

Bylaws for the Department of Human Development and Family Science

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Record of Substantive Revisions and Amendments to these Bylaws

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These are the bylaws for the Department of Human Development and Family Science in the Anne Spencer Daves College of Education, Health, and Human Sciences at Florida State University. These bylaws were last approved on August 12, 2025 by a majority of the applicable voting members of the department and on August 12, 2025 by the College and the Office of Faculty Development and Advancement.

Preamble

The department is organized into two areas of specialization: Human Development and Family Science (HDFS) and Marriage and Family Therapy (MFT). Administrative concerns of a university department are and should be secondary to professional matters such as instructional and programmatic excellence, active scholarly endeavors, and public service. Nevertheless, formal administrative organization is important to a smooth-running and effective department. In keeping with these management needs, the Department of Human Development and Family Science adheres to the scheme of organization and operating procedures as defined by these bylaws.

These Bylaws are intended to assist in the effective governance of the Human Development and Family Science at the Florida State University. They are subject to the higher authority of regulations adopted by the Florida State University, FSU Board of Trustees, the Faculty Senate, the Florida Board of Governors, and statutes adopted by the Florida Legislature. They must be in accord with the Bylaws of the Anne Spencer Daves College of Education, Health, and Human Sciences and the collective bargaining agreement.

I. Bylaws

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

B. Bylaws Revision.

- (1) Every year ending in 5 or 0 the Executive Committee shall review and update the departmental Bylaws.
- (2) Any Departmental committee may initiate amendments or revisions at any time in an academic year. Amendments must be approved at a general meeting of the Department by a majority of Department Faculty who are eligible to vote.
- (3) These Bylaws must be endorsed by simple majority vote of the faculty of the Department, approved by the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences, and approved by the Dean of the Faculties.

- (4) Proposed amendments or revisions must be circulated to all voting faculty at least two weeks in advance of the meeting during which the change will be voted.

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

A. Faculty Membership. The faculty of the Department of Human Development and Family Science shall consist of those persons holding tenure track faculty and non-tenure track faculty.

- (1) Tenured and tenure-track faculty: consisting of those employees having tenure in the Department of Human Development and Family Science or those who are earning time creditable toward tenure in the Department of Human Development and Family Science.
- (2) Specialized (Non-tenure track) faculty: consisting of those full-time employees in the ranks of Specialized Teaching Faculty, Research Faculty, Assistant in, Associate in, Research Associate, and other specialized faculty (e.g., directors, coordinators, continuous teaching faculty) with a “permanent” appointment in the Department of Human Development and Family Science.

B. Department Membership. In addition to the faculty defined in II.A above, the following are members of the Department of Human Development and Family Science:

C. Faculty Voting Rights. Voting membership of the department is defined as all members of the departmental faculty (including tenured, tenure track and specialized faculty) who have an annual Assignment of Responsibilities and an Annual Evaluation.

- (1) Tenured and tenure-track faculty are allowed to vote on all issues brought to the general faculty for consideration.
- (2) Specialized faculty can vote on all issues brought to the general faculty for consideration. Specialized faculty are not able to vote on issues of tenure, or any other issues as dictated by college or university policy.

D. Non-faculty Voting Rights.

- (1) Personnel on temporary or limited-term (less than 3 years) adjunct, visiting, or courtesy (joint) appointments may participate in all deliberations, but they are not eligible to vote.
- (2) Students who are majors in the Department of Human Development and Family Science may be represented on all standing committees. The student representatives do not have voting rights.

III. Department Organization and Governance

A. Faculty Meetings.

- i. **Meeting Frequency.** The Department of Human Development and Family Science meets at least once during each semester and may meet on special call during the summer. The date and time of meetings is established by the Departmental Chairperson with appropriate notice to the faculty.
- ii. **Summer Faculty Meetings.** During the summer, if one-fourth or fewer of the faculty are available to meet, the Departmental Chairperson may, in consultation with the Executive Committee, make emergency decisions about matters that would normally be brought before the faculty for approval.
- iii. **Additional Faculty Meetings.** Special meetings may be called by the Departmental Chairperson or on the written request from three voting members of the Department.
- iv. **Facilitation of Meetings.** The Departmental Chairperson normally presides at meetings of the Department. In the absence of the Chairperson, the Associate Chair may preside over the faculty meeting.
- v. **Meeting Agenda.** The Departmental Chairperson prepares an agenda for each meeting of the Department which is distributed to the entire department community at least one week prior to the meeting. Faculty are invited to submit agenda items. Items may be added to the agenda at the meeting.
- vi. **Procedure.** All meetings of committees and the general faculty are conducted in accordance with Robert's Rules of Order. Minutes are recorded at all meetings of committees and the general faculty and distributed to all members of the faculty.
- vii. **Meeting Minutes.** Minutes are taken and distributed to the entire department community, posted in places accessible to students, and filed in the Department office within 10 working days following a meeting.

