proposals. In 2010, she was asked to be on the FIU Environmental Strategic Planning Committee in order to provide input to the FIU community for environmental initiatives campus-wide.

From 2012-2013, Pinto served as the alternate to the FIU Faculty Senate. In 2014, she became a member to both the FIU Faculty Senate and the Faculty Senate Steering Committee.

Neil Reisner

Associate Professor

Reisner has served as SJMC's representative to the university Faculty Senate for two terms and on the Senate Steering Committee for the same period. He has worked with the Jewish Studies faculty, the Biscayne Bay Campus Vice-Provost's Office and SJMC to bring Samuel G. Freedman to campus as a Hearst Distinguished Lecturer. More recently he collaborated with the BBC Vice-

Provost and the New York Times campus program to bring him to campus again when he was touring a book on historically black college football and the civil rights movement that had a strong Miami connection.

Reisner is currently working with the FIU Jewish Studies faculty and the Jewish Museum of Florida – FIU to develop on a program seminar on Jewish newspapers in Florida and the nation.

Teresa Ponte

Chair and Associate Professor

Ponte has been a member of the FIU-UFF Bargaining Committee negotiating the 2014-2017 collective bargaining agreement. She has served on university search and screen committees (Dean, University Graduate Studies and Dean, SJMC), is a member of the FIU Student Grievance Committee, and is a member of the Organizing Committee of the Women Who Lead Annual Conference.

Ponte is a member of the Office of Engagement, Internship Work Group and the Senior International Officer Committee. She is a member of the FIU Media Board and has been secretary of the Chairs Advisory Council.

Allan Richards

Associate Dean and Associate Professor

Member, Council of Associate and Academic Deans (CAADS), 2008-present

Richards' service to the campus and university includes:

- Member, Council of Associate and Academic Deans (CAADS), 2008-present
- SJMC Representative, Biscayne Bay Leadership Committee (2009-present)
- SJMC Liaison to the Office of Institutional Assessment (2009-present)
- Member, Student Media Advisor Committee (2006-present)
- Member, FIU Community Engagement Task Force (2010-2011)
- Member, FIU Writing Across the Curriculum Task Force (2011)
- Member, FIU Assessment Committee for SACS Accreditation (2009)
- Adviser, FIU Student Film Union (2009)
- Member, FIU Program Chair Assembly (2004-2008)
- Biscayne Bay Campus/SJMC liaison to the Mast Academy (2012-2014). Following the highly successful MAST (Maritime and Science Technology Academy) magnet school, Miami-Dade County Public Schools (M-DCPS) opened MAST@FIU located at Biscayne Bay Campus (BBC). MAST@FIU is the only four-year high school on a university campus in Miami-Dade County. The academy's rigorous academic program emphasizes the sciences but it's location on the same campus as the SJMC has opened opportunities for collaboration and our faculty has taken full advantage by volunteering as lecturers to the program.

Moses Shumow

Assistant Professor

Shumow has served on the Faculty Senate Library Committee since arriving at FIU in 2010. During that time, the committee has served two deans and an interim dean, and received regular updates on the current state of our libraries, efforts to keep them relevant in the digital age, and struggles over balancing the need for space with keeping materials on the shelves.

Shumow has also been fully immersed in FIU's Global Learning Initiative, part of the university's QEP 2010-2015. He taught a Global Learning class, "How We Know What We Know," during his first year at FIU and has continued the course every spring. Among the undergraduate core

courses offered with the Global Learning designation, "How We Know" is consistently one of the most in demand, based on the enrollment numbers each time it is offered, as well as one of the most highly reviewed, according to student evaluations.

The work on this course led to an invitation to serve on the Global Learning Curriculum Oversight Committee. Its members are tasked with reviewing syllabi and course proposals that are seeking the Global Learning designation. He has also engaged in other Global Learning initiatives, including leading several Tuesday Times Roundtable discussions, in which faculty lead a talk on a news topic of their choosing from The New York Times, and taken part in the yearly Global Learning conference, as both a participant and attendee.

In addition to academic efforts, Shumow has also been a member of the executive council of the United Faculty of Florida chapter at FIU.

Michael Scott Sheerin

Associate Professor

Sheerin has served on the FIU Technology committee (2003-2009); was the adviser for Journalists and Media of the Americas (2011-2012); served on the Chairs Advisory Council (2012-2013); and currently is on the FIU Online Faculty Advisory Board (2013- current).

Lorna Veraldi

Associate Professor

Since 2007, Veraldi has served as a member of the Faculty Senate's Task Force on Online Learning. She drafted a resolution concerning FIU's contracting with private companies to provide online degree programs, which was debated and passed by the Faculty Senate in November 2009. She also participated in a teach-in on online learning sponsored by the faculty's union and drafted a resolution concerning principles for online course and degree development presented to the Faculty Senate Steering Committee and to the full Senate in April 2010. In 2014, while serving her second term as chair of the committee, she drafted a proposal concerning creating tests to award credit for learning in MOOCs which was submitted to the Faculty Senate Steering Committee in January 2014.