viii. **Remote Participation in Meetings.** Unless otherwise previously agreed to, faculty may participate in meeting either in person, or by remote technology.

ix. **Faculty Quorum.** At least 50 percent plus 1 of the voting members of the Department of Human Development and Family Science constitutes a quorum at any regular or special meeting of the faculty. Any faculty member who cannot be reasonably expected to attend is provided an alternative means of voting on any item of business scheduled for the regular or special meeting.

B. Department Chair Selection. Whenever the office of Chairperson becomes vacant, or will soon become vacant, faculty will request that the Dean appoint a Search Committee broadly representative of the Department faculty. The responsibility of serving on this search committee is reflected in the faculty members' Assignments of Responsibilities.

C. Department Leadership and Committees.

i Department Chairperson

- a. The Chairperson is the chief administrative officer of the Department. The Chairperson is responsible to the faculty of the Department and represents the Department to the Dean and the University. The Chairperson also represents the Dean and the University to the Department.
- b. The Chairperson is responsive to the appropriate committees on such matters as curriculum, appointments, course offerings and scheduling, promotion and tenure recommendations, salary adjustments, assignment of teaching and research assistants, and general questions concerning allocation of Departmental resources. The Chairperson, in conjunction with the appropriate committees of the Department, coordinates all segments of the academic program, such as degree requirements, curricular offerings, catalog announcements, scheduling of classes, and the assignments of faculty. The Chairperson facilitates and coordinates student advising, intra-departmental communication, curriculum planning, record keeping, recruiting, departmental letter writing, functioning of office staff, departmental image-building, interfacing of departmental committee work, budget allocation, and delegating committee responsibilities.
- c. The Chairperson, in conjunction with the Departmental Executive Committee, may establish Ad Hoc committees as needed for the conduct of Departmental affairs.

- d. The Chairperson on invitation may be an ex-officio, non-voting member of all Departmental committees.
 - e. The Chairperson reports to the Department Executive Committee and the Department the actions performed in administering Departmental affairs.
 - f. The Chairperson, serving as principal financial officer of the Department, supervises receipts and expenditures of all moneys; and prepares an annual budget for discussion with the Faculty; keeps faculty informed about the financial status of the Department and seeks input on major fiscal decisions.
 - g. The Chairperson and/or the designee serves as liaison officer and Departmental representative to officers and bodies outside the Department where not otherwise specified by College, University, Board of Trustees, or Board of Governors procedures.
 - h. The Chairperson shall conduct an independent review of all candidates for promotion (including promotions of specialized faculty) and tenure and forward to the Dean for review.
 - i. The Chairperson shall make decisions on merit salary increases, considering departmental recommendations, and forward to the Dean for final approval.
 - j. Chairperson shall provide administrative review and approval of departmental policies and procedures including promotion and tenure and evaluation/merit criteria and forward to the Dean for review and approval
 - k. The Chairperson serves at the pleasure of the Dean.
 - l. An evaluation of the Chairperson's performance is conducted by the Dean each academic year, provided to the Faculty, and used by the Dean to inform the Chair's Annual Evaluation
- ii *Associate Department Chairperson*
- a. Associate Department Chair Selection Process

A faculty member (tenure-track or specialized faculty) who is interested in this position must contact the Department Chair to self-nominate. After screening for the candidate's qualification and match, the Chair will put forward the name(s) to Dean for a discussion. The faculty will vote, by secret ballot, on the Associate Chair for a formal appointment.

b. Associate Department Chair Term

Two years starting from Fall term, with possible extension beyond two years as approved by the Department Chair and Dean.

c. Associate Department Chair Position Description

Associate Chair in the Department of Human Development and Family Sciences is responsible for two main areas—*student affairs* and *teaching/curriculum*, and serves as Acting Department Chair in absence of the Department Chair.

d. In the area of student affairs, Associate Department Chair is responsible for:

- i. Coordination of graduate assistantship assignment in collaboration with faculty leaders
- ii. Student consultations and referrals
- iii. Communications with Associate Dean for Academic Affairs regarding student forms and issues
- iv. Other external communications (e.g., Dean of Students and SDRC) as needed for student issues.

e. In the area of teaching/curriculum, Associate Department Chair is responsible for:

- i. 3-year course schedule updates and distributions in collaboration with faculty leaders (chairs of the Undergraduate and Graduate Curriculum Committees)
- ii. Faculty guidance on course grading
- iii. Assisting the Department Chair with teaching assignments
- iv. Undergraduate Bulletin updates
- v. Oversight of IEP in collaboration with staff and faculty leaders

f. Other minor responsibilities include GA and faculty office space allocation and assistance with staff hiring.

iii *Standing Departmental Committees.* The Chairperson, in consultation with the Executive Committee, may establish such Ad Hoc Committees as deemed necessary to assist in the operation of the Department of Human Development and Family Science. The Executive Committee is comprised of the chairs of each standing committee.

a. Departmental Executive Committee

- i. The purpose of the Departmental Executive Committee is to represent the interests of faculty to the Chairperson and consists of the Chairs of the Undergraduate Curriculum and

Policy Committee, the Graduate Curriculum and Policy Committee, and the Associate Chair.

- ii. The Departmental Executive Committee develops an agenda informed by the needs of the faculty and informed by the needs and concerns of the Department Chair. It is responsible for developing policies and procedures for the department and for ensuring that they are presented to the departmental faculty for approval and adoption. The committee makes recommendations to the Chairperson regarding the areas of specialization and fields to be emphasized, the establishment of priorities regarding the allocation of resources for developing these areas and fields, preparation of the annual departmental budget, the establishment of guidelines for Departmental summer employment, and facilitating the acquisition of external funds to increase Departmental resources.
 - iii. The Departmental Executive Committee provides peer assessment of faculty for annual evaluation pursuant to Section V.A.i.
 - iv. Meetings of the Departmental Executive Committee may be requested at any time by the Chairperson or by any member of the committee.
 - v. All members of the Department, both students and faculty, are informed by posted notice of all Departmental Executive Committee meetings and may attend any meeting in a non-voting capacity.
 - vi. A simple majority of those voting members present carries a motion at any scheduled meeting of the Departmental Executive Committee.
- b. Undergraduate and Graduate Policy and Curriculum Committees
 - i. The Undergraduate Policy and Curriculum Committees is responsible for oversight of all aspects of undergraduate programs in the department respectively, including curricula, admissions, policies, approval of new course proposals, and modifications to existing courses, proposing degree program requirements, proposing new degree and certificate programs, and program review. All academic programs are reviewed annually by the committee.
 - ii. The Undergraduate Policy and Curriculum Committee consists of at least three, full-time tenured, tenure-track, or specialized faculty members. A student representative may be included.

Committee members serve 3-year alternating terms by faculty consensus.

- iii.* The Undergraduate Policy and Curriculum committee will select its chairperson. The chairperson must be a tenured, tenure-track or a specialized faculty.

c. Graduate Policy and Curriculum Committee

- i.* The Graduate Policy and Curriculum Committees is responsible for oversight of all aspects of undergraduate and graduate programs in the department respectively, including curricula, admissions, policies, approval of new course proposals, and modifications to existing courses, proposing degree program requirements, proposing new degree and certificate programs, and program review. All academic programs are reviewed annually by the committee.
- ii.* The Graduate Policy and Curriculum committee consists of at least four, full-time tenured, tenure-track or specialized faculty members holding either Graduate Faculty Status or Graduate Teaching Status. A student representative may be included. Committee members serve 3-year alternating terms by faculty consensus.
- iii.* The Graduate Policy and Curriculum committee will be co-chaired by the Graduate Curriculum Coordinator and the Program Director of the Marriage and Family Therapy program.
- iv.* The Graduate Policy and Curriculum Committee oversees the graduate student recruitment process and evaluates applications for graduate admissions.
- v.* The Graduate Policy and Curriculum Committee administers an annual review of graduate students' progress toward their degree.
- vi.* The Graduate Policy and Curriculum Committee recommends to the faculty for majority vote requirements for candidacy for each graduate degree program.

d. Promotion, Tenure, and Evaluation Committee

- i.* The Promotion, Tenure and Evaluation (PT&E) Committee shall implement policies and procedures concerning promotion, tenure and evaluation, including merit evaluation, of all faculty in the Department of Human Development and Family Science.