In spring 2014, Veraldi served as a member of the Provost's Online Task Force. She drafted the section dealing with prior learning assessment tools that was incorporated into a Task Force White Paper.

Veraldi has served as the SJMC representative on the University Sabbatical Leave Committee, which reviewed applications for competitive sabbaticals provided pursuant to the BOT-UFF Policy on Professional Development Leave and Sabbaticals and made recommendations to the office of Academic Affairs as to which applicants should be granted sabbaticals.

Veraldi has served as chief negotiator for United Faculty of Florida since local bargaining began after the devolution of the State University System in 2002. During spring 2011, the union and FIU trustees ratified a memorandum of understanding on implementation of the Tobacco and Smoke-Free Campus Policy and completed bargaining and scheduled a ratification vote for a new three-year collective bargaining agreement, the third local full book agreement achieved during her tenure.

She has also served as a grievance representative for United Faculty of Florida, as a Senator representing the union at statewide meetings, and as a member of the union's Employee Pool, Neutral, Internal Resolution of Policy Disputes.

Veraldi moderated the first Tuesday Times Roundtable on the Biscayne Bay Campus.

DEPARTMENT OF ADVERTISING AND PUBLIC RELATIONS

Margo Berman

Associate Professor

Berman has been closely involved in Women in Communication as student chapter coordinator from 1998 to the present and as faculty adviser from 1994 to the present.

Rosanna M. Fiske

Associate Professor (2009- August 2012)

While she was at SJMC, she was a member of the Faculty Senate, Hispanic Marketing Communications Committee. After leaving the school, she was a speaker in 2011 in the Hearst Distinguished Lecture Series.

Kathy Fitzpatrick

Professor and Associate Dean of Graduate Studies

Fitzpatrick has been a member of the University Graduate Council and Council of Associate and Academic Deans from 2013 to the present and was a member of the Engagement Committee, FIU Strategic Planning Task Force in 2013.

Lillian Lodge Kopenhaver

Professor and Dean Emerita

Dr. Kopenhaver has served as a member of the Board of Directors of the Association for Education in Journalism and Mass Communication (2010-13), as chair of the Council of Affiliates of the AEJMC (2010-13) and as a member of the AEJMC Council of Divisions responsible for programming the organization's annual conventions in Chicago, Washington and Montreal. She also chaired the AEJMC Outreach Committee, 2009-10, the ASJMC Secondary Education Committee, 2009-10, and currently serves on the AEJMC Strategic Planning Implementation Committee, 2014-17.

She also has chaired and organized the SJMC's major activity with scholastic journalism in the South Florida Journalism Day, now in its 42nd year, which brings together all middle and high school students, both private and public, in Miami-Dade and Monroe counties for a day of workshops and seminars at our campus each fall.

She serves on the Hearst Distinguished Lecture Series Committee and the SJMC Tenure and Promotion Committee, has served on a journalism faculty search committee, and chairs the University Student Media Board.

Elizabeth Marsh

Assistant Professor

Marsh served on FIU's honorary degree committee in 2008-2009 and the SJMC technology committee in 2008-2009

David Park

Associate Professor

Park was a member of several search committees: SJMC dean in 2011 and three tenure-track faculty positions in 2009-2010. He also served on the digital "rap session" curriculum committee

in 2010-2011, the Research Forum Committee for Tenure Track Faculty from 2009 to the present and a Castor Advertising Scholarship Committee in 2010.

Sigal Segev

Assistant Professor

Segev was a speaker at the Hispanic Communications Conference in 2013.

Maria Elena Villar

Associate Professor and Interim Chair

Villar has been a member of the Faculty Senate since 2013. She was the SJMC representative on the Council for Mentored Undergraduate Research and Creative Activity (CMURCA) from 2011-2014. She was a speaker in the 2013 Hispanic Communication Conference and the Editors and Journalists Conference in 2013. She facilitates the webinars hosted by the Kopenhaver Center for the Advancement of Women in Communication. She has also served on five search and screen committees since 2010, and is currently chairing one of the active searches.

Weirui Wang

Associate Professor

Wang served on Council for Mentored Undergraduate Research and Creative Activity (CMURCA) in fall 2014, was a speaker at the Hispanic Communication Conference in fall 2012 and has supported the launch of the Kopenhaver Center for the Advancement of Women in Communication.

Kurt Wise

Chair (July 2013- June 2014)

Wise represented SJMC on the FIU Chairs Advisory Council.

9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

Percentage of courses taught by full-time faculty:

- 2013-14 school year: **77 percent**
- 2012-13 school year: **80 percent**
- 2011-12 school year: **92 percent**

10. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Not applicable. Full-time tenured, tenure-track and fixed-term and professional faculty teach the majority of courses.

Professional master's program:

11. List members of the graduate faculty and show that they meet the institution's criteria for graduate instruction.

Not applicable.

12. Units should demonstrate that graduate faculty taught the majority of professional master's courses for the three years before the site visit.

Not applicable.

13. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of professional master's courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Not applicable.