- ii. The PT&E committee shall be minimally composed of three, full-time, tenured faculty members and one member of the specialized faculty elected for three-year alternating terms by majority vote of the Department Faculty. The PT&E committee shall elect a chair each year from its membership.
- iii. The PT&E committee conducts Third Year Reviews of all tenure track faculty. The committee conducts the initial review of provided materials and compiles a report. That report is shared with the individual under review and the Department Chair.
- iv. The PT&E committee conducts the review for all faculty candidates pursuing promotion in rank. Membership on this committee will vary depending on the status for which a candidate is being considered. The tenure committee consists of all tenured faculty members, the committee for promotion to full professor consists of all full professors and the committee for promotion to associate professor consists of all associate and full professors. A specialized faculty member at the highest rank will be elected by and from the ranks of the specialized faculty to the P&T Committee and will be present only during discussions of promotion of specialized faculty.
- v. E&G-funded 12-month specialized faculty members who have assignments of responsibility commensurate with those of tenure-track faculty (i.e., assignments in teaching, research and service) may submit a request to the Department Chair for membership on the Promotion and Tenure Committee. The Chair and the Promotion and Tenure Committee (i.e., the committee comprised of full professors and/or full professors and associate professors) shall decide whether to approve the request for membership on the PT&E committee. Approved 12-month specialized faculty may vote on promotion but not tenure decisions.
- vi. The Chair of the PTE committee shall serve as the department representative on the Anne Spencer Daves College of Education, Health, and Human Sciences Promotion and Tenure Committee.

D. Faculty Senators. The Department adheres to the guidelines outlined in Article 3, Section E, Faculty Senators, Anne Spencer Daves College of Education, Health, and Human Sciences Bylaws dated July 13, 2023.

E. Faculty Recruitment.

- i Faculty recruitment and hiring are informed by the faculty as well as Administrative assessments of unmet needs. Such assessments include expertise and under-represented voices.
- ii Faculty searches will be informed by the guidelines and procedures of the *Florida State University Search and Screening Guide*, as well as other University resources for minority recruitment.

F. Unit Reorganization. In the event of a proposal to alter or modify the structure, arrangement, or organization of the department, the faculty members will receive notice of proposed changes and be provided opportunities to voice advisory nonbinding opinions, concerns, and suggestions on the matter. Unit reorganization is under the discretion of the Dean of the Anne Spencer Daves College of Education, Health, and Human Sciences.

IV. Curriculum.

- A.** All matters of curriculum are decided by faculty through the administrative functioning of the Undergraduate Curriculum Committee and the Graduate Curriculum Committee, and in consultation with the Department Chair.
 - i. Faculty who want to propose new courses should discuss the course topic with the Department Chair, and how the course serves the curricular needs of the department.
 - ii. Upon approval from the Department Chair, and with consultation with the Executive Committee, the faculty member will prepare to offer the new course as a Special Topics course, which may be repeatable three (3) times before it must undergo curricular review and approval.
- B.** The decisions of the curriculum committees are ratified by the full faculty through reporting and a vote at the subsequent departmental faculty meetings.
- C.** All curricular items must be approved by the appropriate college and university committees and must comply with all relevant university policies and state statutes.

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

- i.* For Annual Evaluation, peer evaluation will be solicited by the chair via the Department Executive Committee.
 - a. The Executive Committee will be provided with the previous year's AOR information, and faculty self-evaluation.
 - b. Peer evaluation will be based on the information furnished for evaluation.
- ii.* When Merit raises are made available, the PTE committee will provide to the department chair an independent evaluation of each faculty member that is based on the faculty member's AOR.
 - a. The PTE committee will be provided with the previous year's AOR information, faculty self-evaluation, and chair evaluation for each faculty member.

B. Criteria for Evaluation of Tenure-track Faculty. The criteria for the evaluation of tenure-track faculty in the area of teaching, scholarship/research and service are the same criteria as Criteria for Promotion and Tenure for Tenure-track faculty outlined in Section VI.D and Appendix A.

C. Criteria for Evaluation of Specialized Faculty. The criteria for the evaluation of tenure-track faculty in the area of teaching, scholarship/research (if reflected as part of the AOR) and service are the same criteria as Criteria for Promotion for Specialized faculty outlined in Section VI.E.

VI. Promotion and Tenure

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

B. Third Year Review for Tenure-track Faculty. Tenure-track faculty in their third year of service will receive an evaluation of their progress in meeting the department's expectations for promotion and tenure. In the fall semester of the third year, a faculty member meets with the Department Chair to discuss the preparation of a binder for promotion and tenure review. The Chair discusses with the faculty member the guidelines to follow in preparing a review binder. The faculty member is expected to complete the Third-Year Review binder in the next spring semester by January 31st. The binder will contain everything, in the same general format, as the binder to be submitted for promotion and tenure review, with the exception of external letters.

For additional information, see Article III, section C.iv.d.iii for the procedures related to the role of the PTE committee in the Third Year Review process.

C. Peer Involvement in Evaluation of Promotion and Tenure of Faculty. See Article III, section C.iv.d.iv for the procedures related to the role of the PTE committee for Promotion and Tenure for tenure-track faculty, as well as promotion for specialized faculty.

D. Criteria for Promotion and Tenure of Tenure-track Faculty. The university's criteria for promotion or for granting tenure shall be relevant to the performance of the work which the faculty member has been assigned to do and to the faculty member's duties and responsibilities as a member of the University community. 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. Tenure-track faculty in their third year of service will receive an evaluation of their progress in meeting the department's expectations for promotion and tenure. Additional information and specific recommendations can be found in Appendix A.

- (1) **Instruction.** A major function of the university is teaching. Candidates for promotion and tenure should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching. Effective college teaching is based on competence in subject areas taught, learning practices, a commitment to student learning, and skill in promoting a productive learning environment. Candidates should contribute to improving educational outcomes of students in the department and the profession. It is incumbent upon the candidate to provide evidence of distinction.
 - (a) Promotion to Associate Professor and Tenure. A sustained record of effective teaching as indicated by required student evaluations and peer evaluations. Involvement in advising undergraduate students, direction of M.S. students, and being on doctoral students' committees. Other indicators suggested for distinction can be included as applicable to show teaching competence.
 - (b) Promotion to Full Professor. A sustained record of effective teaching at the bachelors, master's, and doctoral levels as indicated by required student evaluations. Involvement in advising undergraduate students, direction of M.S. and doctoral students in theses/dissertations. Evidence of mentorship and leadership in course/curriculum development. Other indicators suggested for distinction can be included as applicable to show teaching competence.
- (2) **Research.** Candidates for promotion and tenure should develop and maintain a strong program of independent research, with a clearly articulated intellectual stream of work that is evident in publications, presentations, and grants. The scholarly effort

should be of sufficient quality and quantity to merit a national reputation in the candidate's discipline.

- (a) Assistant Professor. The research efforts should demonstrate intellectual independence from prior mentors and a focused stream of research. New collaboration is also valued.
 - (b) Promotion to Associate Professor and Tenure. A record of effective scholarship which shows the candidate's promise of becoming a leading scholar in a focused area of expertise is required for promotion and tenure to associate professor. The candidate should show evidence of beginning to establish a national reputation in his/her area of expertise.
 - (c) Promotion to Full Professor. An outstanding record of scholarship that has established national or international stature is required for promotion to professor. The scholarly activity will be in a focused area of research in the discipline and include citations by other researchers.
- (3) **Service.** Service is recommended that is individually, programmatically, and professionally congruent moving from proximal participation and contribution to distal contribution and leadership. For definitions and policies please see FSU Faculty Handbook and FSU Mission Statement approved by BOR, July 28, 1988; revised May 21, 1992; updated 2005.
- (a) Assistant Professor. During the first year of appointment, beginning assistant professors are not expected to perform service activities. During second and subsequent years, faculty members are expected to assume limited department and college service responsibilities, such as committee membership and participation.
 - (b) Promotion to Associate Professor and Tenure. An associate professor is assumed to accept not only participation in department and college activities, but also to assume a leadership role in a limited number of these activities, and to accept responsibility for performance of service at the university level.
 - (c) Promotion to Full Professor. The individual at the level of full professor has a wide range of opportunities for

service that are expected to shift with time and career advancement.

E. Criteria for Promotion of Specialized Faculty. Individuals considered for promotion are evaluated in accordance with the policies of the Florida State University, the Board of Trustees, BOT-UFF, the Anne Spencer Daves College of Education, Health, and Human Sciences and the Department of Human Development and Family Science (HDFS). The criteria listed in this document apply to promotion and annual performance review of specialized faculty in the Department of Educational Psychology and Learning Systems. Detailed information on FSU policies and procedures for the promotion of specialized faculty can be found at <https://fda.fsu.edu/faculty-development/promotions-for-specialized-faculty>.

Promotion decisions for specialized faculty shall take into account:

- Annual assignments of responsibility (AOR)
- Annual performance evaluations
- Promotion criteria in relation to the assignment in the department chair's letter
- Evidence of sustained effectiveness relative to opportunity and according to assignment in the department chair's letter

In evaluating each faculty member, primary assessment is in terms of his or her performance of assigned duties and responsibilities as reported on the annual Assignment of Responsibility (AOR) form. AORs are given consideration as a framework describing the faculty member's work within the department where indicators of effectiveness will be assessed. Specific indicators of effectiveness should align with an individual's assignment of responsibility. Therefore, a specialized faculty member is not expected to address every indicator of effectiveness listed in this document.

A specialized faculty member in the *Teaching Track* (Teaching Faculty I, II, III) is typically assigned not less than 75% teaching responsibility and not more than 5% research responsibility. A specialized faculty member in the *Instructional Support* track (Instructional Specialist I, II, III) is normally assigned not less than 75% service responsibility in the area of instructional support, and not more than 5% research responsibility. [See <https://facultyhandbook.fsu.edu/handbook-sections/section-5-faculty-development>].

Indicators of Effectiveness for Specialized Faculty

Teaching

The following indicators of teaching effectiveness will be used when evaluating a specialized faculty member.

- Evidence of well-planned and delivered courses, including submission of course syllabi as well as samples of instructional materials and assessments.
- Student evaluations of performance, including summaries of data from the Student Perception of Courses and Instructors (SPCI). Other relevant student evaluation materials may also be submitted.
- Written evaluations of teaching or clinical supervision from faculty members or other qualified university personnel who have conducted direct observations of the candidate's teaching or clinical supervision.

- Evidence which describes the impact of the faculty members on others will be considered in assessing teaching and clinical effectiveness. Such evidence may come from letters or documents describing how the faculty member has impacted others. Signed documents may originate with students, former students, supervisees, faculty colleagues, or others. Criteria for assessing the impact of teaching or supervision on others will include:
 - Specificity of the incidents reported (as contrasted with general impressions).
 - Breadth of effect, as indicated by variety of incidents and the probable spread of their influence.
 - Evidence of commitment to ongoing improvement of teaching or clinical skills.
 - Proven ability to teach multiple courses within a discipline/major as evidenced by the candidate's assignment of responsibility.
 - Evidence of innovation and application of evidenced-based practices.
 - Demonstrated involvement in curriculum development or authorship of educational materials.
 - Evidence of sustained supervision of interns and practicum students in clinical settings.
 - Evidence of meeting the standards required of a program's accrediting bodies.

Service

Specialized faculty in the Teaching Track (Teaching Faculty I, II, III) may devote a small amount of effort to service. Evidence of service activity should be provided. This may include service to the:

- Institution - including committee work at the program, department, college, or university level; contribution to ongoing improvements of a program's curriculum or clinic; administrative tasks related to the operation and success of a clinic or center.
- Community - including service to particular groups, institutions, or organizations; in-service or consultative involvement with constituent groups; development of relationships with the community; involvement in professional activity with various federal, state, local, or international agencies, boards, or other groups to advance the quality of education.
- Profession - including holding office in a professional association, reviewing for journals, reviewing proposals for funding or presentation, holding editorial board memberships or editorships, organizing or implementing a conference, workshop, or seminar relevant to professional issues and concerns.

Specialized faculty in the Instructional Support track (Instructional Specialist I, II, III) spend 75% or more of their assignment providing service in the area of instructional support. In such cases, additional evidence of service activity should be provided. This may include:

- Development and implementation of new services, policies, training materials, or other resources.
- Documentation of effective operation of clinic related to management of schedule, budget, staff, equipment, space, etc.
- Letters describing administrative effectiveness from faculty supervisors.
- Data on services provided such as number of clients served and type of diagnoses seen.
- Evidence of outreach to the campus and community.

Research

Specialized faculty may also devote a small amount of time to research. In such cases, AORs will include planned activities in this area. Evidence of collaborative or independent research projects should be provided. This may include:

- Published and/or in-press journal articles, books, book chapters, article reviews, editorial columns, technical reports, monographs, or new assessment measures.
- Papers presented at regional, national or international conferences.
- Distinctions or awards related to research and scholarship.

Appendix A

Florida State University Department of Human Development and Family Science Criteria and Procedures for Promotion and Tenure

The university's criteria for promotion or for granting tenure shall be relevant to the performance of the work which the faculty member has been assigned to do and to the faculty member's duties and responsibilities as a member of the University community. These criteria recognize three broad categories of academic service as follows:

1. Instruction, including regular classroom teaching, direction of theses and dissertations, academic advisement, and all preparation for this work including study to keep abreast of one's field.
2. Research and other creative activity including scholarly, peer-reviewed publications and presentations.
3. Professional and public service.

The criteria used to determine recommendations for promotion and award of tenure for faculty are designed to be consistent with statutory requirements, the *Faculty Handbook (University Policies and Procedures 10.4.2)*, and the Collective Bargaining Agreement.

The Department of Human Development and Family Science embraces a developmental view of teaching, research, and service that takes into account the individual, including position, rank, and years of service, as well as the goals of the department and the mission of the Anne Spencer Daves College of Education, Health, and Human Sciences to promote the health and well-being of individuals, families, and communities. Any given item of evidence is not in itself a guarantee for promotion/tenure but it is the overall whole and sum of the parts as evaluated by PTE committees.

Instruction

A major function of the university is teaching. Candidates for promotion and tenure should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching. Effective college teaching is based on competence in subject areas taught, learning practices, a commitment to student learning, and skill in promoting a productive learning environment. Candidates should contribute to improving educational outcomes of students in the department and the profession. It is incumbent upon the candidate to provide evidence of distinction.

- Distinction in teaching may be evidenced in a number of ways:
 - Student evaluations
 - Peer evaluations
 - Course development and improvement
 - Publication of textbooks
 - The faculty member's record of individual mentoring of students at the graduate and undergraduate levels

- Evidence of teaching scholarship. Examples would include instructional grants to enhance teaching and courses, articles published, and refereed publications focused on teaching and the development of teaching materials
- Teaching Awards (College, University, &/or National)
- Evaluation of the teaching statement and materials provided by the faculty member
- Evidence of participation in programs to improve one's teaching, such as programs at the college and university levels, as well as through one's profession
- Directing students who publish peer-reviewed papers or earn student awards from professional organizations • Educational outreach

Promotion to Associate Professor and Tenure:

A sustained record of effective teaching as indicated by required student evaluations and peer evaluations. Involvement in advising undergraduate students, direction of M.S. students, and being on doctoral students' committees. Other indicators suggested for distinction can be included as applicable to show teaching competence.

Promotion to Full Professor:

A sustained record of effective teaching at the bachelors, master's, and doctoral levels as indicated by required student evaluations. Involvement in advising undergraduate students, direction of M.S. and doctoral students in theses/dissertations. Evidence of mentorship and leadership in course/curriculum development. Other indicators suggested for distinction can be included as applicable to show teaching competence.

Research

Candidates for promotion and tenure should develop and maintain a strong program of independent research, with a clearly articulated intellectual stream of work that is evident in publications, presentations, and grants. The scholarly effort should be of sufficient quality and quantity to merit a national reputation in the candidate's discipline. A productive research program is based on the following criteria:

- Research that is consistent with the University Guidelines for Promotion and Tenure (10.4.2 University Criteria for Promotion and Tenure)
- Research that is consistent with the Assignment of Responsibilities
- Evidence of high-quality research publications in one's discipline, including articles in ranked journals
- Citations of the candidate's work
- Submission of competitive grant proposals
- Other indicators include:
 - o Receipt of extramural grants or contacts
 - o Receipt of fellowships
 - o Invitations to publish or present research
 - o Direction of graduate research

Assistant Professor:

The research efforts should demonstrate intellectual independence from prior mentors and a focused stream of research. New collaboration is also valued.

Promotion to Associate Professor and Tenure:

A record of effective scholarship which shows the candidate's promise of becoming a leading scholar in a focused area of expertise is required for promotion and tenure to associate professor. The candidate should show evidence of beginning to establish a national reputation in his/her area of expertise. Specifically, the candidate should have developed a focused research agenda, contributed to the knowledge of the field through publications in ISI ranked journals or in journals appropriate in the field and presentations in national conferences, demonstrated progress in external grant funding, be recognized by external scholars at other institutions through satisfactory reviews, and occupy a favorable placement relative to peers.

Promotion to Full Professor:

An outstanding record of scholarship that has established national or international stature is required for promotion to professor. The scholarly activity will be in a focused area of research in the discipline and include citations by other researchers. Specifically, the candidate should have demonstrated sustained scholarly contributions through additional article publications and conference presentations, success and leadership in external grant funding, evidence of national/international reputation, and recognition by external reviewers through satisfactory reviews.

Service

Service is recommended that is individually, programmatically, and professionally congruent moving from proximal participation and contribution to distal contribution and leadership. For definitions and policies please see FSU Faculty Handbook and FSU Mission Statement approved by BOR, July 28, 1988; revised May 21, 1992; updated 2005.

Service is of three types: (a) service to the institution that embraces activities which sustain the University and enable it to carry out its academic goals; (b) service to the discipline contributes to the function and effectiveness of the faculty member's profession; (c) service to external communities reaches out to constituencies such as government agencies, industry, and other entities where academic knowledge intersects with practical affairs and problem solving.

Assistant Professor:

During the first year of appointment, beginning assistant professors are not expected to perform service activities. During second and subsequent years, faculty members are expected to assume limited department and college service responsibilities, such as committee membership and participation. Focused participation in and contribution to a scholarly and professional organization is recommended.

Promotion to Associate Professor and Tenure:

An associate professor is assumed to accept not only participation in department and college activities, but also to assume a leadership role in a limited number of these activities, and to accept responsibility for performance of service at the university level. Focused national contribution via a scholarly and professional organization is expected. Limited and focused contribution in other service activities, as outlined in the Collective Bargaining Agreement are recommended in so far as the professional reputation of the faculty member and department is enhanced.

Promotion to Full Professor:

The individual at the level of full professor has a wide range of opportunities for service that are expected to shift with time and career advancement. The assumption of leadership roles is a basic expectation. Leadership contributions may be performed in department, college, and university committees, in community, state, national, and international organizations, and in professional journal editorial boards.

Administrative Changes accepted by HDFS faculty: 8-12-2025

Appendix B

Florida State University Department of Human Development and Family Science SRAD Distribution Policy

CEHHS SRAD Distribution Policy

Each college, school, center, or institute must develop its own SRAD policy. However, there are required components within the SRAD Distribution Policy. In terms of allocation amounts, the College SRAD distribution represents 28% of the overall SRAD revenue.

Minimum Required Dean "Hold back"

Each SRAD-generating FSU college or institution must retain 7% of the college or institution allocation to develop and maintain college research infrastructure. This 'hold back' of funds is maintained at the Dean's level. The remaining 21% of the College SRAD distribution is allocated to the Department.

Distribution to Departments and Centers

Based on a series of multi-level college work groups, it was determined that 21% of the remaining college SRAD allocation be distributed to each department. Each department has been charged with developing internal procedures and practices regarding the expenditure of their SRAD allocation.

To sum, the university assigns 28% of all distributable SRAD to the College. The Dean, as required, retains 7%, or 25% of the distributable SRAD. The Department receives 21%, or 75%, of the distributable SRAD.

Table 1. IDC Revenue Distribution as SRAD

Recipient	Distribution Percentage		
Research Administration & University Support	48.5%		
Distributable SRAD	51.5%		
OVPR		16%*	
Council on Research & Creativity		7.5%*	
College		28%*	
Dean's Office			7%*
Department Allocation			21%*
TOTAL	100%	51.5%*	28%*

Exceptions:

- *If the awarded grant proposal indicated a different (lesser) percentage for the Home Department or*
- *When grants are awarded to PIs across multiple units or departments, the pre-identified distribution in the research proposal will be implemented in place of the distribution of the 21%.*

College Departmental Expectations

Once received, typically in December, each College of Education, Health, and Human Sciences department distributes the Department SRAD in accordance with their departmental procedures and practices.

Each department shall implement department-level SRAD distribution procedures and practices. In the absence of existing policies, departments will develop a policy. Departmental SRAD distribution policies shall include the following:

- 1) the SRAD return rate to the PI and investigators;
- 2) the allowable spending expenditures;
- 3.) the expenditure process; and
- 3) the distribution of salary savings.

Departmental SRAD Calculation Process

It is important to note that the Departmental SRAD allocation is one calculation. The funds are not distributed to the department by PI with faculty appointments in the department.

Department of Human Development and Family Science Departmental SRAD Calculation:

Pursuant to the Anne's College SRAD Distribution Policy (see above), the Department of Human Development and Family Science has developed the following distribution:

The department retains 25% of the pooled Department SRAD allocation. These funds could be used for recruitment, retention, or to meet budget shortfalls in other accounts.

The remaining 75% is distributed among faculty members in proportion to the representative amount generated by the PI in the Departmental allocation.

For example, if PI Smith generated 15% of all the SRAD earned by the department, then PI Smith would receive 15% of the 75%.

Procedure: Every December, once the department business manager has received the SRAD disbursement from the Office of Research, eligible PIs will be informed of the amount of their percentage of the department's SRAD. The accounting of these funds will be held by the department business manager for use by the PI in accordance with all applicable department, college, or university policies regarding the use of these funds.